



Year 8

Subject Selection Guide

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Introduction to the Record of School Achievement (RoSA)

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of a student's achievements up until the time they choose to leave school. The NSW Education Standards Authority (NESA) stores information provided to them by schools about student achievement. NESA issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

To qualify for the award of a RoSA, a student must have:

- undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

Students are required to study courses in each year in Years 7–10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education (PDHPE). Year 10 students need to have a satisfactory record of attendance up until the final day of the school year.

At some time during Years 7–10, students are also required to study courses in Creative Arts, Technological and Applied Studies and Languages Other Than English. Students at Girraween High School fulfil these requirements in Years 7 and 8.

School-based assessment is used to award a school grade for each of the courses students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors developed by NESA. (Note: In Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2). These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

Overall Achievement Grades are awarded to students as follows:

Grade A	Demonstrating extensive knowledge and understanding
Grade B	demonstrating thorough knowledge and understanding
Grade C	demonstrating expected knowledge and understanding
Grade D	demonstrating basic knowledge and understanding
Grade E	Demonstrated elementary knowledge and understanding

The formal Record of School Achievement credential is awarded to eligible students when they leave school. If a student takes HSC courses but is not entitled to an HSC, these HSC results will be recorded on their RoSA. When a student has completed HSC courses and has met eligibility requirements, they will receive the HSC testamur and will have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential will supersede the RoSA.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.

Where an 'N' determination is received in an elective (additional study), the course will not appear on the RoSA.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is your responsibility to:

- a) follow the course developed or endorsed by NESA; and
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework, etc completed and your level of achievement. School reports will be issued twice a year Half Yearly and Yearly Report based on both assessment and non-assessment tasks.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10
- may be ineligible to enter Preliminary (Year 11) courses.

Selection of Elective Courses for Years 9 and 10

The formation of an elective class depends on enough students choosing the course and staff being available to teach the course.

In Years 9 and 10, students must do the mandatory core studies:

- English
- Mathematics
- Science
- Australian History
- Australian Geography
- PDHPE
- Sport.

and choose **three electives** in both Years 9 and 10 and complete 200 hours in each elective.

You will receive an e-mail with your unique web code so that you can complete your online elective subject selection.

Please follow the instructions given and choose three priority courses and two reserve courses for Electives to study in Years 9 and 10 as we cannot guarantee that all of the Elective courses will be able to be offered.

Electives

Each of the electives will be listed with two parts, the first page is written by NESA, and the second page is written by the school for additional information.

Commerce

Commerce is an elective course that is studied for 200 hours in Years 9–10.

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

Record of School Achievement

Satisfactory completion of 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Commerce (Continued)

Commerce provides the knowledge, skills and values that allow young people to make decisions on consumer, financial, business and legal issues. Students learn valuable skills in Commerce including how to manage their money, run businesses, understand the law and politics. These skills form the basis of senior study in Year 11 and Year 12 in Economics, Business Studies and Legal Studies.

Year 9	Year 10
<ul style="list-style-type: none">• Consumer and Financial Decisions• The Economic and Business Environment• Running a Business• Promoting and Selling• Investing	<ul style="list-style-type: none">• Employment and Work Futures• Law, Society and Political Involvement• Our Economy• Law in Action

In Year 9, student's study:

Consumer and Financial Decisions- Students discuss how to protect themselves from scams as well as how to make educated decisions regarding work, finance and money.

The Economic and Business Environment- Students examine issues in the economy and strategies to address these issues. They also discuss how businesses operate and overcome issues they face.

Promoting and Selling – Students analyse strategies that businesses use to promote products to maximise sales.

Running a Business- Students engage in the planning, organising and running of a small business learning problem solving, planning and customer service skills.

Investing- Students invest money in the Australian Securities Exchange and examine how investment banks and stockbrokers operate.



In Year 10, student's study:

Employment and Work Futures- Students learn about employment issues discussing the rights and responsibilities of employees and employers in the work environment.

Law, Society and Political Involvement- Students develop an understanding of how laws regulate the actions of society. Students also develop an understanding of how political processes operate and they can be involved in these processes to achieve desired outcomes

Our Economy- Students assess changes in Australia's economy and explain the implications of these changes for consumers, businesses and the economic cycle

Law in Action- Students investigate a range of situations where people may come in contact with the law. Students also discuss the effectiveness of the law and the fairness of the law for a number of different groups.

Commerce students use their knowledge in a variety of ways:

- Running a school-based business to understand the complexities of decision making required to make a successful business
- Investing money in the Australian Securities Exchange as part of the Schools Sharemarket Game.
- Analysing real life cases at both Local and District Courts during an excursion.
- Creating advertising and marketing campaigns for real products.
- Running mock elections based upon the voting system throughout Australia.
- Providing financial advice for individuals to plan for their future

Commerce provides students with the opportunity to develop consumer, financial, legal and business skills which they can apply in their everyday life. Commerce provides the basis of a variety of Year 11 and 12 subjects including Business Studies, Economics and Legal Studies. It also prepares students for a future in business, finance or law

Computing Technology

Computing Technology is an elective course that is studied for 200 hours in Years 9–10. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

Course Description

Studying Computing Technology 9–10 enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial, and recreational contexts.

Computing Technology 7–10 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

They also investigate the social, ethical, and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles. Students advance their computing skills across technical knowledge, social and cultural awareness, project management and thinking skills. Students improve their project-management skills via planning, collaboration, communication, engaging in processes and designing solutions.

Students become increasingly confident, creative, efficient, and discerning when using and developing a range of digital products/solutions.

Content

- **Enterprise Information Systems** Including:
 - Modelling networks and social connections
 - Designing for user experience
 - Analysing data
- **Software Development** including:
 - Building mechatronic and automated systems
 - Creating games and simulations
 - Developing apps and web software

Course Requirements

There is no prerequisite study for the Year 9 course. Completion of the Year 9 course is a prerequisite for the Year 10 course.

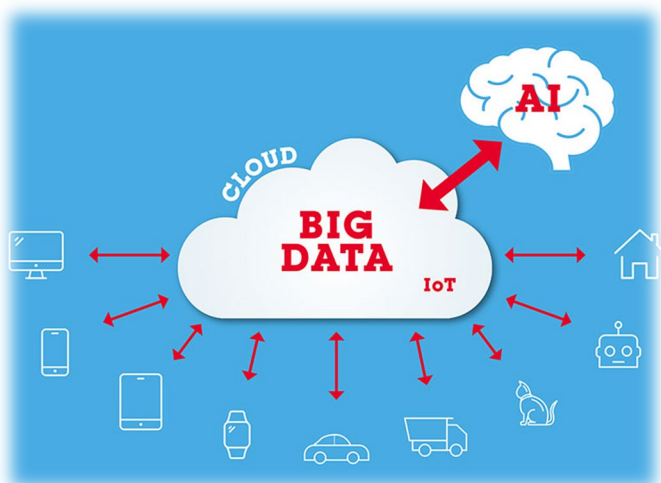
Students undertaking the 200-hour course are required to complete:

- at least 2 Enterprise Information Systems focus areas.
- at least 2 Software Development focus areas
- 4–6 focus areas either individually or combined at least one group project



Computing Technology (Continued)

Computing Technology is a project based learning course, enabling students to explore and develop computing skills and technology to address real life scenarios. This applied studies course not only allows students to learn and develop computing skills, but also allows them to investigate and resolve real issues experienced in everyday and professional computing.



The new syllabus will expand the skill set to 21st Century technology and techniques. Students will study up-to-date, current technology, designed to



develop knowledge, confidence and creativity in designing, analysing, developing and evaluating information technology solutions through project work.

Computing Technology will empower students to use problem solving tools to use and develop computer solutions. As a project base course, students will be assessed through the development of projects, demonstrating their skills in graphics, web site development, spreadsheets, database and computer programming. The core areas of study include; Current and emerging technologies, data handling, hardware, issues, people and software. The option topics may include; Artificial Intelligence, Simulation and Modelling, Authoring Environments and Multimedia, Database Design, Digital Media, Internet and Website Development, Networking and Operating Systems, Robotics and Automated Systems and Software Development and Programming.

There are no pre-requisites. As an elective course, students build on their existing Information and Communication skills, developed in earlier years of education. The course allows students to develop their literacy skills, using technical and technological literacy. Projects will be used to communicate their solutions to problems using oral, written and graphical formats.



Design & Technology

Course Description

Design and Technology is an elective course that is studied for 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in the Technology Mandatory Years 7- 8 syllabus.

What will students learn about?

Students develop skills in creativity and innovation through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects. A range of traditional manufacturing processes are available for students to use together with contemporary methods that incorporate Computer Aided Design and Computer Aided Manufacture (3D printers & Laser cutters). Information and Communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

What will students learn to do?

Students must undertake a range of practical experiences that occupy the majority of course time. A minimum of three context areas must be addressed. Practical experiences will be used to develop knowledge and understanding of content and skills in designing, producing and evaluating.

The context areas of design may include

- Digital Technologies: automated systems control systems & software solutions
- Engineered Systems: aeronautical, environmental, mechatronic, medical, structural & transport systems
- Food Technologies: food, food packaging, food presentation & nutrition
- Information and Communication Technologies: 3D modelling/animation, architecture, desktop publishing, graphics, marketing, multimedia
- Material Technologies: electronics, jewellery, metals, packaging, polymers, textiles, timber

Embedded throughout each context area is the following core content:

- A Holistic Approach: this provides a framework for understanding the concepts of design, design decisions and reflection with an awareness of the interdisciplinary nature of design.
- Design Processes: each phase of the design process should be applied in varying depths appropriate to the design project.
- Activity of Designers: this examines the interrelationship of enterprising activity with innovation, the impact of technologies and the impact on individuals, society and environments.

Record of School Achievement

Satisfactory completion of 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Design & Technology (Continued)

Design and Technology is a subject which is about changing the future.

"While a novel device is often described as an innovation, in economics, management science, and other fields of practice and analysis, innovation is generally considered to be the result of a process that brings together various novel ideas in such a way that they affect society. In industrial economics, innovations are created and found empirically from services to meet growing consumer demand." (<https://en.wikipedia.org/wiki/Innovation>)



People interpret and alter their environments in an attempt to improve the quality of their lives. Technologies constantly evolve and are developed to the extent that they have an impact on the environment and on most

aspects of our daily lives. As well as contemporary technological skills, capacities to adapt to rapid change, to collaborate, and to develop and express creative ideas are becoming the new foundations of design and technology learning. These foundations provide the capabilities to thrive in the emerging Australian and international economies and the lifestyle challenges that may present themselves.

Australia needs future generations who understand the holistic nature of design and technology and who can apply design processes, develop, communicate and justify solutions, create systems and use technologies to meet identified needs and opportunities. Student projects related to real-life contexts provide a rich setting for individuals and groups to develop holistic solutions and to discover underlying principles for quality design applications. They can investigate processes of design and technology in a responsible, safe, ethical and collaborative manner and in a range of design fields. Present and emerging technologies, innovation, enterprise and exploring preferred futures are considered in relation to their impact on society and environments.

Design and Technology provides broad experience in a range of contexts and builds on the know-how and know-why developed in Science and Technology K–6 and the foundation Technology (Mandatory) course. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing

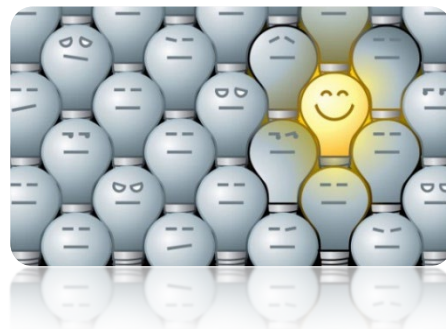
solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects. Information and Communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

The study of Design and Technology Syllabus will assist students to appreciate and be informed about a range of careers in design and

technological innovation, with opportunities in engineering, medicine, economics, science, research

and development to name a few. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students will develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle



Which light globe is your child?

Drama

Drama is an elective course that is studied for 200 hours in Years 9–10.

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, physical theatre, mask, comedy and Shakespeare. Students

also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Record of School Achievement

Satisfactory completion of 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Drama (Continued)

Regardless of what you do or where you want to go in life, Drama offers you the skills to succeed. Drama teaches students the invaluable skills of team-work, public speaking and creative thinking. Students



learn principles of physical theatre, Commedia dell'Arte, Shakespeare, play-building and many other performance theories.

At Girraween High School, we are immensely proud of the successes of our students in Drama. We regularly have students selected to represent us in the NSW State Drama Ensembles, an elite group of 24 students in each year group selected from public schools across the state. We strive to provide students with as many performance opportunities as possible in each year, with students performing at the Lights Up Drama Festivals, to competing in the Theatresports Schools Challenge, and of course, the Girraween High School MADD festival.

Drama student perspective -

Drama has been a rewarding subject for all the students that have taken part in it. There are countless opportunities to refine key skills of public speaking, improvisation, mime and play building. Over the last two years, our drama class has had the privilege of attending and participating in the

prestigious Light Up Drama Festival. As well as that, we have participated in the annual Theatresports Schools Competition where we were placed 5th overall. By taking drama, students have the opportunity to develop real world skills that allow them to develop confidence in presenting and public speaking.

Apart from participating in competitions, the drama course allows students to explore the wonders of the theatrical world through the various units of study we undertake. As students of drama, we have studied Greek Theatre, traditional Aboriginal Theatre, Commedia Dell'Arte alongside Shakespearean texts which compliment the mandatory English course. From the heavy theoretical work to which students are exposed in mandatory subjects, Drama provides students with relief and means of expressing their creativity through acting. The drama class becomes a tight-knit family over the course of 2 years where students develop close bonds with their peers that extend beyond the walls of the classroom. Through our various units of study, students are granted access to a wide variety of texts, much of which can be beneficial in variety of theory-based subjects including History and English. As students of drama, we strongly recommend and encourage our current Year 8 students to take the Drama elective for Year 9 and Year 10.



Food Technology

Food Technology is an elective course that is studied for 200 hours in Years 9–10. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

Course Description

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 work 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 explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.

What will students learn about?

The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Students studying the 200-hour course are required to complete 6–8 focus areas.

Focus areas

There are eight focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

What will students learn to do?

By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Record of School Achievement

Satisfactory completion of 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Food Technology (Continued)

Food Technology is a branch of food science offered at Girraween High school. This elective allows students to explore food-related issues through a range of practical experiences, allowing them to make

informed choices with regards to food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

With an equal amount of practical and theory work, students are not only able to learn information vital to day to day living, but use their knowledge in challenging and interesting ways.

Food Technology a Student Perspective – by Jiya & Anshi

Food Technology is a fun and enriching subject. During the course of this class so far, we have learnt to make so many delicious new foods, whether it is traditional Australian foods or foods from other

countries. You can learn how to make the classics - such as apple crumble, or hand-made crispy pizza, and you can learn new exotic delicacies - such as okonomiyaki, or samosas. You will even have the



opportunity to learn recipes which cater to specific food needs. These activities all build teamwork, as we carry out these practical recipes in groups. This

allows for you to build friendships and learn how to deal with pressure.

We have one practical per week and on the other lessons, we either have practical demonstrations or we learn essential theory work. In theory work we learning about the food, nutrition and making healthy food choices for a balanced diet.

At the end of Term 1, we had the opportunity to go to the Easter Show with our class! We also get to go to the Sydney Tower Restaurant in Year 10.



Choosing Food Technology as your elective will give you the opportunity to have fun with friends, learn delectable new recipes and learn about all things food related. You will find yourself going home and making these recipes for your family, showing them, you CAN actually cook!



A few comments from Year 9 FT students:

FT is an educational and entertaining class, immersing students in varied practical lessons as well as numerous food/science related topics that are exciting and informative.

What I like about FT is the different recipes and cooking techniques that we get to learn and experience.

I like the teamwork aspect of FT.



Geography – Elective

Course description

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens. The Geography Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

Years 9–10

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Course requirements

Fieldwork is an essential part of the study of Geography. All students must undertake fieldwork in Stage 5.



Geography - Elective (Continued)

Elective Geography (Stage 5 – Years 9 and 10)

Physical Geography- The geographical processes that form and transform the physical world, Plate tectonics, Physical processes, Climate, Weather, Biogeography and a Biophysical environment study

Oceanography- The features and importance of the world's oceans and issues associated with them, The world's oceans, Value of the oceans, Ownership and control and Investigative study - for example: whaling, fishing, waste disposal, nuclear testing, Indigenous rights, oil and mineral exploitation, shipping, tourism.

Primary Production- The patterns, functions and issues associated with primary production. Primary production, Role of primary production and Investigative study operating at a local, regional or global scale.

Global Citizenship- The role of informed, responsible and active global citizenship. Nature of citizenship, Global citizenship, Global challenge and Investigative study on Australians as global citizens



Australia's Neighbours- The environments of Australia's neighbours and specific geographical issues within the Asia-Pacific Region. Investigate characteristics of the Asia-Pacific Region - political, social, cultural, economic, environmental etc.

Political Geography- The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions. World politics, Political conflict and tension, Conflict resolution and Investigative study of at least ONE area of political tension and conflict.

Interactions and Patterns along a Transcontinental Transect- The factors responsible for causing variation in spatial patterns across a continent from one specific location to another. Students select ONE transcontinental transect, for example: Australia from Adelaide to Darwin, Africa along the Equator, the Trans-Siberian Railway, India from north to south and China from West to East. Focusing on Broad continental patterns, Places and events of significance and ONE geographical issue

School-developed Option - eg Disease, Global economics, migration etc

Career paths and geography

Physical- mining, mine reclamation, engineering, hydrology, geology, volcanology, meteorology

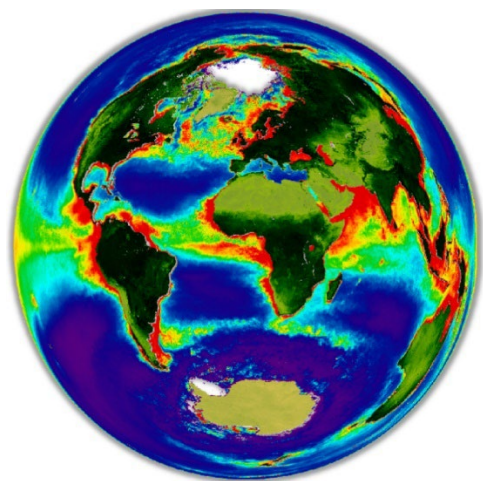
Defence- Airforce, navy, army, "intelligence"

Economic- resource management and efficiency – utilities and infrastructure (energy/water etc), business, agriculture and food production, government administration and policy makers

Transport- Pilots, Shipping, Rail etc

Social/Political/Cultural- Diplomat/ international relations, lawyer, tourism, business, journalism, demographer

Urban- town planning, civil engineering



History – Elective

History (Elective) is an elective course that is studied for 200 hours in Years 9–10.

Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

What will students learn about?

History Elective classes run via negotiated learning. Students are surveyed to determine what topics interest them and the class votes on which topics they would like to do. In the past students have chosen topics such as Crime and Punishment, where students studied everything from Jack the Ripper to Ivan Milat (the Backpacker Murderer), as well as genocide (the Holocaust, the Pol Pot Regime, Idi Amin in Uganda and Rwanda). Students have also chosen to study the Supernatural, Terrorism, Belief Systems, Philosophies and Ideologies, Mythology, Ancient Societies, History of Entertainment and the assassination of John F. Kennedy. A vast range of opportunities also exist for students to pursue

individual choice of topics in historical investigations.

What will students learn to do?

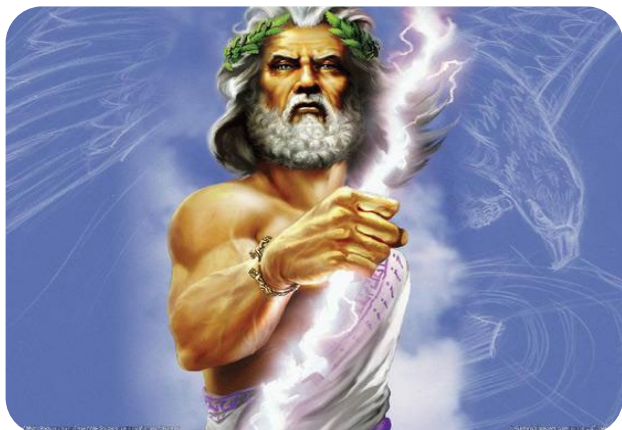
Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Record of School Achievement

Satisfactory completion of 200 hours of study in History (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



History Elective (Continued)



The Course

History (Elective) is a two-year course of study offered by the HSIE Faculty at Girraween High School that allows students to explore a range of historical events, issues and concepts beyond those addressed in the History course.

The course is uniquely 'student-centred': the teacher conducts a survey of student interests and then develops bespoke units of study. Likewise, the format of assessment tasks is negotiated with students.

The course is academically rigorous: students engage with complex historical approaches otherwise reserved for university level courses.

The course is fun: students are encouraged to collaborate with their peers to produce creative, exciting renderings of the past.



The Content

Course content will vary between years as each unit of study is developed in response to the interests of individual classes.

Past units of study include: Myths and Legends, the Vikings, Crime and Punishment in History, the History of Food, the Assassination of President John F. Kennedy, the History of Film, Espionage and Intelligence History, Troy and the Trojan Wars, the History of Sport, the History of Medicine and Developing a Historical Exhibition.



Why Study History?

Studying history equips students with a toolbox of different ways to approach complex problems; simply, students learn how to think not what to think.

The study of history is heavily reliant on deductive reasoning and developing a convincing case for a particular interpretation of evidence. These skills are essential in a range of legal, medical and business professions.

History is the study of past peoples and places: by understanding the past students can more capably engage with the present and shape the future.

Industrial Technology – Engineering

Industrial Technology Engineering is an elective course that is studied for 200 hours in Years 9 – 10. It builds on the knowledge, skills and experiences developed in the *Technology Mandatory Years 7 – 8 Syllabus*.

Course Description

Industrial Technology Engineering develops students' knowledge and understanding of materials and processes related to Engineering. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students undertake four modules in Industrial Technology Engineering, 2 core modules and 2 specialised modules, consisting of 50 hours each. These modules include:

Core Module 1	Engineering 1 Structures
Core Module 2	Engineering 2 Mechanisms
Specialised Module 1	Engineering 3 Control Systems
Specialised Module 2	Engineering 4 Alternative Energy

What will students learn about?

All students will learn about the properties and applications of materials associated with Engineering. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce graphical drawings and written reports to develop and communicate ideas and information relating to projects.

Record of School Achievement

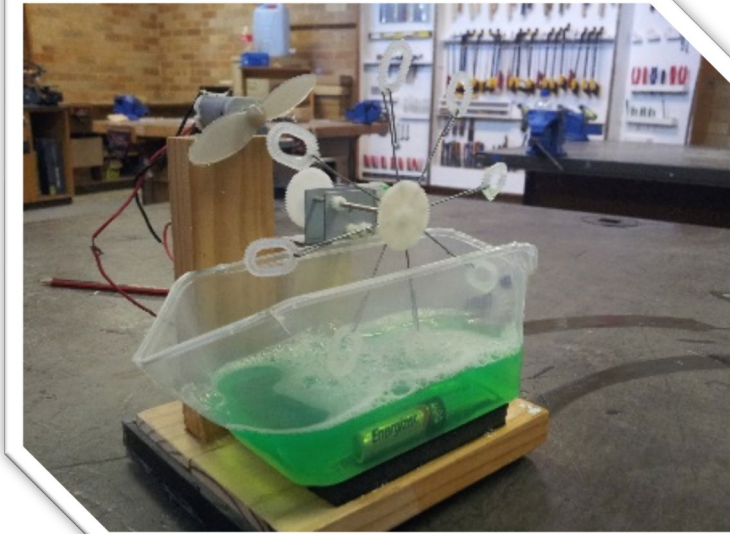
Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. This may occur in up to two courses.



Industrial Technology - Engineering (Continued)



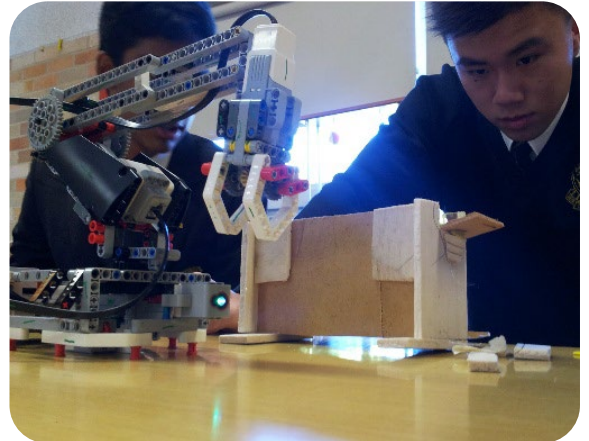
Our Engineering students learn through doing!



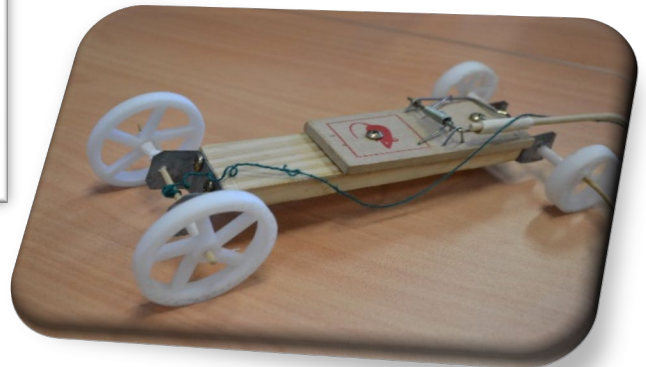
Build an automated bubble blower!
Year 9 investigate mechanisms by making and analysing this fun toy!

Working as part of a team

The 21st century workplace is mostly project-based and team-oriented. Our engineering learning experiences reflect this reality!
You and your team construct and program your own model automated egg processing system using LEGO EV3 robots



This project tests your skill in geometry, science and engineering.



iSTEM

iSTEM is a School Developed Board Endorsed Course (SDBEC) which has been approved by the NSW Education Standards Authority and forms part of a student's academic record in NSW. Incorporating mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules, iSTEM presents maths and sciences to students in ways that challenge not only their understanding of these key subjects but also their ability to manage projects and work in teams.

Key elements of iSTEM

- Integrated approach to teaching previous silos of STEM;
- Use of project and problem based learning as well as enquiry based learning strategies;
- Emphasis on enterprise skills such as; complex problem solving, teamwork, communication, negotiation, and creativity;
- More connected real-world learning, including industry contextualisation;
- Team teaching and flipped classroom approaches to teaching and learning

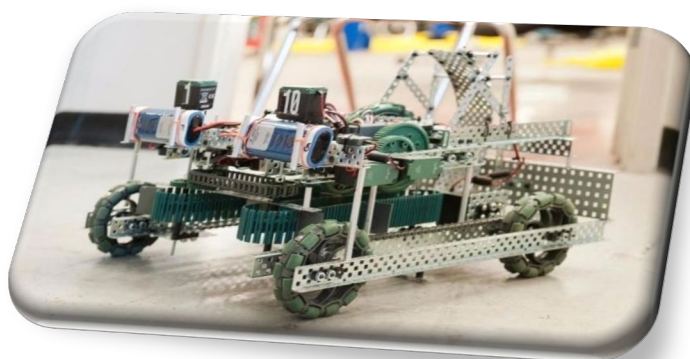
Course Structure

This School Developed Board Endorsed Course covers a number of modules in the fields of technology and engineering, they include; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and the Major Research Project. These specific modules are not reflected together in any Board Syllabus document. There are five compulsory modules of which module 1 is to be completed first as the knowledge and skills developed in this module are applied and enhanced in subsequent modules. Module 2 (50 hours) and modules 3 and 4 (25-30 hours each) can be taught in any order, however, module 5 (40-50 hours)

should be completed concurrently, with module(s) 3 and 4 totalling 50 hours. This is to maximise the use of resources and provide adequate time for students to complete quality work. Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer controlled machining, computer integrated manufacture, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

Modules

Module 1	Engineering Fundamentals	25 Hours
Module 2	Aerodynamics	25 Hours
Module 3	3D CAD/CAM	50 Hours
Module 4	Motion	25 Hours
Module 5	Mechatronics	25 Hours
Module 6	Research Project	50 Hours



iSTEM (Continued)

iSTEM is a curriculum based on students applying knowledge from Science, Technology, Engineering and Mathematics. It develops students understanding of how to apply the theory taught in isolation and integrating this knowledge with other disciplines to develop solutions to real world problems.

An integrated approach to iSTEM education provides opportunities for students to develop the knowledge, understanding and problem-solving skills needed to influence scientific and technological developments through innovation. An enhanced understanding of iSTEM and its real-world applications encourages students to actively contribute to society and to increase their future career opportunities.

Students produce a variety of work samples as they participate in iSTEM investigation, and design and development activities. These will be evaluated to determine students' level of achievement and understanding. Student understanding may also be assessed through the analysis of contributions to

class discussions, team work and demonstrations of thinking skills, recorded using observational checklists or anecdotal records.

iSTEM Students will have access to various technologies, such as Laser Cutting, 3D Printing, CAD and CAM, as well as many other tools and technology to develop their designs and make them a reality.

Students will develop, design, manufacture, test and race an F1 in Schools car. All students in this class will participate in the F1 in Schools program, giving them the opportunity to race against other schools in our region. Based on past success, our students tend to do very well in this area and usually progress to the state and national finals of the F1 in Schools program, with the international competition a long term prospect.

The iSTEM course will also endeavour to develop skills in electronics, mechanic, computing and computer programming, motion and materials. Students will work to their strengths to develop their projects.



Japanese

Course Description

The Japanese elective language course is studied for 200 hours in Years 9-10. Students who complete a 200 hour elective language course in Years 9-10 are eligible to study the Continuers Course in this language in Years 11-12 (and are NOT eligible to study the Beginners Course in this language).

Students in Stage 5 Japanese are able to manipulate the Japanese language in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or Japanese to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences.

What will students learn about?

By the end of Stage 5, students manipulate Japanese in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or Japanese to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

What will students do?

Students apply pronunciation, intonation and phrasing patterns of spoken Japanese, recognising that most *kanji* have more than one reading and that pronunciation changes according to *kanji* compounds. They write texts comprising *hiragana*, *katakana* and familiar *kanji*, using knowledge of familiar *kanji* to predict the meaning of new vocabulary. They understand the systematic nature of Japanese grammatical forms, and use elements of grammar to express complex ideas. They examine the impact of factors such as media, technology, globalisation and popular culture on Japanese.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Record of School Achievement

Satisfactory completion of 200 hours of study in Japanese during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Japanese (Continued)



In our global world, a second language can give students an edge over the competition in any field. There are opportunities to work in various fields and language skills combine well with Arts, teaching, marketing, journalism, IT, commerce, Business, Law, science and engineering.

In Stage 5 Japanese, students are taken beyond the basic construction of fact-based sentences and develop skills in expressing opinions, attitudes and emotions. The language skills students develop during the course should enable them to communication in a range of situations which cover a variety of practical everyday conversational needs. Also, students will have the opportunity to host students from Japan and to visit our sister school, Hisai High School, in Japan. Through these experiences, past students have developed invaluable friendships that often continues even after graduating high school!

have the chance to GO TO JAPAN on our annual school visit to our sister school, Hisai High School for



2 weeks. Students who choose the Japanese elective are also eligible to host exchange students who visit Australia from Japan, an experience which is valuable in learning the language and cross-cultural etiquette."

"Learning a new language and culture enables you to gain many new opportunities such as advanced career options, cultural experiences, and developing new friendships with Japanese students. As a student of the Japanese elective, I have gained many skills such as learning to write new characters (which has already become second nature), being able to listen and translate from Japanese to English and vice versa, and the ability to communicate in the language. Overall, Japanese has become my favourite subject."

By Year 10 students (2017) Rai & Chloe-Jean



"Japanese elective is an amazing elective course that Girraween High School offers, in which students get the opportunity to learn a new language and about a new culture, as well as experience foreign traditions and customs for the first time through school excursions. Students also



Go Global Excursion at The University of Sydney and at a Japanese town (restaurants

Music

Music (Elective) is an elective course that is studied for 200 hours in Years 9–10.

Course Description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an

exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Course Requirements

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

Record of School Achievement

Satisfactory completion of 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Music (Continued)

The music elective course for Years 9 and 10 covers a broad range of topics, from classical and baroque music, jazz and blues, music for multimedia and Australian music. This wide range ensures that the course caters for people of all musical styles, tastes and interests.

The Music elective also provides many opportunities for individual performance, as well as music for small ensembles in MADD. MADD is an exciting event for the music class, as each year, the class splits into groups and performs a song for the enjoyment of the public, as well as your peers and family. Performing in MADD is an amazing experience – you get to show how you have developed as a musician, and display your musical talent in a fun and invigorating environment.

For me personally, I loved the individual and group performances for which I had to step out of my comfort zone and test my limits. With each new performance, I found myself trying new things, and with the encouragement from the amazing music teachers, I managed to really improve in my playing. At points, I thought that I wouldn't be able to learn a song in time, or that I wasn't good enough to play something that actually sounded good, but as each of these challenges were overcome, my playing, as well as my confidence on stage improved greatly. The performances in the class environment also helped me to come out of my shell, as I knew that I was with my friends who would support and encourage me.



The music elective course has really helped me to improve in my playing, while also forging great friendships. The

great range of topics and opportunities provides amazing experiences that would benefit anyone who decides to pick music as an elective.

By Emily

The topics we did in music in Year 9 were Baroque, Jazz and a bit of Rock. The ones we are doing for Year 10 are Film and Multimedia, Small Ensemble and Australian music. The way that we worked out the topics were usually by class vote and there were a lot of practical lessons especially in comparison to the theory based lessons.

In music, I have definitely seen myself evolve from a novice singer/guitarist and a competent euphonium player to a very solid musician. The theory I have learned in and out of class has been easily applied to performances and self-growth and understanding of music.

I was always reasonably outgoing when talking but when singing I was terrified. As the performances and my skill in singing grew, I felt much happier even in everyday life, which I think is a flow on effect that music can provide.

With performances in mind, MADD was excitingly horrifying for me because my singing had only just begun improving. The actual performance went very well and I was so happy with how it went afterwards. MADD was definitely a time for growth as a musician and learning how to perform in front of a very supportive crowd.

I am a good euphonium player but after taking on singing and guitar in Years 9 and 10, I feel that I have become a very well rounded musician and a very competent singer. The performances are definitely the best part about music because the feeling that you get when you perform in front of people is such an adrenaline rush and the mistakes you make are not ridiculed like some may think but are taken light-heartedly and allows you to improve.

I really highly recommend taking music elective for Years 9 and 10 because it is a way for you to overcome your fears, realised your dreams and have a stress-free subject that is very practical based.

I really highly recommend taking music elective for Years 9 and 10 because it is a way for you to overcome your fears, realised your dreams and have a stress-free subject that is very practical based.

By Carlos



Physical Activity & Sports Studies

Physical Activity and Sports Studies is an elective Content Endorsed Course (CEC) that is studied for 200 hours in Years 9–10. The syllabus can be taught at any time in Years 7–10, however, its outcomes and content have been designed at a Stage 5 standard.

Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will students learn about?

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety.

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport

- Issues in physical activity and sport.

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management.

What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Record of School Achievement

Satisfactory completion of 200 hours of study in Physical Activity and Sports Studies CEC during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



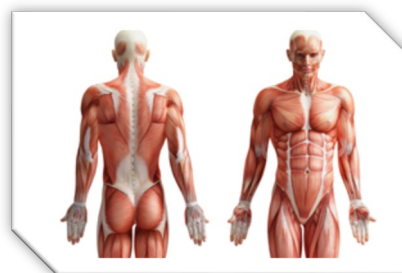
Physical Activity & Sport Science (Continued)

Areas of Study

PASS content is organised in modules within 3 areas of study:

Foundations of Physical Activity

Physical Activity and Sport in Society



Other opportunities for learning include:

Specific school activities

We do Learn to Surf at Manly Beach as well as Fitness, usually at Body Blitz, tennis at Civic Park & attaining certificate levels in swimming (Hills SHS Pools), including the Bronze Medallion for more capable swimmers.



Enhancing Participation and Performance

Learning in PASS is unique to any other subject in high school, being centred around physical activity and sport movement applications. PASS is an excellent course as its practical nature better prepares most students for tertiary study, particularly in the human sciences.

AREAS OF STUDY	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
M O D U L E S	<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • Australia's Sporting Identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance - strategies and techniques • Technology, participation and performance • Event management

Photographic & Digital Media

Photographic and Digital Media is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course.

Course Description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and

places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Photographic & Digital Media (Continued)

COURSE OVERVIEW

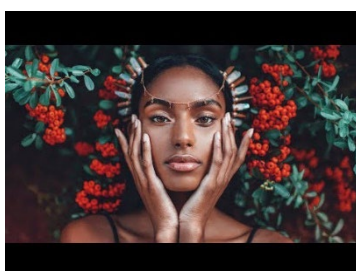
The Basics of Digital Photography

- Use and settings for ISO, aperture, shutter speed and the relationship between them
- Types of Cameras & Lenses (DSLR, mirrorless, mobile phones)
- Photographic Accessories (tripods & filters)
- Exposure modes (AUTO, M, P, Av, Sv)
- Photographic Categories (landscape, travel, abstract, portraiture, long exposure, event, wedding)
- Exposure readings, compensation, reading your histogram
- Lighting & basic flash photography
- Rule of thirds, rule of PI, composition and framing guidelines
- The history of photography



Digital Editing & Workflow Development through Adobe Lightroom

- Cropping (straight horizons, rule of thirds/compositional consideration)
- Correct exposure and controlled exposure in picture
- Colour control and treatment (hue, luminance, saturation, vibrance & white balance)
- Tonal control (highlights, shadows, whites, blacks or tone curve)



- Use of sharpening and clarity sliders for sharpness and overall presentation
- Use of vignetting, radial filters, graduated filters & adjustment brush
- Overall contrast & final tonal adjustments (dehaze tool)



The Conceptual Framework

- Conceptual Framework Elements (World, Audience, Artist)
- Types of Frames (Subjective, Cultural, Structural, Postmodern)



Video Basics

Film & content creation through Adobe Premiere

- Import & exporting video
- File types & formats
- Cutting & sequencing
- Simple effects & colour grading
- Soundtrack editing & consideration

Presenting a Digital Portfolio & Navigating the Digital World

- Website presentation
- Blogging/vlogging
- Social media implementation and use

Visual Arts

Visual Arts (Elective) is an elective course that is studied for 200 hours in Years 9–10.

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world and the historical and cultural impact from the past.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary and historical trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks .

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Course Requirements

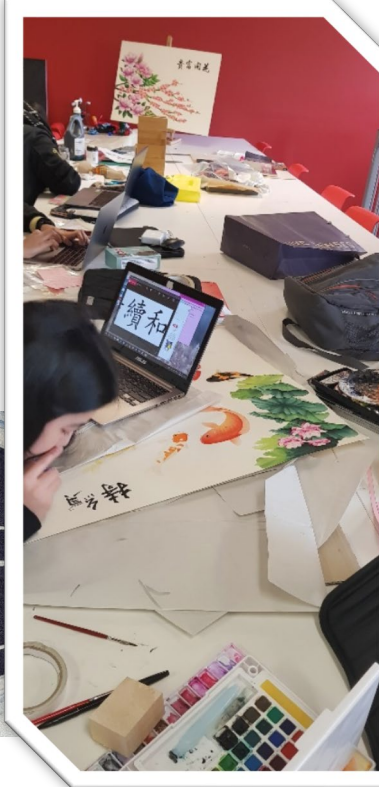
Students are required to produce a body of work per term (4 in total each year) and keep a Visual Arts diary. Students will also be required to study artists, artworks and artist practice.

Record of School Achievement

Satisfactory completion of 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



Visual Arts (Continued)



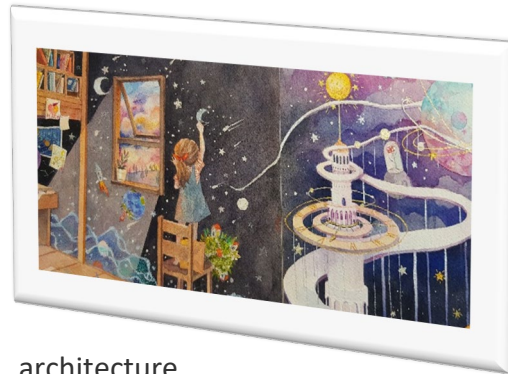
Visual Arts is a course that provides students with exciting and unique opportunities for Developing, Making and Appreciating Art. It supports



what is greatly needed in

today society: creative and critical thought processes. Girraween has the privilege of mentoring the growth of very creative and conceptually advanced visual arts students. These students annually achieve the highest standard in their HSC results, and they produce a level of art making that is far beyond their years. We have had many students achieve the converted selection of Art Express, which is an exhibition that chooses the highest achievers of the state and displays their final artworks at the Art Gallery of NSW.

Many of our ex-students have valued their Visual Arts experience within their tertiary fields of study. In particular in courses such as Architecture, Communications, Engineering, Graphic Design and of course Fine Arts. All have graduated from University in various fields such as medicine, model designers, journalists, engineers, physiotherapists - just to name a few.



We cover wide areas of study:

architecture, interior design, game design, web design, painting, drawing, digital photography, digital darkroom, sculpture, sound, performance, installation, ceramics and even traditional black and white photography. Students also have the opportunity each year to be a part of the annual Music, Art, Drama and Dance Performance evenings (MADD). This is where all of the elective students display all forms of art for the school community as well as the wider community. Visual Arts is an immensely rewarding course.

It is a subject that supports other subjects, such as History, English, Music, drama, Science and Maths. In fact, some of the greatest



mathematicians and scientists were also great artists.



and

scientists were also great artists.



Acceleration Pathways update June 2025

Girraween High School offers three Accelerated courses: Geography, Human Sport and Movement, and Science. The Geography and Human Sport and Movement subjects are Stage 6 (Year 11 and 12) subjects that will replace a third elective during Years 9 and 10. Students have the opportunity to nominate themselves for **one** of these two subjects, with selection based on academic performance and aptitude. The Science acceleration program is by invitation only.

These guidelines outline the provisions for gifted and highly gifted students at GHS to undertake an accelerated HSC pathway. The aim is to recognise and cater to their unique educational needs, allowing them to progress through their studies at a pace that matches their capabilities. Acceleration allows these students to master new content and skills faster than their age peers (Geake 2009), providing them with an opportunity to engage more deeply with their areas of strength and interest.

To cater for the considerable variability within high potential and gifted students, GHS offers two pathways for acceleration. Students need to demonstrate achievement and aptitude at the highest level to undertake an acceleration pathway.

Acceleration is a supportive strategy for gifted and highly gifted students; however, it may not always align with their predicted performance. If the acceleration approach proves ineffective, the student will transition back to the mainstream program in consultation with the Deputy Principal. This will not exclude the student from undertaking the course in Year 11 with the rest of the cohort.

Both Acceleration pathways enable a student to undertake ONE Accelerated subject offered at GHS. It is expected that accelerated students complete a minimum of 12 HSC units (i.e. a minimum of 10 HSC Units in Year 12). If a student does not continue with Acceleration in Year 11 for the HSC Course, he/she is expected to complete 12 Units in Year 11 (i.e. accelerated Year 11 will not count as part of their 12 units).

The two pathways for Acceleration are via a science curriculum compaction or Stage 5 Elective line. Faculty Head Teachers will use Reports, External exam/competition results and Sentral wellbeing incidents to inform their decision whether to invite or accept the student into an accelerated class.

Science

The Accelerated Science program works via curriculum compaction. This involves students completing all Stage 5 (Year 9 & 10) Science coursework in Year 9. For the Year 11 Course, students have the same number of hours as other GHS Year 11 courses. This will enable the students to study ONE Stage 6 Science course in Year 10.

Because students need to undertake a significant amount of the Stage 6 coursework independently and progress through the coursework faster, the Science Acceleration program is via invitation.

The maximum class size is 30 in Year 9 and then approximately 15 in each course in Year 10 & 11.

Elective Line

Students who are not part of the Science Acceleration pathway can nominate via their Stage 5 Elective choices whether they want to be considered for Acceleration via an Elective Line.

The maximum class size is 24.

Geography – Stage 6

Course Number

11190 Year 11 Geography

15190 Year 12 Geography

Units

2 units for Year 11 and Year 12 (HSC).

Course Description

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

Content

Year 11 Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

Year 12 Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Course Requirements

Students complete a Senior Geography Project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.



Health & Movement Science – Stage 6

Course Number

11390 Year 11 HMS

15410 Year 12 HMS

Units

2 units for Year 11 and Year 12 (HSC).

Course Description

The *Health and Movement Science 11–12 Syllabus* is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'

Content

Year 11 Course

The Year 11 course comprises 4 components. Students are required to study all 4 components.

- Health for Individuals and communities
- The body and mind in motion
- Collaborative Investigation
- A minimum of 2 depth studies
 - Includes a total of 20 hours of in class time dedicated to 2 of the above topics.

Year 12 Course

Comprised of 3 components

- Health in an Australian and global context
- Training for improved performance
- A minimum of 2 depth studies
 - A total of 30 hours of in class time allocated in the topics above.

Course Requirements

One depth study must be formally assessed as a school-based assessment task.



Accelerated Science

About the Program

The accelerated Science program is an invite only acceleration program. Students will complete the entire Stage 5 curriculum (Year 9 and Year 10) during Year 9 science classes in a compacted curriculum. In Year 10 they will then go on to study either Year 11 Biology or Year 11 Chemistry during their Year 10 Science lessons. This leads to students completing the Higher School Certificate for the subject studied while they are in Year 11.

Course description

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

What students learn

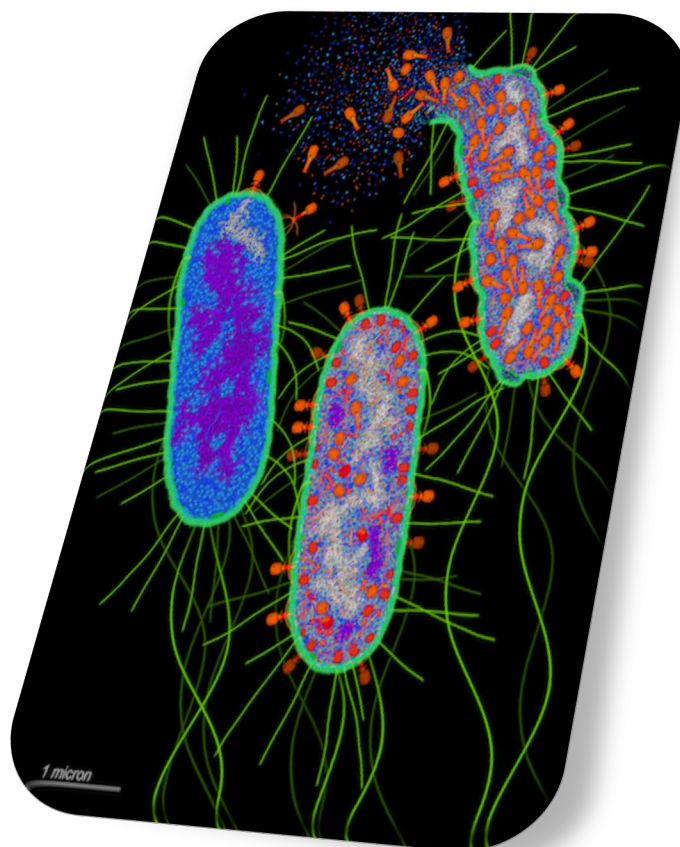
Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in

communicating their understanding and viewpoints.

Course requirements

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve hands-on practical investigation. At least one Stage 5 project will be an individual task.



Notes