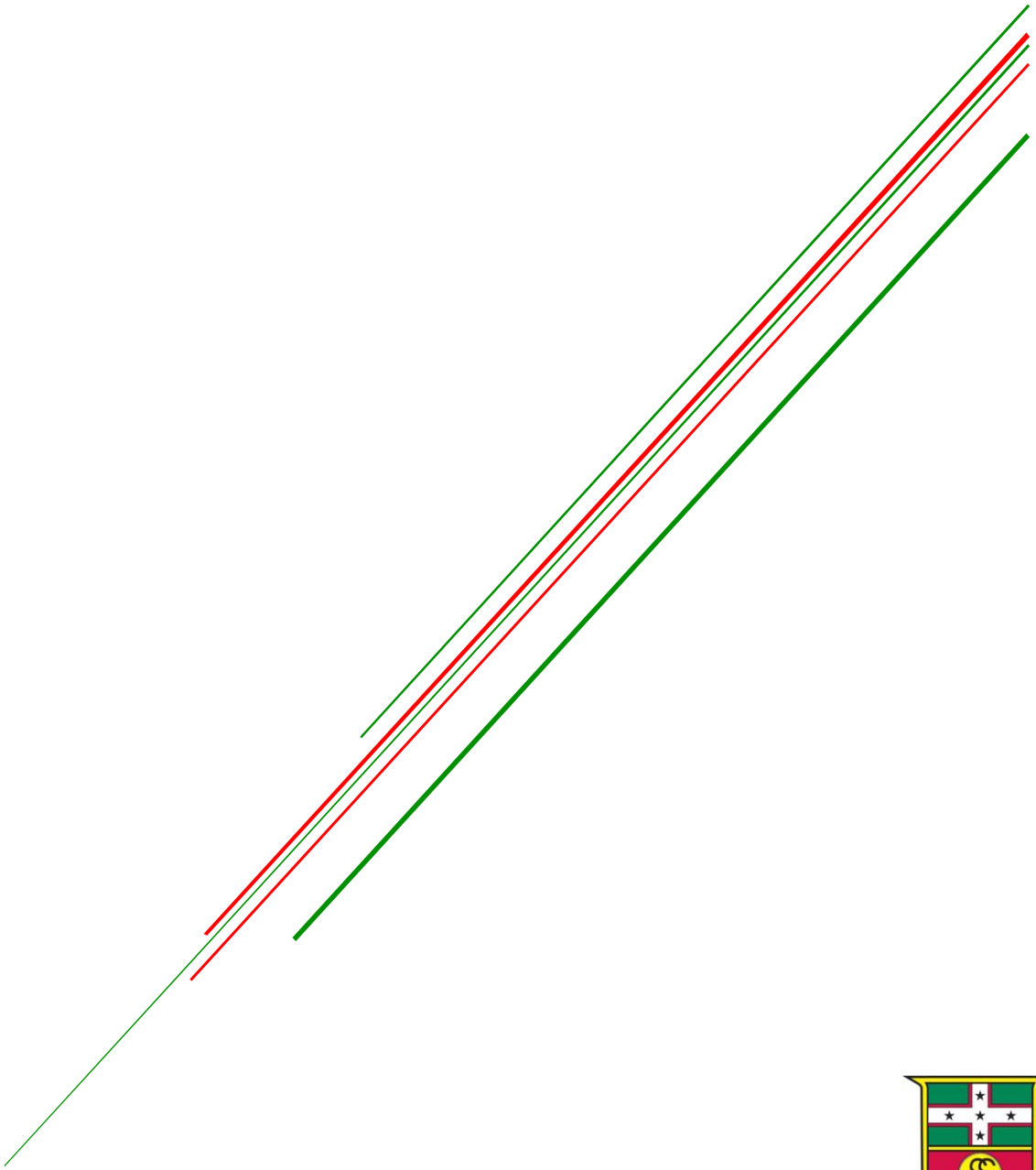
SUBJECT SELECTION

YEARS 9 / 10 CURRICULUM
2021 / 2022

Information package for students



South Sydney High School

Contents

Introduction

The aim of this booklet is to provide you with information about the courses that are offered for study by students in Year 9, 2021 and Year 10, 2022 at South Sydney High School.

The Core Curriculum

All students will study the core curriculum for Stage 5. The core curriculum consists of study in English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), Australian History, Australian Geography and Sport.

Elective Courses

- A range of elective courses are available for selection by students. Students will study three electives in Year 9. Not all elective courses will be offered in 2021.

- It is therefore important that each student develop **a priority list** of courses that he/she would like to study as elective classes can only be created in courses that a number of students elect to study. This list should include six courses.

- Many elective courses require the payment of a mandatory charge to cover the cost of materials used throughout the course.

- The determining factor in choosing electives at this stage of schooling should be courses that your son/daughter will enjoy.

If you would like to discuss any of the information provided in this booklet please contact the appropriate Head Teacher on 9349 3868.

CORE CURRICULUM

English

The South Sydney High School English faculty offers a dynamic and stimulating range of modules in Years 9 – 10, which leads to honing our students' skills for the RoSA and HSC English course. The modules extend their skills in understanding the relationships between language and meaning.

Students are expected to respond to and compose a wide variety of texts in context and through close study of texts. Students will develop their skills and knowledge in order to:

- speak, listen, read, write, view and represent;
- use language and communicate appropriately and effectively;
- think in ways that are imaginative, interpretive and critical;
- express themselves and their relationships with others and the world;
- learn about and reflect on their learning through their study of English.

Students will read, listen to and view a variety of texts tailored to their needs, interests and abilities. The texts become increasingly sophisticated as they move from Year 9 to Year 10. Students will cover the essential content and work towards course outcomes through close reading, listening to or viewing the following over the two years:

- Fiction – at least two works
- Poetry – a variety drawn from different anthologies and/or study of one or two poets
- Film – at least two works
- Nonfiction – at least two works
- Drama – at least two works

In each year students will study examples of spoken, print and visual texts, media and multimedia which will include texts drawn from radio, television, newspapers, the internet and other electronic sources.
The selection of texts will give students the experience of:

- widely defined Australian literature and other Australian texts including those that give insight into Aboriginal experiences and multicultural experiences
- literature from other countries and times
- Shakespearean drama
- cultural heritages, popular cultures and youth cultures
- picture books
- everyday and workplace texts
- a range of social, gender and cultural perspectives

Mathematics

In Year 7 classes were graded but followed a similar basic course in Mathematics. In Year 8 students were placed in Mathematics classes according to their results in Year 7. Students were provided with work according to their aptitudes and abilities.

In Year 9 and 10 students will be placed in classes based on their results in Year 8.

The Mathematics syllabus provides a basic core of work called Stage 5.1. All students will complete the work described in Stage 5.1.

There are two other areas of study called Stage 5.2 and Stage 5.3. Students in certain classes will study components of these as appropriate.

It is important for parents to understand the implications for senior study of this process. Students wishing to study Mathematics General in the senior school will need to have completed Stage 5.1 to a high standard. Those who wish to study the Mathematics course in the senior school will need to have completed Stage 5.2 which includes Stage 5.1. Students wishing to do Extension Mathematics will need to have completed Stage 5.3 which includes 5.1 & 5.2.

Stage 5.1	**Stage 5.2**	**Stage 5.3**
Financial Mathematics	Financial Mathematics	Ratios and Rates
Indices	Ratios and Rates	Algebraic Techniques
Linear Relationships	Algebraic Techniques	Surds and Indices
Non-Linear Relationships	Indices	Equations
Area and Surface Area	Equations	Linear Relationships
Numbers of Any Magnitude	Linear Relationships	Non-Linear Relationships
Right-Angled Triangles (Trigonometry)	Non-Linear Relationships	Polynomials
Properties of Geometrical Figures	Area and Surface Area	Logarithms #
Single Variable Data Analysis	Volume	Functions and Other Graphs #
Probability	Right-Angled Triangles (Trigonometry)	Area and Surface Area
	Properties of Geometrical Figures	Volume
	Single Variable Data Analysis	Trigonometry and Pythagoras' Theorem
	Bivariate Data Analysis	Properties of Geometrical Figures
	Probability	Circle Geometry #
		Single Variable Data Analysis
		Bivariate Data Analysis

# indicates optional topics considered preparation for Mathematics Extension Courses.

Science

Students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. Students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

Students apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Individually and collaboratively they plan and undertake a range of types of first-hand investigations to accurately collect data using appropriate units, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable first-hand data.

By the end of Stage 5 students describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas, they outline examples of where the applications of the advances of science, emerging sciences and technologies significantly affect people's lives, including generating new career opportunities.

Skills, knowledge and understanding are developed through learning experiences set in contexts that are relevant to students' learning needs and interest. Students develop skill in and understanding the processes of Working Scientifically. A large amount of course time in devoted to practical experiences. A substantial student research project is undertaken in Year 10.

Students will generally study two topics per term related to the Physical World, Earth and Space, the Living World and the Chemical World.

Students are provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

History

History is a mandatory subject in Year 9 and 10.

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

The study of History in high school investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used.

Students will learn about the following topics:

Year 9 - The Making of the Modern World

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1945.

They will study:

- Movement of Peoples
- Australians at War (World Wars I & II)

Year 10 - The Modern World and Australia

The Year 10 History curriculum provides a study of the history of the modern world and Australia from 1945 to present, with an emphasis on Australia in its global context.

- Rights and Freedoms (1945 – present)
- Australia in the Vietnam War era
- Popular Culture

Students then have the option in Year 11 and 12 of studying Ancient History, Modern History and History Extension.

Geography

Geography is a mandatory subject in Year 9 and 10.

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Content

Sustainable Biomes *Key questions*

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

Changing Places

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

Environmental Change and Management

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

Human Wellbeing

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

Personal Development, Health & Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory subject which must be studied by all students in Years 9 and 10. The study of PDHPE aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

Students develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others. Students develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity. Students also learn to move with confidence, competence and creativity within and across various physical activity contexts.

Learning opportunities in PDHPE seek to achieve the following goals: focus on educative purposes, develop health literacy, include a critical inquiry approach, take a strengths-based approach and value movement.

Content areas include:

- alcohol and other drugs
- food and nutrition
- personal identity
- mental health and wellbeing
- relationships
- sexuality and sexual health
- safety
- health benefits of physical activity
- fundamental movement skills
- rhythmic and expressive movement
- individual/group/team physical activities
- initiative/challenge physical activities
- aquatics
- lifelong physical activities

ELECTIVES

Commerce

Commerce provides an ideal foundation for senior school courses such as:

- Business Studies
- Economics
- Legal Studies
- Retail Operations
- Business Services

Aim

The aim of *Commerce* is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Content

The content is organised into essential (core) and additional content (options). The core and options may be studied in any order or pattern.

Core Study

There are FOUR compulsory topics that will be studied over Year 9 and 10:

Year 9

- Consumer and Financial Decisions
- Law, Society and Political Involvement

Year 10

- The Economic and Business Environment
- Employment and Work Futures

Options

The options may be studied in any order or pattern.

- Our Economy
- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence
- School-developed Option

Design and Technology

Course cost $85 for incidentals **Individual project costs are extra**

Australia needs future generations who understand the holistic nature of design and technology, who can apply design processes, develop, communicate and justify solutions, create systems and use technologies to meet identified needs and opportunities. This course will assist students to appreciate and be informed about a range of careers in design and technological innovation.

The Years 9 and 10 Design and Technology course builds on the learning acquired in Years 7 and 8 Technology Mandatory and provides a foundation for further studies in Year 11 and 12.

The Stage 5 Design and Technology course encompasses a broad range of experiences through the development and implementation of various design projects within a range of contexts. A design project is the main learning activity of students during a unit of work and culminates in the designed solution and portfolio documentation.

Students are required to complete a minimum of three units of work addressing at least three focus areas of design covering the following core content areas;

- a holistic approach
- design processes
- activity of designers.

Focus areas of design include accessory, architectural, communication systems, digital media, environmental, fashion, food, graphical, industrial, information systems, interior, jewellery, landscape, marine, medical, packaging, promotional, software, structural, transport system and student negotiated focus area.

The diversity of approaches to design projects provides the scope to develop higher order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. Students are encouraged to take intellectual risks and experiment with resources when developing projects.

Students have the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas and experiment with technologies to manage and produce design projects.

Information Communication Technologies are vital in this course as they are used to develop, communicate and research design solutions and communicate students' design ideas

Drama

Course cost $30

Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this artform engages students in a creative process of sharing, developing and expressing emotions and ideas.

Students will engage in activities that explore aspects of human experience. This may involve exploring the ways people react and respond to different situations, issues and ideas. Learning experiences in Drama will be provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self- esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative performances.

Our school drama room offers a wonderful resource where students will present their work to peers at lunch time while not only learning the craft by preparing performances for audiences but also learning how to operate lights, sound and technology. There will also be opportunities to take part in any major school productions that may arise (in 2016 we staged a school production of 'A Midsummer Night's Dream for example).

Students interested in film-making will be offered opportunities to hone their skills. This course also focuses on scripted drama, improvisation and theatre sports as well as working with masks. Opportunities to attend live theatre, audition for ensembles organised by the Arts Unit will be offered.

Food Technology

Course cost $85

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students will engage in a variety of information and communication technologies through activities such as researching, evaluating and communicating issues and ideas related to food.

The students will actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Relevant content will be selected from the core

- Food preparation and processing
- Nutrition and consumption.

This will be integrated with all of the content of a selected focus area and appropriate practical experiences.

The focus areas will be chosen from -

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends.

Students will participate in regular practical experience preparing a variety of food products.

Geography (Elective)

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

Course Structure

Students will study a minimum of FIVE of the topics below over Year 9 and 10:

Physical Geography

Students will investigate the processes involved in volcanic and earthquake activity, plate tectonics, physical processes, climate, weather and the biogeography of one vegetation community. Students will also do an investigative study such as The Grand Canyon or the Mekong Delta.

Oceanography

Students will look at the features and importance of the world's oceans and issues associated with them. This includes how we value oceans, ownership and control, as well as complete at least one investigative study on issues such as whaling, fishing, waste disposal, nuclear testing or tourism.

Primary Production

Students will focus on patterns, functions and issues associated with primary production. Students will also do an investigative study such as Palm Oil production in Indonesia or Fishing sustainability in the Galapagos.

Global Citizenship

Students study the role of informed, responsible and active global citizenship. They will look at the nature of citizenship, the challenges, as well as an investigative study such as Climate change and the role of a Non-Government Organisation or Landmines in South East Asia.

Australia's Neighbours

Students will look at the environments of Australia's neighbours and specific geographical issues within the Asia–Pacific region. They will complete an investigative study on issues such as Air pollution in Indonesia, Māori rights (political and human rights) or The changing nature of tourism in an Asian country.

Political Geography

Students will explore the nature and distribution of political tensions and conflicts, and strategies towards effective resolutions. Areas include world politics, Political tension and conflict and Conflict resolution. Students will also do an investigative study on issues such as the Impact of colonisation on Aboriginal Peoples and the Land Rights movement or South China Sea.

Interactions and Patterns along a Transcontinental Transect

Students will look at the factors responsible for causing variation in spatial patterns across a continent from one specific location to another. They will study ONE transcontinental transect such as Australia from Sydney to Darwin, the Trans-Siberian Railway or North America from Los Angeles to New York. This includes accounting for differences in physical and human characteristics, places and events of significance and a geographical issue such as deforestation or loss of biodiversity.

Graphics Technology

Course cost $55

Graphics Technology is a subject for creative students. It lets them practice logical thought, problem solving and decision making, while developing skills using Graphics tools and equipment, including computer programs. Graphics Technology also enhances students' technical and visual literacy, developing specific manipulative and cognitive skills and equipping them for participation in a technological world. They will become confident in the application of conventions and procedures, like Australian Drawing standards (AS1100) that are essential for transferring concepts and images globally irrespective of language differences.

An important part of Graphics Technology involves the generation, use and manipulation of images, models and pictures – in physical form and using programs like Photoshop, Google SketchUp and Adobe Illustrator. This includes three-dimensional forms and the interpretation and the graphical presentation of concepts and ideas. Through the study of Graphics Technology students will develop the capacity to solve problems and generate and communicate solutions. Creating graphics for specific audiences or clients encourages the development of collaborative skills and students are encouraged to accept the personally challenging experiences and tasks it provides.

Throughout the course students grow to be better users of Graphics. They are increasingly productive, creative, discriminating and confident in the development of ideas and the use of graphic tools.

Students learn freehand, instrument and computer methods to accurately draw shapes and objects, how to think creatively, devise solutions and communicate information using a wide variety of graphical techniques and media. They experience and appreciate the nature of the work environment, the scope of graphics in industry and the relationships between Graphics Technology and society.

The choice of modules is:

- Australian Architecture
- Architectural Drawing 1 & 2
- Computer Graphics
- Description Geometry
- General Drawing
- Graphic Illustration
- Landscape Drawing
- Mechanical Engineering Drawing 1 & 2
- Product Drawing 1 & 2
- Solid Geometry
- Technical Illustration.

The importance of Graphics Technology in today's world cannot be over emphasised. We live in a graphic rich environment and, with computers already an integral part of all our lives, this subject is highly recommended for students who have a future interest in graphics, design, computer graphics, drafting or architecture.

History (Elective)

We can understand our own lives better if we study the lives of those who have preceded us.

As well as the Mandatory Study of Australian History in Years 9 and 10 there is an Elective History Course which is designed to not overlap significantly with the mandatory studies and those that might be studied in the senior school. The course will, however, help to lay a good foundation for the study of history in the senior years.

Students will study aspects of world history as well as the part played by past societies in contributing to our understanding of the present nature of important issues in the modern world.

The History Elective Course falls into three main topics.

Topic 1: Constructing History

Topic 2: Ancient, Medieval and Early Modern Societies

Topic 3: Thematic Studies

Some possible areas of study are:

Constructing History

- Film as History
- Historical Fiction
- History and the Media

Ancient, Medieval and Early Modern Societies

- Celts
- Greece
- The Roman Empire
- Tudor and Stuart England
- Medieval and Early Modern Russia
- The Ottoman Empire from the 16th - 19th Century
- China
- India
- Japan
- Africa

Thematic Studies

- Civil Rights Movements
- Genocide
- Terrorism
- Slavery
- Heroes and Villains in History
- Women in History
- A History of Medicine
- Crime and Punishment

Industrial Technology Engineering

Course cost $85

If you like finding out how products work and why they are made in a particular way then the Engineering focus of Industrial Technology is for you.

In this subject, students experiment with materials to understand their properties, we develop 3D models and test new products virtually, we build our tested components in perfect scale models and some work pieces will even be tested to destruction. This is a hands-on look at engineering and the main focus of the subject will be in the workshop and computer lab designing/building your next project. The theory element of this course is necessary for students to gain a full understanding of its concepts so expect to spend time working on calculation and solving problems analytically.

The course offers a great range of study and tests students' ability to think and problem solve using information technology as an integrated part of the student's development. Students will enjoy the use of cutting-edge engineering design software and high-quality modelling materials to solve real world problems. This subject can be extended into Year 11 and 12 and therefore provides an excellent platform for students wishing to take Engineering Studies at HSC level.

Experiences include;

- Material experimentation & testing
- Bridge building & experimentation
- Google Sketch-Up & simulation packages
- Mathematical & analytical problem solving
- Physics theory applied to solve mechanical problems
- Scale model building skills

Industrial Technology Timber

Course cost $85

This subject is largely practical and students will make a variety of projects from timber. Skills gained from this course can benefit students who wish to seek apprenticeships in carpentry, cabinet making, shop fitting or some other timber related trades.

Projects are constructed using a variety of fixed machines and power tools as well as traditional hand tools. High quality projects become treasured items at home for many years and students enjoy the opportunity to produce work that is both practical and admired.

The study of Industrial Technology – Timber, Core 1 Module in Year 9 and Core 2 Module in Year 10 provide students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available within the Timber Industry.

The course seeks to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems. The majority of student time is spent making timber projects. Theoretical concepts and skill development are integrated into practical projects. Students learn from doing.
Students are also required to produce a folio documenting the processes they use and apply Computer Aided Design to represent ideas and communicate effectively.

The study of Industrial Technology Timber in the Preliminary Course serves as a platform for building understanding and skills for the HSC. Much of Australia's economic, social and cultural development can be related to the capacity of our industries to develop and use technology in the manufacture of goods and services. The effective and responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful.

Students develop an understanding of the following:

- Safe Work Practices
- Properties and characteristics of timber
- Production and conversion of timber products
- Modifying design using the principles and elements of design
- The impact of technology on society and the environment

Students develop skills in the following areas:

- Communication techniques – including drawing and Computer Aided Design
- Measuring and Marking Out
- The use of hand and machine tools
- Preparation, Cutting, Shaping, Joining and Finishing techniques for timber projects
- Turning between centres on the lathe
- Project management and report writing.

Information and Software Technology

Course cost $55

Information and Software Technology is an elective course. There are no prerequisites for the study of this course.

This course aims to empower you to be confident and creative with technology, analysing, designing, developing and evaluating technology solutions. Computers are taking an increasingly pervasive role in our world and having the skills to be creators with this technology as opposed to just consumers will be vital.

The course is project based and involves a large amount of practical work. In undertaking the course students will become confident in the use of technology and also learn important soft skills such as project management, collaboration and problem solving.

Topics studied:

- Website development
- Virtual reality
- Programming
- Game development
- Robotics
- 3D modelling and animation

During this course students will develop:

- knowledge and understanding of a range of computer software and hardware
- problem-solving skills in order to design and develop solutions for real-world problems
- a responsible and ethical attitude towards the use of information and software technology
- an understanding of the effects of past, current and emerging technologies in society
- effective communication skills and collaborative work practices through the use of technology

The school has multiple specially equipped computer rooms where students will develop skills through the use of various software programs, including:

- word processing
- databases
- spreadsheets
- multimedia/presentations
- graphic design
- electronic communication
- software management (and many more)

The development of computing skills will provide students with an advantage; as it will provide expertise that may be applied in other subject areas, as well as in our ever-changing technological society.

International Studies

Every year Flag Day at SSHS is amazing where we celebrate our school's diversity.

The aim of the International studies course is for students to know, understand and appreciate the significance of culture; respect the culturally diverse world in which they live; value cultures from different perspectives; and develop skills to engage harmoniously in the interconnected world.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.

International studies provide students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. They gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain the skills to recognize fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables them to understand and value inclusion, and to respect the rights of others.

Core Study

Understanding culture and diversity in today's world

Options

6-8 options will be selected from the list below:

- Option 1 – Culture and Beliefs
- Option 2 – Culture and Gender
- Option 3 – Culture and the Media
- Option 4 – Culture on the move
- Option 5 – Culture and Travel
- Option 6 – Culture and the Performing Arts
- Option 7 – Culture in Art and Architecture
- Option 8 – Culture in Film and Literature
- Option 9 – Culture and Sport
- Option 10 – Culture and Family Life
- Option 11 – Culture and Food
- Option 12 – Culture, Science, Technology and Change
- Option 13 – School Developed Option

This course is a perfect grounding for the popular Year 11 and 12 subject – Society and Culture.

Marine and Aquaculture Technology

Course cost approximately $110 (To be paid per activity)

This subject is for those students who want to learn more about marine and aquatic environments and how we can use them sustainably. The aim of the Marine and Aquaculture Technology Years 7-10 Syllabus is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water-related environments. This course provides an opportunity for the future custodians of the oceans, waterways and other bodies of water to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments

The syllabus provides knowledge, understanding and skills that provide the opportunity for students to make informed arguments for the maintenance of biodiversity and the sustainable use of marine ecosystems. They will be involved in project development relating to coastal areas and other water-related environments, as well as water-related enterprises and leisure activities.

Marine and Aquaculture Technology Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real-life problems.

By studying Marine and Aquaculture Technology students develop technological and scientific literacy. They increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. They are required to examine the impact of technology and human activity on the marine environment. Content: The content is organised into essential (core) and additional content (options). **Fee:** This course includes mandatory excursions. The costs associated with this subject are related to pool entry for the practical water safety sessions and for snorkelling (Year 9), and sailing or paddleboarding (Year 10). **The course costs will be paid per 'event' throughout the year as advised by the teacher, and will be about $110.**

Content: The content is organised into essential (core) and additional content (options).

Year 9

Core 1- Introduction to Marine and Aquaculture Technology

Please note: this module has a **practical water safety** component that will be most likely be conducted at Heffron Pool. **Students will be required to pay for pool entry.**

Five optional modules selected from the focus areas: Biology, Leisure, Ecology, Management, Aquaculture, General Interest or Employment.

Maroubra rock platform investigations will most likely form part of the practical part of the course.

Year 10

Core 2- Skills Management and Employment

Please note: this module has a **practical water safety** component that will be most likely be conducted at Heffron Pool. **Students will be required to pay for pool entry.**

Six optional modules selected from the focus areas: Biology, Leisure, Ecology, Management, Aquaculture, General Interest or Employment.

Music

Course cost $40

Learning music stimulates a person's development in unique ways by the synthesizing learning experiences that promote higher order thinking, the development of motor skills, and a collaborative and entrepreneurial mindset. All students will need to demonstrate some vocal or instrumental ability and the continual improvement of practical work is fundamental to developing a students' musicianship.

Music also develops a skill set that includes collaborative and project based learning where students complete goal-driven tasks in the four key areas of music study—Performance, Composition, Aural Skills and Musicology. Performance work allows students to improve on their main chosen instrument as a soloist but is also flexible to allow students to become proficient multi-instrumental ensemble players.

Students will become familiar with various Digital Audio Workspaces in the composition of original works and remixes which centres on problem solving through the manipulation and organisation of sound. Technological fluency is embedded into the learning of Music, which although is always changing, promotes adaptive and media fluent students. The course promotes a foundation in the concepts of music, which unifies all music regardless of genre. The ability to deconstruct and critically analyse is at the core to developing Musicological understanding. Aural Skills by definition are associated with the development of musicianship; being able to interpret and apply aural perception, and apply this to Performance and Composition is fundamental to musical fluency.

The study of Music as an elective subject allows students to understand the creative process through the development of collaborative, interpersonal skills. The participation in musical events such as the CAPA Showcase and other inter-school performance opportunities allows students to demonstrate their learning of music beyond the classroom.

Topics studied include:

- Jazz
- Music for film and multimedia
- Theatre music
- Rock music
- Technology and its influence in music

Photographic and Digital Media

Course cost $50

The Digital Media course is designed as a foundation course for those wishing to further their studies in Photography and Digital Media or Visual Arts in the HSC. It offers the basic skills needed to pursue a career in digital photography, animation, film and graphic design.

The students will learn how to use a digital camera, enhance their photos and print successfully. They will learn how to use Adobe Photoshop and a variety of other software packages to manipulate images.

Students will also learn basic animation skills and how to use their skills and creativity to make stop animation and Flash animations. The students will also develop skills in film by creating a storyboard and shooting and editing videos. They will become familiar with using the following software - Adobe Photoshop and Photoshop Elements; Flash; Premiere Pro and Premiere Elements; Illustrator and InDesign.

The critical and historical study of photography and digital media will give students a greater understanding of both the works they create as well as the images surrounding them in the contemporary world.

Photographic and Digital Media can be continued in year 11 or students may select to carry on in Visual Arts for the HSC. It may be studied along with Visual Arts in Years 9 and 10.

Students must be aware that the majority of time is spent on a computer. It is an advantage for students to have their own compact digital camera.

Physical Activity & Sports Studies (PASS)

Course cost $20 per Term (approx.) (compulsory for subject)

This elective, offered by the **Personal Development, Health and Physical Education faculty**, is tailored to the student with an **interest in sport and recreational activities**. The PASS- Elective provides opportunities to participate in leisure activities that it is not possible to include in 'normal' Physical Education/Health classes, such as surfing, beach sports, squash, tennis, swimming and gymnastics. Lifesaving and CPR, Oztag, lacrosse, circuit training and outdoor education.

Theory topics include Sports Coaching, Sport in Australia, Drugs in Sport, the Human Body, Sports Injuries, the Olympic games, Sport and Healthy Lifestyle, Nutrition and Physical Activity and Opportunities and Pathways in PA and sport. 35% of the course is allocated to theory work, with the other 65% allocated to practical activities.

The costs associated with this subject are related to venue hire for lessons outside of the school.

Spanish Course

Course Cost $20

The study of Spanish includes developing skills in reading, writing, speaking and listening as well as learning about the history and culture of Spain and all countries where Spanish is spoken.

The course is delivered using a communicative approach.

If you have enjoyed the study of Spanish in Year 7, then you should think about choosing Spanish as an elective.

How will Spanish help me in the future? Many employers are looking for people who have a second language to work in banks, companies with overseas interests, airlines, the hospitality industry, interpreters etc. It also enables students to develop a stronger understanding of English. Most importantly the study of Spanish is fun!

Visual Arts

Course cost $50

This course is particularly suited to the creative student who wishes to develop their skills and knowledge through practical experiences.

A good visual arts education aims to give you more than just practical skills. It tries to affect the way you see, think and talk about the world around you. This understanding, along with your practical skills, will allow you to communicate your ideas and feelings through your artworks.

An interest in art is a sufficient starting point. It is not necessary to have exceptional drawing skills or be good at every art form.

Students will engage in a wide range of Visual Arts experiences in:

2D – drawing, painting, design, printmaking, digital imaging and photography 3D – sculpture and ceramics

4D – video and computer animation.

Students will develop their computer technology skills through the use of digital video and still cameras, scanning and manipulating images. They will become familiar with software such as Adobe Photoshop, Illustrator and InDesign.

Students will also make historical and critical studies of artists and artworks (including their own). They will be encouraged to attend excursions and enter competitions.

A small contribution is required to cover materials. Students will need to fund any materials they wish to use outside those provided. A Visual Arts Process Diary is mandatory and can be purchased through the school.

Visual Arts can be continued to the HSC.