



**Sydney
Secondary
College**
Balmain

Year 9 Course Guide 2022

For subject selection by Year 8 2021

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A. Staff 2021

Principal:

Mrs Ingrid Koodrin

Deputy Principals:

7 and 9

Ms Louise Swanson

8 and 10

Mr Thomas Catalanotto

Head Teachers:

Administration

Ms Karen MacGregor

R/CAPA

Mrs Shannon Harrington

R/English

Ms Sian Gammie

R/HSIE

Mr Mitch Arvidson

R/LOTE

Mr Jack Hollywood

Mathematics

Mrs Sandie Laga'aia

R/PDHPE

Mr Jack Hollywood

Science

Ms Raheela El-Rakshy

Support Unit

Ms Jane Herring

TAS

Mr Greg Tilley

R/Wellbeing

Mr John Shoebridge

Teaching & Learning

Ms Kate Graham

Co-ordinators:

Careers Adviser

Mr Mitch Arvidson

Counsellors

Mr Wayne Gilles

Ms Di Russell

Sports Co-ordinator

Mr Jack Blaydon

Aboriginal Education Officer

Ms Danielle Maslen

Year 9 Adviser 2022

Mr Lachlan Pragnell

B. Stage 5 Curriculum

The NSW Education Standards Authority (NESA) is responsible for setting the core curriculum in NSW and develops syllabuses for each mandatory and elective subject available for students. Full descriptions of both mandatory and elective courses can be found at [NESA Stage 5 Curriculum](#)

All students in year 9 and 10 will study the following mandatory subjects:

- English
- Mathematics
- Science
- PD/H/PE
- History
- Australian Geography

Students will choose 3 elective subjects in year 9 and 3 elective subjects in year 10. Students can choose whether to continue with one or more subjects over 2 years, or complete 6 different subjects or a combination of both.

RoSA Credential for School Leavers

The Record of School Achievement (RoSA) is a credential available from NESA to all students who have completed Year 10 and are leaving school. The RoSA reflects a student's academic achievement in Years 10 and 11 in the form of grades A to E for the courses they have completed. It represents a cumulative credential for senior secondary students.

The formal RoSA credential is only for students who are leaving school at the end of Year 10, or during Year 11, and have satisfied the curriculum requirements. A ROSA is not automatically provided to all students at the end of Year 10, most of whom continue on to complete their Higher School Certificate. Students who receive their HSC will automatically receive their Year 11 RoSA grades on their HSC Record of Achievement.

Any student leaving school at the end of Year 10 who has not satisfied the requirements for a RoSA (see N determinations below) will receive a *Transcript of Study* from their school. Further information can be found at [RoSA](#).

Year 10 as a prerequisite for Years 11 and 12

The satisfactory completion of Year 10 is a prerequisite to progression to the senior school and eligibility for the Preliminary and Higher School Certificate. Progression into the senior school will be at the discretion of the Principal and based on the student's sustained effort and diligence, evidenced by their achievement and commitment to learning.

To satisfactorily complete Year 10 a student must have:

- Participated in and completed the required pattern of study.
- Completed any assessment, examinations or course work required by the school.
- Attended school until the final day of Year 10 as determined by the Department of Education.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the courses offered by the school.
- Achieved some or all of the course outcomes.

N Award Determinations

Students who do not satisfactorily complete the requirements for a course in Year 9 and/or may be issued an “N” (non completion) determination.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If at least 2 warning letters have been sent and the issues are not corrected, a student may be given an N award determination. If a student has been given an N determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a *Transcript of Study* that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not Completed’ will appear next to each ‘N’ determined course.
- If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or *Transcript of Study*.
- Students who do not complete the requirements for the Year 10 RoSA are not eligible to commence Year 11 studies unless given special permission from the Principal.

School Attendance

The Principal may determine that due to absences, course completion criteria may not be met and therefore a student cannot continue on to Year 11. Satisfactory attendance is crucial to students’ academic success. Families are strongly advised not to take holidays during term time and must request permission from the Principal to do so.

C. Mandatory Subjects

English

Indicative Hours: 200

Course Fee Per Annum: Nil

Description: In Stage 5 English, students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Focus Areas

Year 9	Year 10
<ul style="list-style-type: none">● Getting Into Genre (Horror, Sci-Fi, Adventure)● Novel and Its Context● Drama or Shakespeare● Famous Speeches● NAPLAN / Literacy Skills	<ul style="list-style-type: none">● Critical Novel Study● Poetry Throughout Time● Writing With Purpose● Shakespearean Transformations● Documentary Study
Texts: Non-fiction, media, narratives, prose fiction, film, drama, poetry	Texts: Prose fiction, fiction, non-fiction, drama, film, media, poetry
Textual concepts: Indigenous and Asian voices, rhetoric, point of view, genre, narrative, convention, style, literary value, context, representation, connotation, imagery and symbol, character, theme, perspective	Textual concepts: Indigenous and Asian voices, style / craft of language, literary value, perspective, narrative, character, theme, context, intertextuality, representation, authority, code and convention, connotation,

Geography Mandatory

Indicative Hours: 100

Course Fee Per Annum: Nil

Description: By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales 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 undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations and solutions to contemporary geographical challenges. Students participate in relevant field work to collect primary data and enhance their personal capabilities and work place skills.

Focus Areas

Year 9 - HSIE	Year 10 - Geography
<ul style="list-style-type: none">● Sustainable Biomes● Changing Places	<ul style="list-style-type: none">● Environmental Change and Management● Human Wellbeing

History Mandatory

Indicative Hours: 100

Course Fee Per Annum: Nil

Description: History is the process of inquiry into questions of human affairs in their time and place. In Years 9 and 10, students will be encouraged to consider the different viewpoints held by the many cultural, ethnic, geopolitical, social and economic groups in modern Australian society. As part of their coursework, all students will engage in a site study. A virtual site study may be used if appropriate.

Throughout this two-year compulsory course, students will engage in a rich learning program, comprised of several areas of study as outlined below.

Focus Areas

Year 9 - HSIE	Year 10 - History
<ul style="list-style-type: none">● Movement of Peoples● Progressive Ideas and Movements● Making a Nation● Rights and Freedoms (1945 onwards)	<ul style="list-style-type: none">● Australians at War (WW1)● Australians at War (WW2)

Mathematics 5.1

Indicative Hours: 200

Course Fee Per Annum: Nil

Description: The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus.

Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9.

Focus Areas

Year 9/5.1	Year 10 /5.1
<p>Number and Algebra:</p> <ul style="list-style-type: none">• Number, Algebra, Equations, Indices, Financial Mathematics, Formulae & Problem Solving <p>Measurement and Geometry:</p> <ul style="list-style-type: none">• Surface Area & Volume, Coordinate Geometry, Trigonometry <p>Statistics and Probability:</p> <ul style="list-style-type: none">• Probability, Statistics	<p>Number and Algebra:</p> <ul style="list-style-type: none">• Algebra and Equations, Financial Maths, Linear and Non-Linear Relationships <p>Measurement and Geometry:</p> <ul style="list-style-type: none">• Surface Area & Volume, Properties of Geometrical Figures, Trigonometry, Coordinate Geometry <p>Statistics and Probability:</p> <ul style="list-style-type: none">• Probability , Statistics

Mathematics 5.2

Indicative Hours: 200

Course Fee Per Annum: Nil

Description: The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus.

Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes by the end of Year 8.

Focus Areas

Year 9/5.2	Year 10 /5.2
<p>Number and Algebra:</p> <ul style="list-style-type: none">• Number, Algebra, Equations and Inequations, Indices, Financial Mathematics, Formulae & Problem Solving <p>Measurement and Geometry:</p> <ul style="list-style-type: none">• Surface Area & Volume, Coordinate Geometry, Similarity, Trigonometry <p>Statistics and Probability:</p> <ul style="list-style-type: none">• Probability, Statistics	<p>Number and Algebra:</p> <ul style="list-style-type: none">• Algebra and Equations, Financial Maths, Linear and Non-Linear Relationships, Further Algebra, Simultaneous Equations <p>Measurement and Geometry:</p> <ul style="list-style-type: none">• Surface Area & Volume, Properties of Geometrical Figures, Trigonometry <p>Statistics and Probability:</p> <ul style="list-style-type: none">• Probability, Statistics

Mathematics 5.3

Indicative Hours: 200

Course Fee Per Annum: Nil

Description: The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus.

Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Focus Areas

Year 9/5.3	Year 10 /5.3
<p>Number and Algebra:</p> <ul style="list-style-type: none">• Number, Algebra, Equations and Inequations, Indices, Financial Mathematics, Formulae & Problem Solving, Simultaneous Equations <p>Measurement and Geometry:</p> <ul style="list-style-type: none">• Surface Area & Volume, Coordinate Geometry, Similarity, Trigonometry <p>Statistics and Probability:</p> <ul style="list-style-type: none">• Probability, Statistics	<p>Number and Algebra:</p> <ul style="list-style-type: none">• Quadratic Equations, Surds, Algebra and Equations, Financial Maths, Linear and Non-Linear Relationships, Polynomials, Functions and Logarithms <p>Measurement and Geometry:</p> <ul style="list-style-type: none">• Surface Area & Volume, Trigonometry, Further Geometry, Properties of Geometric Figures, Similarity <p>Statistics and Probability:</p> <ul style="list-style-type: none">• Probability, Statistics

Personal Development, Health and Physical Education

Indicative Hours: 200

Course Fee Per Annum: Nil

Description: Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Focus Areas

Year 9		Year 10	
Theory	Practical	Theory	Practical
<ul style="list-style-type: none"> ● Heads Up - Mental Fitness ● Diversity - How Can I be the best version of me? ● Safe Relationships ● I Have the Power 	<ul style="list-style-type: none"> ● Net Court 1 - Volleyball, tennis, handball, Spikeball. ● Diversity and Games - Scooter boards, goal ball, Invictus Games and Indigenous games. ● Invasion Games - Netball, European handball. ● Striking Games - Cricket, softball, kickball, rounders. 	<ul style="list-style-type: none"> ● Positive Responses ● Let's Get Physically Active ● Keep Safe ● Resilience in the Future 	<ul style="list-style-type: none"> ● Invasion Games - Lacrosse, hockey. ● Dance ● Invasion Games - Touch, Oz-tag, soccer, AFL ● Net Court 1 - Badminton, volleyball.

Our school's PDHPE program covers a wide range of educational issues, including relationships, drug use, sexuality and sexual health, body image, mental health and wellbeing, protective strategies, movement skills and performance, safety and physical activity. Some of the content of the program deals with sensitive issues. The school recognises this by teaching about these issues within the context of a developmentally appropriate program and by providing information to you about the program.

Science

Indicative Hours: 200

Course Fee Per Annum: Nil

Description: Studying Science is the process of learning about the natural world through observations & experimentation. Evidence that students gather will be used to support explanations about how the world works.

Science is also a process of discovery that allows us to link isolated facts into coherent and comprehensive understandings of the natural world.

It promotes the development of personal attributes such as perseverance, cooperation, collaboration, and creativity and engages students in distinctive ways of thinking about and explaining events and phenomena.

Through participation in authentic, 'real world' science experiences, students develop the essential knowledge, attitudes and skills that help them become active and informed citizens, capable of making personal decisions.

Focus Areas

Year 9	Year 10
<p>Core Modules</p> <ul style="list-style-type: none">● Disease and Co-ordination● Energy Efficiency● Dynamic Earth● Periodic Table● Sustainable Ecosystems● Theories of the Universe	<p>Core Modules</p> <ul style="list-style-type: none">● Genetics● Evolution● Waves● Forces and Motion● Chemical Reactions● Depth Study

Student Voice and Choice Students will have an opportunity to conduct their own individualised student research project. This promotes student inquiry, independent research and links the skills of working scientifically to the context of students' own interests.

D. Support Unit Study Program

Years 9 and 10

Most students with a disability and additional learning needs follow the NSW Education Standards Authority (NESA) curriculum. Adjustments are made for individual learning needs as part of the Disability Standards for Education 2005. Some students with an intellectual disability may choose to do a combination of regular and/ or life skills outcomes and content.

Special Program of Study Description

Students with a diagnosed disability or special education needs will achieve the Record of School Achievement by completing the mandatory requirements for years 7 to 10 including both Stage 5 Outcomes and Life Skills Outcomes. Subject content is based on Stage 5 outcomes with similar topics to mainstream classes.

- Students in the support unit may complete subjects in the support unit and/ or mainstream through integration
- Adjustments and accommodations are made to meet the individual needs of students to ensure they meet the outcomes
- Students with an intellectual disability may complete some Life Skills Outcomes
- Students are encouraged to attend integration classes as an individual or joint class approach
- Students in integration are supported with assessment tasks, homework and social interactions

Stage 5 Subjects

Classes consist of students in both year 9 and 10. Therefore topics are presented on an odd and even year rotation to ensure students do not repeat topics. Topics cover the same content as taught in mainstream.

Personal development and Physical Education	Study incorporates stage content with a focus on social skills development and organisational skills.
Work Education	Students develop skills in school-based work experience in year 9 and move towards work experience out of school in year 10. Study focussed on employment skills, social interactions and travel training.

Student Voice and Choice:

Students will have input in the creation of designs, recipes and activities related to each subject area. Class discussions will focus on the current needs of the students.

E. Elective Subjects

All elective courses run for 1 year over 100 hours.

Students may elect to choose a second year of a course in Year 10 or take a completely new course(s).

Subject	Faculty
Big History – Big Bang to Life on Earth	HSIE
Child Studies – The Pitter Patter	TAS
Commerce - Business	HSIE
Commerce - Law	HSIE
Dance - Stretch, Flex and Fouetté	CAPA
Design and Technology - Design Foundations	TAS
Drama - In the Spotlight	CAPA
Food Technology – Around the World	TAS
Food Technology – At Your Service	TAS
French 1	Languages
Geography Elective - Active Citizens	HSIE
History Elective - Fact v Fiction	HSIE
Industrial Technology – Engineering – What’s the problem?	TAS
Information Software Technology – Programming	TAS
International Studies - Culture Club	HSIE
iSTEM – Innovation and 3D Design	Science
iSTEM – Robots and Rockets	Science
Italian 1	Languages
Japanese 1	Languages
Marine 1	Science
Multimedia Design – Visual Content Creation	TAS
Music- We Will Rock You	CAPA
PASS – Sport and Society	PDHPE
Philosophy – The Art of Free Thinking	English
Photography & Digital Media - Shapes and Shadows	CAPA
Textile Technology – Fashionable Art	TAS
Visual Arts - Sculpture, Culture, Vulture	CAPA
Visual Design - Beyond a Label	CAPA
Woodwork – If I Had a Hammer	TAS
Work Education – Learning on the Job	HSIE

Big History – Big Bang to Life on Earth

Indicative Hours: 100

Course Fee: Nil

Description: We currently face unprecedented challenges on a global scale. These problems do not fall neatly into disciplines. They are complicated, complex and connected. Join us on this epic journey of 13.8 billion years starting at the Big Bang and travelling through time all the way to the future. Discover the connections in our world, the power of collective learning, how our universe and our world has evolved from incredible simplicity to ever increasing complexity. Experience our modern scientific origin story through Big History and discover the important links between past, current and future events.

This course is supported through a community of learning in association with Macquarie University and supported by Bill Gates.

For more information go to: <http://bighistoryinstitute.org>

Focus Areas

- What is Big History?
- The Big Bang
- Stars and Elements
- Our Solar System and Earth
- Life

Student Voice and Choice

This course is sequential and does not allow for variation of topics and their sequencing. Students will engage in discussions and the design of authentic learning opportunities and assessment.

Child Studies – The Pitter Patter

Indicative Hours: 100

Course Fee: \$10

Description: The course investigates the way children are raised in the early years, focusing on both the challenges and how the raising of children is vital for effective growth and development. You will experience practical components with the 'Virtual Babies' and 'Infant Nutrition Investigations' through food practical experiences.

Child studies teaches an understanding of many skills for parenthood. The skills taught would also benefit those students seeking future work in Child Care or Teaching at Primary Schools.

Focus Areas

- Preparing for parenthood: conception to birth
- Family interactions
- Newborn care
- Growth and development: food and nutrition

Student Voice and Choice:

Students may contribute to developing the style of assessment tasks about family interactions and developing independence. Students will engage in creative practical activities that will allow them to create their own design solutions.

Commerce - Business

Indicative Hours: 100

Course Fee: Nil

Description: Commerce - Business provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, and employment issues. It develops in students an understanding of commercial processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Commerce - Business provides students with the opportunity to create innovative business environments and marketing plans with a future works focus.

Focus Areas

Students will have the opportunity to study the following:

- The Economic and Business Environment
- Consumer and Financial Decisions
- Running a Business
- Promoting and Selling

Student Voice and Choice:

Students, as a cohort, will study 4 topics. Students will engage in discussions and the design of authentic learning opportunities and assessment.

Commerce - Law

Indicative Hours: 100

Course Fee: Nil

Description: Commerce - Law provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on legal and employment issues. It develops in students an understanding of legal processes and competencies for life management. Through the study of Commerce - Law students develop legal literacy which enables them to participate in the world in an informed way.

Students will be guided through the establishment and basis of the Australian Legal system, examine the role of power and authority and consider the rights and responsibilities of citizens. Students will also consider case law and apply the basic principles of the legal system to an evaluation of judicial decision making. Students will then examine the application of the law in a business environment and consider employment law and evolving work places.

Focus Areas

Students will have the opportunity to study the following:

- Law, Society and Political Involvement
- Law in Action
- Employment and Work Future
- School Developed Option

Student Voice and Choice:

Students, as a cohort, will study 4 topics. Students will engage in discussions and the design of authentic learning opportunities and assessment.

Dance - Stretch, Flex & Fouetté

Indicative Hours: 100

Course Fee: \$30

Description: Dance is an integrated study of the practice of performance, composition and appreciate. Students develop both physical skills and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms, as they make, perform and analyse dance forms, regardless of previous experience or level of skill. Students will document their process in a Dance Journal.

Focus Areas

Flex & Stretch	Metamorphosis
<ul style="list-style-type: none">• Safety First• The Language of Dance• A Choreographer's Handbook	<ul style="list-style-type: none">• Dance Forms• Analysis of Performance• Duo Composition

Student Voice and Choice:

The Choreographer is decided by the cohort at the beginning of the course from the topics above.

Design and Technology - Design Foundations

Indicative Hours: 100

Course Fee: \$60

Description: Studying Design Foundations gives students the opportunity to identify problems, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.

Delve into the world of design and try out graphic design, interior design, jewellery, production and entertainment design, fashion design and textiles design and printing.

Focus Areas

- Basics of design from the initial process
- Use colour in design
- Realise 2-3 creative projects from start to finish
- Research and apply design industry knowledge
- Use drawing as a tool to express ideas
- Understand work, health and safety principles in the design field

Student Voice and Choice:

Students may have autonomy when identifying a genuine need in society from which to create individual design solutions. Students will research how to solve an identified problem by using preferred methods and practices.

Drama - In the Spotlight

Indicative Hours: 100

Course Fee: \$30

Description: Through the exploration of a variety of topics, students learn to work in groups and utilise a range of skills that culminate in live performance tasks. Drama not only provides students with a creative outlet, but allows them to develop their self-confidence, self-discipline, empathy and problem-solving skills. These skills not only allow students to achieve in other subject areas but also help them to prepare for life after school. Students studying Drama also have the opportunity to see live performances and are encouraged to be involved in the annual school production.

Focus Areas

Acting For Stage	Acting For Screen
<ul style="list-style-type: none">• Theatre 101• Elements of Production• Playbuilding	<ul style="list-style-type: none">• Realism• Scripted Drama• Small Screen Drama

Student Voice and Choice:

The performance is decided by the cohort at the beginning of the year based on the topics above.

Food Technology – Around the World

Indicative Hours: 100

Course Fee: \$100

Description: This dynamic and engaging one-year Food Technology course allows students to explore a variety of food safety and hygiene aspects, essential cooking techniques and key concepts of nutrition.

This course is a great introduction into the world of food, its purpose in our lives and availability in society.

You must bring your apron, tea towel and container for practical lessons. Wearing enclosed leather shoes is mandatory for practical lessons.

Focus Areas

- The equity of food around the world
- Food in Australia
- Food trends of 2022

Student Voice and Choice:

Students may select cuisines and recipes to cook during some topics. They will be presented with recipe variations and adaptations. Assessment tasks cover multiple topic areas that students will have some input.

Food Technology – At Your Service

Indicative Hours: 100

Course Fee: \$100

Description: At your service is course that allows you to explore a variety of food safety and hygiene aspects, essential cooking techniques and key concepts of nutrition.

Additionally, you learn valuable skills for life, including how to become a savvy consumer. If you have ever been interested in a career as a Chef, Food Technologist, Restaurant Owner/Manager, Nutritionist, Dietician or in Sports Medicine, this course would be great for you.

You must bring your apron, tea towel and container for practical lessons. Wearing enclosed leather shoes is mandatory for practical lessons.

Focus Areas

- Food for special needs
- Food for special occasions
- Food selection and health

Student Voice and Choice:

Students may select cuisines and recipes to cook during some topics. They will be presented with recipe variations and adaptations. Assessment tasks cover multiple topic areas that students will have some input.

French 1

Indicative Hours: 100

Course Fee: Nil

Description: The French course provides students with a practical life skill that is useful for future employment opportunities, travel and building relationships beyond school. Outside of the study of the language itself, the course aims to engage students by making learning fun through self-discovery and the exploration of French culture in ways that are relevant to student's lives. It teaches both language and intercultural skills.

The study of French in Year 9 and 10 provides the basis for further study in Years 11 and 12. However students must ensure they are aware of the prerequisites involved when choosing to further language study in the Preliminary and HSC course.

Focus Areas

Prerequisites: None
<ul style="list-style-type: none">• Festivals and traditions• Family• Personal information• Interacting with others

Student Voice and Choice:

Students will have the opportunity to work with teachers to decide which topics are studied. Assessment tasks will also have options to match students' interest and abilities.

Important information regarding 100 Hour course options:

Students will have the opportunity to choose to study French 1 in Year 9 and can opt to not continue with the course in Year 10. However, students must have completed French 1 to be able to continue with the course and choose French 2 in Year 10.

Students must also be aware that if they choose either 1 or 2 for a language course they will only be eligible to choose a Continuers level course in the HSC and cannot take a beginner's course in a language they have completed 100 hours of study in (i.e.. a student that chooses French 1 in Year 9 must complete French Continuers in Year 11 and 12 if they want to do French as a language in the HSC). Students are therefore strongly encouraged that if they wish to do a Continuers level in a language for Year 11 and 12 that they complete both levels in Year 9 and 10.

Geography Elective - Active Citizens

Indicative Hours: 100

Course Fee: Nil

Description: Active Citizens emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geopolitical issues and their management. The name of the subject comes from the movement to raise global environmental awareness and act ethically and responsibly.

Active Citizens enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.

Focus Areas

Earth Citizens follows the Elective Geography curriculum. Students will have the opportunity to study four of the following options:

- Interactions and patterns
- Political Geography
- Global Citizenship
- School Developed Option

Student Voice and Choice:

Students, as a cohort, will complete the 4 options from the above list. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

History Elective – History Detective

Indicative Hours: 100

Course Fee: Nil

Description: Everyone has an opinion, especially so in history. The difficulty is working out whether it's true or not. Did the Pope really order the extermination of all cats from Europe? Are pirates a romantic myth or were they just floating criminals? What evidence is there that Area 51 exists?

In History Detectives students will learn the skills to research, interpret and communicate their opinions regarding history.

Focus Areas

Students will study at least five of the topics from the three areas below:

History, Heritage and Archaeology	Societies	Thematic Studies
<ul style="list-style-type: none">• Archaeological Sites• Biography• Family History• Film as History• Conservation• Historical Fiction• Historical Reconstructions• History and the Media• History Websites• Local History• Museums• Oral History	<ul style="list-style-type: none">• Africa• The Americas• Asia• Australia• Europe• The Middle East• The Pacific	<ul style="list-style-type: none">• Continuity and Diversity of Aboriginal Cultures and Histories• Economy and Society• Children in History• Crime and Punishment• Gender in the Past• Heroes and Villains• Music Through History• Power and Political Unrest• Religious and Spiritual Beliefs/Practices• Slavery• Sport and Recreation in History• War and Peace• World Myths and Legends

Student Voice and Choice:

Students, as a cohort, will have a choice of options. One option must be studied from each topic with a minimum of two addition options. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

Industrial Technology – Engineering – What’s the problem?

Indicative Hours: 100

Course Fee: \$50

Description: Students develop working solutions to a range of challenges that escalate in complexity. Working in teams, in roles designed to reflect different engineering fields, students develop critical and creative thinking skills as they develop and communicate solutions to challenges.

Focus Areas

- Develop critical and creative thinking
- Generate design solutions to a set brief
- Engage in a range of experiences from the core Focus Areas of:
 - Engineering Structures, Control Systems and Robotics, Alternate Energy
- Communication and documentation in projects will include folios, engineering reports, engineering sketching and project management through goal setting and other techniques

Student Voice and Choice:

Students may have an opportunity to have some input into the assessment task themes. They will have some input into class activities and projects.

Information Software Technology – Programming

Indicative Hours: 100

Course Fee: \$20

Description: Master programming through hands-on experience, from building websites to coding games. No matter your experience level, you'll be writing real, working code using a variety of coding languages.

Focus Areas:

- Games Development and Simulations
- Apps and Interactivity
- Web Development

Student Voice and Choice:

Students may have autonomy when selecting subject matter for each project. They will also have the ability to apply their interests and skills in imaginative ways.

International Studies - Culture Club

Indicative Hours: 100

Course Fee: Nil

Description: The aim of the Culture Club course is for students to know and understand the significance of cultural perspectives, their creation of identity and the evolution of cultures. Students gain an understanding of their own identity and acceptance of those around them. Culture Club encourages students to be active citizens in a cohesive and just society. This subject promotes respect, responsibility and understanding of intercultural values, knowledge and customs.

Focus Areas:

Students will study the core topic of understanding culture and diversity in today's world. Students will study 4 topics in total over the year.

- Culture and Beliefs
- Culture and the Media
- Culture and Gender
- School Developed Option - Sub Cultures

Student Voice and Choice:

Students will engage in discussions and the design of authentic learning opportunities and assessment.

iSTEM - Innovation and 3D Design

Indicative Hours: 100

Course Fee: \$60

Description: The *Innovation and 3D Design iSTEM** elective is based on the iSTEM 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. iSTEM presents Mathematics and Sciences to students in ways that challenge their understanding of these key subjects and was created in response to industry's urgent demand for young people qualified in STEM fields.

In this strand of iSTEM, students are introduced to STEM Fundamentals through a *Building With Purpose* and *Design Thinking* lens. Students will develop simple prototypes using a range of STEM skills in order to solve real world problems. They will obtain credentials in 3D computer aided design, explore computer aided manufacturing and use these skills to create physical objects with 3D printers. Students will gather all of their experience for a major project in which they will use 3D printing to develop a prototype that helps the school community.

iSTEM challenges students to show initiative, problem solve, collaborate extensively in teams and manage large projects.

*integrated Science, Technology, Engineering and Mathematics

Focus Areas

- STEM Fundamentals - Design Thinking with Prototyping
- CAD/CAM 1 - Skills Development
- CAD/CAM 2 - Real-World Problem Solving
- STEM Project

Student Voice and Choice:

Students have multiple opportunities for choice in the iSTEM subject. In all topics, students need to identify their own challenges and then investigate different methods and designs to solve the identified problems.

iSTEM – Machine Learning

Indicative Hours: 100

Course Fee: \$60

Description: The *Machine Learning iSTEM* elective is based on the iSTEM 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. iSTEM presents Mathematics and Sciences to students in ways that challenge their understanding of these key subjects and was created in response to industry’s urgent demand for young people qualified in STEM fields.

In this strand of iSTEM, students are introduced to STEM Fundamentals through a *Big Data* lens. Students will utilise project-based learning activities to collect and interpret data that addresses practical research questions in areas such as business, industry, healthcare and medicine. Students develop fundamental skills in data collection, analysis and reporting methods and apply this to both simulated and real-world applications. In addition, Students develop skills in fundamental surveying concepts, then apply this to both simulated and real-world applications.

iSTEM challenges students to show initiative, problem solve, collaborate extensively in teams and manage large projects.

Focus Areas

- STEM Fundamentals – Big Data
- Surveying
- Statistics in Action
- STEM Project

Student Voice and Choice:

Students have multiple opportunities for choice in the iSTEM subject. In all topics, students need to identify their own challenges and then investigate different methods and designs to solve the identified problems.

Italian 1

Indicative Hours: 100

Course Fee Per: Nil

Description: The Italian course provides students with a practical life skill that is useful for future employment opportunities, travel and building relationships beyond school. Outside of the study of the language itself, the course aims to engage students by making learning fun through self-discovery and the exploration of Italian culture in ways that are relevant to student's lives. The study of Italian in Year 9 and 10 provides the basis for further study in Years 11 and 12.

Focus Areas

Prerequisites: None
<ul style="list-style-type: none">● Festivals and traditions● Family● Personal information● Interacting with others

Student Voice and Choice:

Students will work with teachers to decide which topics are studied. Assessment tasks will also have options to match students' interest and abilities.

Important information regarding 100 Hour course options:

Students will have the opportunity to choose to study Italian 1 in Year 9 and can opt to not continue with the course in Year 10. However, students must have completed Italian 1 to be able to continue with the course and choose Italian 2 in Year 10.

Students must also be aware that if they choose either Level 1 or Level 2 for a language course, they will only be eligible to choose a Continuers level course in the HSC and cannot take a beginner's course in a language they have completed 100 hours of study in (i.e., a student that chooses Italian Level 1 in Year 9 must complete Italian Continuers in Year 11 and 12 if they want to do Italian as a language in the HSC). Students are therefore strongly encouraged that if they wish to do a Continuers level in a language for Year 11 and 12 that they complete both levels in Year 9 and 10.

Japanese 1

Indicative Hours: 100

Course Fee: Nil

Description: The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Students engage with elements of modern Japan including popular culture such as anime, manga, music and fashion, as well as the rich historical culture of this intriguing part of Asia. With Japan being one of the largest economies in the world, study in this subject may open up a range of employment opportunities with Japanese speakers both in Australia and overseas.

The study of Japanese in Year 9 and 10 provides the basis for further study in Years 11 and 12. However students must ensure they are aware of the prerequisites involved when choosing to further language study in the Preliminary and HSC course.

Focus Areas

Prerequisites: None
<ul style="list-style-type: none">• Special events and celebrating• Hobbies and interests• Making plans

Student Voice and Choice:

The class will work with the teacher to decide which topics are studied. Assessment tasks will also have options to match students' interests and abilities.

Important information regarding 100 Hour course options:

Students will have the opportunity to choose to study Japanese Level 1 in Year 9 and can opt to not continue with the course in Year 10. However, students must have completed Japanese Level 1 to be able to continue with the course and choose Japanese Level 2 in Year 10.

Students must also be aware that if they choose either Level 1 or Level 2 for a language course they will only be eligible to choose a Continuers level course in the HSC and cannot take a beginner's course in a language they have completed 100 hours of study in (i.e: a student that chooses Japanese Level 1 in Year 9 must complete Japanese Continuers in Year 11 and 12 if they want to do Japanese as a language in the HSC). Students are therefore strongly encouraged that if they wish to do a Continuers level in a language for Year 11 and 12 that they complete both levels in Year 9 and 10.

Marine 1

Indicative Hours: 100

Course Fee: \$70

Description: Students learn about marine and aquatic environments, water safety, first aid and the maintenance of equipment. Students need to demonstrate they are skilled in swimming and general first aid. These skills are needed for recreational aquatic activities and can assist them if they wish to get a Bronze Medallion outside of school. Students will then learn all about the biology of fish. As a strong understanding of fish is required before commencing the fish aquarium projects. The fish aquarium projects run from Term 2 till the end of the year. Students will also learn in depth about issues surrounding pollution and fishing so they can gain a sound understanding of the ethical and sustainable use, management, and protection of marine environments. This elective includes many practical components in school and outside of school. It utilises local waterways around the school for annual fishing excursions, kayaking and investigations. If you love Science and nature and enjoy taking care of animals, then this is the subject for you!

Focus Areas: Modules vary year-to-year based on equipment availability, level of maturity, skills and interest. Examples of modules studied are below.

Core 1 - Introduction to the course (mandatory module for the course)

Selected optional modules:

- Aquarium Design, Construction and Maintenance
- Managing Water Quality
- Fish Biology
- Living Together in the Sea
- Saving Water Environments
- Fish Harvesting
- Local Area Study

Student Voice and Choice: Students have multiple opportunities for choice in this elective, including what species of fish or crustaceans they stock in their aquariums.

Important information regarding 100 Hour course options: Students will have the opportunity to choose to study Marine 1 in Year 9 and can opt to not continue with the course in Year 10. However, students must have completed Marine 1 to be able to continue with the course and choose Marine 2 in Year 10.

* **Safety Notice:** This course includes a mandatory water safety test. Therefore, it is highly recommended that students have the ability to swim 200 metres prior to the commencement of this elective. Furthermore, this elective exposes students to the following allergens: shellfish, fish, molluscs, and chlorine.

Multimedia Design- Visual Content Creation

Indicative Hours: 100

Course Fee: \$20

Description: Multimedia specialists are employed by companies that produce multimedia for the internet, the motion-picture industry, and computer-based delivery. This course allows you to experience through various projects, the spectrum of different media platforms and current authoring techniques used in multimedia production.

Focus Areas

- Animation and Video storytelling
- Augmented reality and Virtual Reality
- Graphic Design and marketing

Student Voice and Choice:

Students may have the autonomy when selecting subject matter for web page design and in their video and animation production. They will also have the ability to select computer generated imagery and visuals to display their learning.

Music - We Will Rock You

Indicative Hours: 100

Course Fee: \$25

Description: The Stage 5 Music course aims to build on the skills and knowledge developed by students in the Stage 4 course. Students are introduced to traditional and non-traditional methods of notating music and take part in a variety of performances and composition activities. Students will build aural skills in relation to the six concepts of music as a means to discuss how music is constructed and as a precursor to the Stage 6 Music courses.

Focus Areas

A focus of the 100-hour course is to work as an ensemble and compose your own song.

Bands, Collectives & Groups	Music and Technology
<ul style="list-style-type: none">• Australian Music• Rock• Trending Genres• Performance	<ul style="list-style-type: none">• Music from Another Culture• Music and Technology• Musicology

Student Voice and Choice:

Students, as a cohort, will have a choice of options including electronic music, music for film and art rock. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

PASS – Sport and Society

Indicative Hours: 100

Course Fee: \$50

Description: Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Focus Areas

Theory	Practical
<ul style="list-style-type: none">● Technology in sport● Australia’s sporting identity● Event Management and Nutrition with physical activity● Student voice and choice (Fundamental movement Skills)	<ul style="list-style-type: none">● Integrated – Golf, Zombies Run/AR● Practical –Gridiron, European Handball, Gaelic, Tchoukball● SEPEP● Student Choice● Orienteering● Urban Orienteering● Geocaching● Water Sports – Kayaking, Water polo, Sailing

Important information regarding 100 Hour course options:

Students will be able to choose PASS for Year 9 and complete 100 hours of learning in that year.

If students wish to continue with the PASS course, they can choose to complete PASS in Year 10. There are no prerequisites to select PASS Module 2 in Year 10 (ie. students may select PASS 2 without having completed PASS -Sport and Society in the previous year).

Students that are interested in completing PDHPE in Year 11 and 12 are encouraged to complete PASS Module 2 in Year 10 as they will engage with content strongly related to the Preliminary and HSC course.

Student Voice and Choice: Students, as a cohort, will have a choice of options. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

Philosophy – The Art of Free Thinking

Indicative Hours: 100

Course Fee: Nil

Description:

This course aims to challenge students to think critically about the past and how context impacted the conception of historical ideas, sources and evidence. This course also examines how various ideas influenced literary texts throughout time. Students create their own texts inspired by these philosophical and social movements. By doing this course, you will:

- gain an appreciation of the relationship between ideas throughout history, and how they have shaped the modern world.
- engage with historical and philosophical ideas such as colonialism, neo-colonialism, nature, philosophy, post colonialism, nationalism, revolution, and independence.
- gain an appreciation of the historical and philosophical ideas that sources can embody.

Focus Areas

The modern world is defined by the invention of the Printing Press in 1440. This course looks at the philosophical movements of the time before this important invention. How ideas were disseminated, how people connected and reacted to their world. Through the study of speeches, poems, diaries and eventually books, students will get a better understanding of how our modern worldviews developed.

Student Voice and Choice:

This course is sequential and does not allow for variation of topics and their sequencing. However, students will engage in discussions of the selection of texts and the design of authentic learning opportunities and assessment.

Photography & Digital Media - Shapes and Shadows

Indicative Hours: 100

Course Fee: \$100

Description: This course is designed to provide students with the opportunity to understand and explore the nature of photography, film and related digital media as an important field of artistic practise and technological procedure. Learning occurs through both practical and theoretical lessons. Students will learn to use DSLR cameras and Photoshop CC to take and edit photographs, and create new compositions. They will also gain skills in film making and editing using various programs and apps including iMovie and Adobe Premiere. In addition, students will also experience traditional photographic practice in creating photograms in the darkroom.

While it is preferable for students to have access to a DSLR camera for personal use, cameras are available for loan, however, students will need access to a laptop device (either BYOD or school loan) which can support Creative Cloud (a free installation is available through the Department of Education).

Focus Areas

Camera 101	Shapes and Shadows
<ul style="list-style-type: none">• Lens- what you can do with them.• All about aperture• Exposing with the SLR system• Getting to grips with shutters• Space & composition• Lighting• Camera angles- The highs and lows• Adobe Creative Cloud	<ul style="list-style-type: none">• Still Life• Food• Portraiture• Sport• The Art of Composite Photography

Student Voice and Choice:

Students, as a cohort, will have a choice of options. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

Textile Technology – Fashionable Art

Indicative Hours: 100

Course Fee: \$40

Description: If you like fashion, follow the latest trends, and curate your own sense of style – fashion and textiles could be for you. Explore what it is like to be a fashion designer and experience costume design for stage and screen.

Focus Areas

- Develop critical and creative thinking
- Generate design solutions to a set brief
- Work with colour processes and colour theory
- Realise 2-3 creative projects from start to finish
- Create 2D and 3D models digitally and by hand
- Understand work, health and safety principles in the design field

Student Voice and Choice:

Students may have an opportunity to have input into the assessment task themes. They will be working from a flipped classroom model which will allow them to complete theory components of the course online to allow more practical work to be completed during class time.

Visual Arts- Sculpture, Culture, Vulture

Indicative Hours: 100

Course Fee: \$50

Description: Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

In this course students will focus on creating 3D artworks in a variety of themes, materials and techniques.

Focus Areas

Monster Mash	Sculpture Culture Vulture
A semester-long investigation of clay and all things monsterish - zombies, aliens, mutants, ghouls, gargoyles, wraiths, crypts and otherworldly environments. Artist studies to complement the artmaking.	A semester of making and learning various 3D artmaking in traditional techniques such as carving, casting and assemblage and then more contemporary materials and techniques such as working with found objects, public sculpture, earth art etc.

Student Voice and Choice:

Students will select from a range of options within the Monster Mash unit and will make works of interest to them. Topics to be negotiated as a class. Artist studies to complement the artmaking.

Visual Design - Beyond a Label

Indicative Hours: 100

Course Fee: \$50

Description: Have you ever looked at a poster, magazine or collectable toy and thought that would be awesome to make and get paid for doing? Visual Design can help you launch into your creative career.

The study of practices, technologies and ideas in Visual Design enables you to develop your skills and knowledge by exploring a range of 2D and 3D forms. Develop and use traditional art making skills such as drawing, painting, printmaking, photography, ceramics and textiles with digital art making, graphic design and object design practices. Build your capabilities in using design software like Photoshop, Premiere, Illustrator and Indesign to be job ready. Learn new skills in creating one-off bespoke items and mass-production design techniques.

Build your own personal style by examining design theory through critical reflection and responding to the designed images, objects and ideas of designers and artists.

You will be expected to have the key Adobe Creative Suite programs operational on your device which can be downloaded for free from the DoE website.

Focus Areas

Design in Society: Elements of Design, Graphic Design Unit.	Branded: Printmaking and Object Design Unit.
<ul style="list-style-type: none">• Drawing and illustration• Collage and montage• Graphic design• Logo design• Brochure design• Zines and print media• Photoshop• Illustrator• Indesign	<ul style="list-style-type: none">• Colour branding• Graphic artwork• Poster design• Silk Screen printing (stencil, photo)• T-Shirt printing• Skateboard design• Paper, wood, clay objects design

Student Voice and Choice:

Students, as a cohort, will have a choice of options. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

Woodwork - If I Had a Hammer

Indicative Hours: 100

Course Fee: \$60

Description: The Woodwork course provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

If you like working with your hands and enjoy the satisfaction of creating something from scratch this course could be the perfect fit.

Focus Areas

- Learn how to use hand and power tools
- Experience measuring and calculating jobs
- Realise 2-3 creative projects from start to finish
- Learn how to select the correct materials
- Understand work, health and safety principles

Student Voice and Choice:

Students may have autonomy in selecting wood joinery solutions. They will have a selection of what can be made in the Cabinet work modules.

Work Education – Learning on the Job

Indicative Hours: 100

Course Fee Per Annum: \$100 – for students to gain their White Card (only occurs once in the two Work Education electives)

Description: Work Education is a course aimed at helping students transition from school to the workplace. Students gain skills in relating to workplace communication, teamwork, problem solving and initiative. This will be achieved through practical tasks, both in school and the surrounding area. In recent years students have designed and built an ANZAC War Memorial and constructed a boat.

Students will also be learning in the workplace. In the second half of the year they will undertake multiple work experiences in order to give them a practical understanding of some of the careers they have researched and shown an interest in.

Focus Areas

- Careers Goals
- Community Participation
- Enterprise initiatives
- Technology in the Workplace

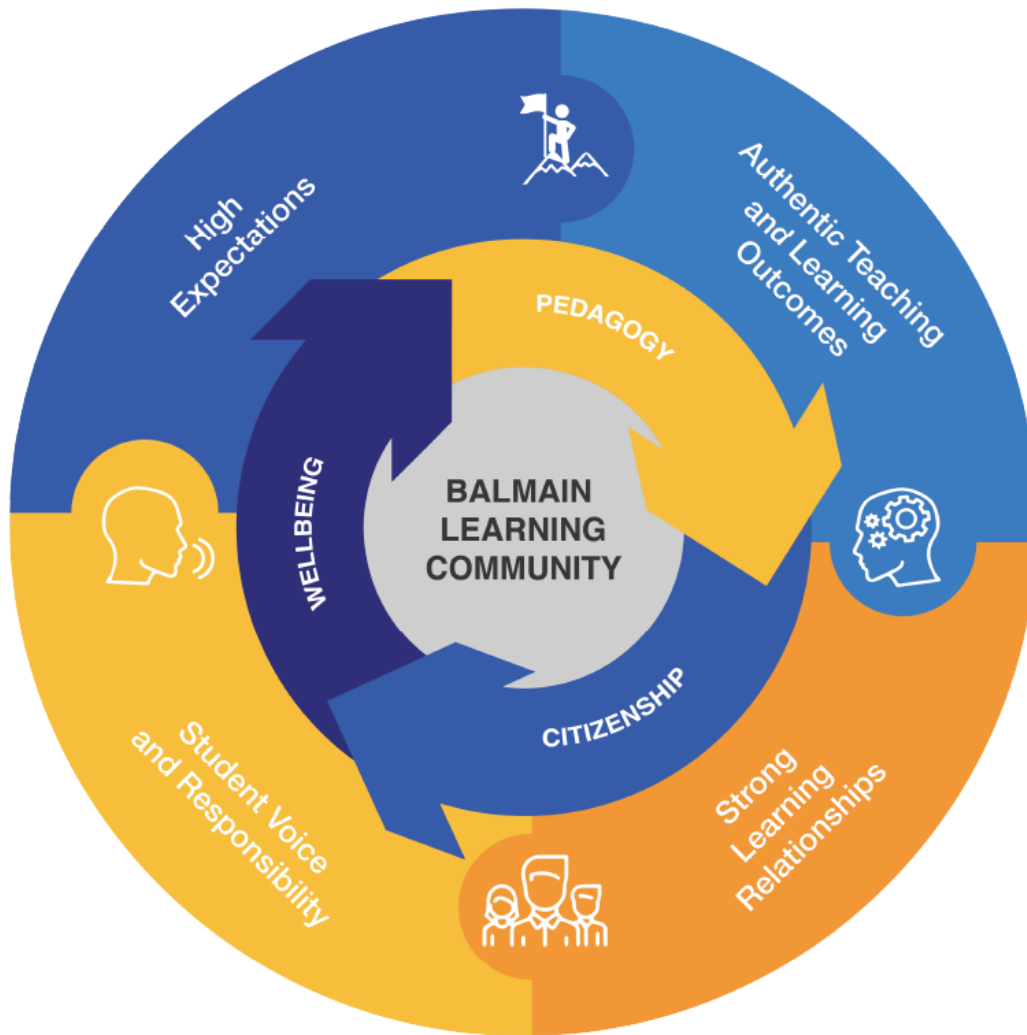
Student Voice and Choice:

Every student will set their own goals regarding future careers. Students will then be supported to learn more about and try out these careers.

F. Elective Course Costs 2022

Please be aware that course costs for elective subjects must be paid before students can be enrolled in the elective. Prices are subject to change prior to 2021-2022.

Elective Subjects	YEAR 9 Costs
Child Studies	10
Dance	30
Design and Technology	60
Drama	30
Food Technology courses	100
Industrial Technology	50
Information Software Technology	20
iSTEM courses	60
Marine 1	70
Multimedia Design	20
Music	25
PASS	50
Photography & Digital Media	100
Textiles Technology	40
Visual Arts	50
Visual Design	50
Woodwork	60
Work Education	100 TAFE fees may be applicable



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