



# Course Offerings For Year 9/10 2023



Sydney  
Secondary  
College  
Balmain



[balmain-h.schools.nsw.edu.au](http://balmain-h.schools.nsw.edu.au)

# Contents

<b>Staff List</b>	4
<b>Completion of Year 10 Studies</b>	5
<b>Core Subjects</b>	
English	7
Geography	8
History	9
Mathematics 5.1	10
Mathematics 5.2	11
Mathematics 5.3	12
PD/Health/PE	13
Science	14
<b>Support Unit Study Program</b>	15
<b>Elective subjects (100 hour electives, Year 10)</b>	16
Big History – Big Bang to Life on Earth	18
Big History – Life on Earth to Future Predictions	19
Chinese 1	20
Commerce - Business	21
Commerce - Law	22
Culture Club - International Studies	23
Dance – Stretch, Flex and Fouette	24
Design and Technology - Design Foundations	25
Design and Technology - Design Your Life	26
Drama – Centre Stage	27
Drama – In the Spotlight	28
Food Technology – Food Glorious Food	29
Food Technology – Dining Down Under	30
French 1	31
Geography Elective - Global Action	32
History Elective – History Detective	33
History Elective - Turning Points in History	34
Industrial Technology – Engineering - What is the Problem?	35
Industrial Technology – Engineering 2	36
Industrial Technology – Timber 1	37
Industrial Technology – Timber 2	38
Information Software Technology – Programming	39
Information Software Technology – Software Engineering	40
iSTEM A – Mechatronics and IOT	41
iSTEM B – Machine Learning	42
Italian 1	43
Japanese 1	44
Japanese 2	45
Marine Science 1	46
Marine Science 2	47
Multimedia Design – Visual Content Creation	48
Multimedia Design – Digitally Designed Production	49
Music – Make It or Break It	50
Music – Musical Moments	51

Outdoor Education	52
PASS – Sport in Society	53
PASS – Sport Science and Coaching	54
Photography & Digital Media – Shapes and Shadows	55
Photography and Digital Media – The Moving Image	56
Technical Production – The House is Live	57
Textile Technology – Fashionable Art	58
Textile Technology - Fashion and Textiles Design	59
Visual Arts – Paint like you mean it	60
Visual Arts – Sculpture, Culture, Vulture	61
Visual Design – Beyond a Label	62
Visual Design – Elective Boogaloo	63
Work Education – Learning on the Job	64
<b>Elective Course Costs</b>	65
<b>HSC Acceleration Program</b>	66
Biology	67



## Staff

<b>Principal:</b>	Mrs Ingrid Koodrin
<b>Deputy Principals:</b>	
7 and 9	Ms Louise Swanson
8 and 10	Mr TJ Catalanotto
<b>Head Teachers:</b>	
Administration	Ms Karen MacGregor
CAPA	Ms Jessica Thompson
English	Ms Sian Gammie
HSIE	Mr Mitch Arvidson
LOTE	Mr Jack Hollywood
Mathematics	Ms Sandie Laga'aia
PDHPE	Mr Jack Hollywood
Science	Ms Raheela El-Rakshy
Support Unit	Ms Jane Herring
TAS	Mr Greg Tilley
Wellbeing	Ms Ellen Hoy
Teaching & Learning	Ms Kate Graham
<b>Co-ordinators:</b>	
Careers Adviser	Mr Mitch Arvidson
Counsellors	Ms Jenny Zaman
	Ms Di Russell
Sports Co-ordinator	Mr Blaydon
Aboriginal Education Officer	Ms Danielle Maslen
Year 9 Adviser 2023	Mr Stuart Hastings
Year 10 Advisor 2023	Ms Wendy Duncan

## Completion of Year 10 Studies

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 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.

# 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"><li>● Getting into genre (Horror, Sci-Fi, Adventure)</li><li>● Novel and Its Context</li><li>● Drama or Shakespeare</li><li>● Famous Speeches</li><li>● NAPLAN/Literacy Skills</li></ul>	<ul style="list-style-type: none"><li>● Writing With Purpose</li><li>● Shakespearean Transformations</li><li>● Critical Novel Study</li><li>● Documentary Study</li><li>● Unseen Texts and Exam Skills</li></ul>
Texts: Non-fiction, media, narratives, prose fiction, film, drama, poetry, visual texts	Texts: Prose fiction, non-fiction, drama, film, media, poetry, visual texts
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"><li>● Sustainable Biomes</li><li>● Changing Places</li></ul>	<ul style="list-style-type: none"><li>● Environmental Change and Management</li><li>● Human Wellbeing</li></ul>



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

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

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

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

# 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 practise 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"> <li>● Heads Up - Mental Fitness</li> <li>● Diversity - How Can I be the best version of me?</li> <li>● Safe Relationships</li> <li>● I Have the Power</li> </ul>	<ul style="list-style-type: none"> <li>● Net Court 1 (Volleyball, tennis, handball, Spikeball)</li> <li>● Diversity and Games (Goal ball, inclusive games and Indigenous games)</li> <li>● Invasion Games (Netball, basketball)</li> <li>● Striking Games (Cricket, softball, rounders)</li> </ul>	<ul style="list-style-type: none"> <li>● Positive Responses</li> <li>● Let's Get Physically Active</li> <li>● Keeping Safe</li> <li>● Resilience in the Future</li> </ul>	<ul style="list-style-type: none"> <li>● Invasion Games (Lacrosse, European handball)</li> <li>● Dance/Movement</li> <li>● Invasion Games (Touch, Oztag, Soccer, AFL)</li> <li>● Net Court 2 (Badminton, volleyball)</li> </ul>

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. Some specific topics include:

<ul style="list-style-type: none"> <li>- Supporting yourself and others</li> <li>- Valuing diversity and difference</li> <li>- Developing equal and respectful relationships</li> <li>- Recognising and responding to abusive situations</li> <li>- Discrimination, harassment and vilification</li> <li>- Grief and loss</li> <li>- Communication, connections and seeking help</li> <li>- Healthy food habits and eating disorders</li> <li>- Drug use including illicit drugs and the consequences of drug use on the individual and others</li> <li>- Movement skill and performance</li> </ul>	<ul style="list-style-type: none"> <li>- Sexual health including the evaluation of safe sexual health practices, contraception and sexual behaviours</li> <li>- Sexual choices and their consequences</li> <li>- Planning and managing sexual health including reproductive and sexual health checks</li> <li>- Roads safety, including responsible driving and passenger behaviour</li> <li>- Consequences of unsafe road use and the causes of road crashes</li> <li>- Influences on health decision-making and risk behaviours</li> <li>- Accessing services including getting your own Medicare card</li> </ul>
---	---

# Science

**Indicative Hours:** 200

**Course Fee Per Annum:** Nil

**Description:** Studying Science is the process of learning about the natural world through observations and 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"><li>● Disease and Coordination</li><li>● Energy Efficiency</li><li>● Dynamic Earth</li><li>● Periodic Table</li><li>● Sustainable Ecosystems</li><li>● Theories of the Universe</li></ul>	<p>Core Modules</p> <ul style="list-style-type: none"><li>● Genetics</li><li>● Evolution</li><li>● Waves</li><li>● Forces and Motion</li><li>● Chemical Reactions</li><li>● Depth Study</li></ul>

## Student Voice and Choice:

Students will have the 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.

# 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.

## 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 complete new course(s).

Subject	Year	Faculty
Big History – Big Bang to Life on Earth	Year 9	HSIE
Big History – Life on Earth to Future Predictions	Year 10	HSIE
Chinese 1	Year 9	LOTE
Commerce - Business	Year 9&10	HSIE
Commerce - Law	Year 9&10	HSIE
Culture Club - International Studies	Year 9&10	HSIE
Dance – Stretch, Flex and Fouette	Year 9	CAPA
Design and Technology - Design Foundations	Year 9	TAS
Design and Technology - Design Your Life	Year 10	TAS
Drama – Centre Stage	Year 10	CAPA
Drama – In the Spotlight	Year 9	CAPA
Food Technology – Food Glorious Food	Year 9	TAS
Food Technology – Dining Down Under	Year 10	TAS
French 1	Year 9	LOTE
Global Action	Year 9&10	HSIE
History Elective – History Detective	Year 9&10	HSIE
History Elective - Turning Points in History	Year 10	HSIE
Industrial Technology – Engineering– What’s the problem?	Year 9	TAS
Industrial Technology – Engineering	Year 10	TAS
Industrial Technology – Timber -	Year 9	TAS
Industrial Technology - Timber	Year 10	TAS
Information Software Technology – Programming	Year 9	TAS
Information Software Technology – Software Engineering	Year 10	TAS
iSTEM A – Mechatronics and IOT	Year 9	Mathematics
iSTEM B – Machine Learning	Year 10	Mathematics
Italian 1	Year 9	LOTE
Japanese 1	Year 9	LOTE
Japanese 2	Year 10	LOTE
Marine Science 1	Year 9	Science
Marine Science 2	Year 10	Science
Multimedia Design – Visual Content Creation	Year 9	TAS
Multimedia Design – Digitally Designed Production	Year 10	TAS
Music – Make It or Break It	Year 10	CAPA
Music – Musical Moments	Year 9	CAPA
Outdoor Education	Year 10	PDHPE
PASS – Sport in Society	Year 9	PDHPE
PASS – Sport Science and Coaching	Year 10	PDHPE
Photography & Digital Media – Shapes and Shadows	Year 9	CAPA
Photography and Digital Media – The Moving Image	Year 10	CAPA
Technical Production – The House is Live	Year 9	CAPA
Textile Technology – Fashionable Art	Year 9	TAS



Fashion and Textiles Design	Year 10	TAS
Visual Arts – Paint like you mean it	Year 10	CAPA
Visual Arts – Sculpture, Culture, Vulture	Year 9	CAPA
Visual Design – Beyond a Label	Year 9	CAPA
Visual Design – Elective Boogaloo	Year 10	CAPA
Work Education – Learning on the Job	Year 9&10	HSIE

# Big History – Big Bang to Life on Earth – Year 9

**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.

# Big History – Life on Earth to Future Predictions – Year 10

**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

- Early Humans
- Agriculture and Civilisations
- Expansion and Interconnections
- Acceleration
- The Future

## 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.

# Chinese 1 – Year 9

**Indicative Hours:** 100

**Course Fee Per Annum:** Nil

**Description:** Chinese is an important language for young learners in Australia, as Australia progresses towards a future of increased trade, investment, educational exchange, research and development in science and technology, and engagement with Asia. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

The ability to communicate in Chinese provides incentives for travel and for more meaningful interactions with speakers of Chinese, encouraging socio-cultural understanding between Australia and Chinese-speaking countries, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian society and the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Chinese language skills and understanding of their cultural heritage..

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

## Focus Areas

<b>Chinese 1</b>	
<b>Prerequisites:</b> None	
<ul style="list-style-type: none"><li>● How to introduce myself</li><li>● Special events and celebrating</li><li>● Hobbies and interest</li><li>● Making plans</li></ul>	<b>Student Voice and Choice:</b> Students will have the opportunity to work with teachers to decide some topics that are studied. Assessment tasks will also have some options to match students interest and abilities.

## Important information regarding 100 Hour course options:

Students will have the opportunity to choose to study Chinese Level 1 in Year 9 and can opt to not continue with the course in Year 10. However, students must have completed Chinese Level 1 to be able to continue with the course and choose Chinese 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 beginners course in a language they have completed 100 hours of study in (ie. a student that chooses Chinese Level 1 in Year 9 must complete Chinese Continuers in Year 11 and 12 if they want to do Chinese 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.

# Commerce – Business – Year 9 & 10

**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 – Years 9 & 10

**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 workplaces.

## 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.

# Culture Club – International Studies - Years 9 & 10

**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 Food
- Culture and Gender
- School Developed Option - Subcultures

## **Student Voice and Choice:**

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

## Dance - Stretch, Flex & Fouetté – Year 9

**Indicative Hours:** 100

**Course Fee:** \$30

**Description:** Dance is an integrated study of the practice of performance, composition and appreciation. Students develop both physical skills and aesthetic, artistic and cultural understanding. 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"><li>● Safety First</li><li>● The Language of Dance</li><li>● A Choreographer's Handbook</li></ul>	<ul style="list-style-type: none"><li>● Dance Forms</li><li>● Analysis of Performance</li><li>● Duo Composition</li></ul>

### 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 – Year 9

**Indicative Hours:** 100

**Course Fee:** \$70

**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.

# Design and Technology – Design Your Life – Year 10

**Indicative Hours:** 100

**Course Fee:** \$70

**Description:** Studying Design Your Life 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 experience creating with a variety of materials, including but not limited to, timber, metal and textiles.

## Focus Areas

Trimester Design and Folio projects

- Information and Communication Technologies
- Materials technology
- Student negotiated focus area of design

## 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 - Centre Stage – Year 10

**Indicative Hours:** 100

**Course Fee:** \$30

**Description:** Come one and come all...welcome to the world of Drama! Whether you are choosing this course for the first time in your Stage 5 journey or aspiring to be the next Hugh Jackman/Cate Blanchett, this course is for you. This course allows students to take educational risks whilst performing and fosters student confidence, knowing that they are in a supportive space that encourages and inspires creativity. Students studying this course are given the opportunity to attend live performances through school excursions to theatre productions and incursion workshops.

### Focus Areas

Duologues	Acting for Film
<ul style="list-style-type: none"><li>• Acting for stage/acting for film</li><li>• Playbuilding</li><li>• Elements of production</li></ul>	<ul style="list-style-type: none"><li>• Theatre styles (puppetry and voice)</li><li>• Scripted drama</li><li>• Group devised performances</li></ul>

### Student Voice and Choice:

School excursions and topics studied throughout the year are decided by the students at the beginning of the course. Students are encouraged to apply their passions, skills and expertise to all assessments.

## Drama - In the Spotlight – Year 9

**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 through school excursions and participate in extra-curricular opportunities.

### Focus Areas

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

### Student Voice and Choice:

School excursions and topics studied for the year are decided by the class at the beginning of the course.

# Food Technology – Food Glorious Food – Year 9

**Indicative Hours:** 100

**Course Fee:** \$110

## **Description:**

Food Glorious Food is a course that allows you to explore a variety of ways that food is part of our lives. This includes looking at what Australian Cuisine is, food and our health, and how we use food to celebrate.

We will investigate the role food plays in our body, the functions and sources of food nutrients, and factors that influence our health.

Exploration of the evolution of contemporary “Australian Cuisine”, including traditional habits and customs of Indigenous Australians.

Many of the significant events in our lives are celebrated with family and friends and often revolve around food. We will look at how to plan and prepare for celebration occasions and how to do it to keep the product looking great and safe for consumption at all times.

You must bring a container for practical lessons, to take your creations with you.

**Wearing enclosed leather shoes is mandatory for all practical lessons.**

## **Focus Areas**

- Body Basics - Food selection and Health
- The Australian Way - Food in Australia
- Party Time - Food for Special Occasions

## **Student Voice and Choice:**

Students may have an opportunity to have some input into 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 a choice in.

# Food Technology – Dining Down Under – Year 10

**Indicative Hours:** 100

**Course Fee:** \$110

## **Description:**

Dining down under is a dynamic course that allows students to explore the food industry and current trends in food ingredients, production and presentation. Investigate constantly evolving Australian eating habits and the types of food they eat by looking at the current food trends, and the influences behind them. Sometimes the foods we need will vary because of specific circumstances. We will delve into those circumstances and examine effective food solutions for a range of specific needs.

We will investigate different types of organisations within the food industry and learn how they operate to provide their consumers with safe and appealing meals. You will look at career opportunities within the industry, and plan and prepare menus and dishes for small and large scale catering.

You must bring a container for practical lessons, to take your creations with you.

**Wearing enclosed leather shoes is mandatory for all practical lessons.**

## **Focus Areas**

- What's new? - Food Trends
- Our changing needs - Food for Specific Needs
- Are you being served? - Food Service and Catering

## **Student Voice and Choice:**

Students may have an opportunity to have some input into 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 a choice in.

# French 1 – Year 9

**Indicative Hours:** 100

**Course Fee Per Annum:** 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

<b>French 1</b>	
<b>Prerequisites:</b> None	
<ul style="list-style-type: none"><li>● Festivals and traditions</li><li>● Family</li><li>● Personal information</li><li>● Interacting with others</li></ul>	<b>Student Voice and Choice:</b> 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 Level 1 in Year 9 and can opt to not continue with the course in Year 10. However, students must have completed French Level 1 to be able to continue with the course and choose French 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 beginners course in a language they have completed 100 hours of study in (ie. 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.

# Geography Elective - Global Action – Years 9 & 10

**Indicative Hours:** 100

**Course Fee Per Annum:** Nil

**Description:** Global Action 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.

Global Action 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:

- Physical Geography
- 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 – Year 9

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

## 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 additional options. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

# History Elective – Turning Points in History – Year 10

**Indicative Hours:** 100

**Course Fee:** Nil

**Description:** In our own lifetime there are turning points which we can see changed the course of a country or the whole world. Covid 19 is a life changing event we will never forget, yet there are countless others that have impacted on just as many lives. When Gerardus Mercator create a map with lines of longitude and latitude, accurate navigation of the seas became possible. The Manhattan project was the birth of nuclear weapons. Events such as these had just as much impact on humanity as a microscopic virus. In this class students will develop a critical understanding of historical events, as well as the ability to interpret their importance on events that surround and follow.

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

## 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 1 – What’s the problem? - Year 9

**Indicative Hours:** 100

**Course Fee:** \$60

**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.

**Wearing enclosed leather shoes is mandatory for practical lessons when working in practical rooms/workshops.**

## 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
  - Engineering Mechanisms
- 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.

# Industrial Technology – Engineering 2 – Year 10

**Indicative Hours:** 100

**Course Fee:** \$70

**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.

***Wearing enclosed leather shoes is mandatory for practical lessons when working in practical rooms/workshops.***

## 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:
  - 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.

# Industrial Technology – Timber 1 – Year 9

**Indicative Hours:** 100

**Course Fee:** \$70

**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 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.

# Industrial Technology – Timber 2 – Year 10

**Indicative Hours:** 100

**Course Fee:** \$90

**Description:** The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. In Year 9 Core module General Wood 1 develops knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist module/s in Year 10.

## Focus Areas

Emphasis is placed on the following

- Accurate joint construction multiple joinery styles
- Working to exact dimensions
- Drawer construction methods
- Selection of a suitable finish

## Student Voice and Choice:

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

# Information Software Technology – Programming – Year 9

**Indicative Hours:** 100

**Course Fee:** \$25

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

## **Focus Areas:**

- Robotics and Programming
- Apps and Interactivity
- Website 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.

# Information Software Technology – Software Engineering – Year 10

**Indicative Hours:** 100

**Course Fee:** \$25

**Description:** The course will offer you a chance to learn software engineering know-how, such as programming, coding and statistical knowledge. You will also investigate ethics and social responsibility throughout your studies.

## **Focus Areas:**

- Artificial Intelligence and simulation
- Cyber Security
- Game making and coding

## **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.



## iSTEM – Mechatronics and IOT – Year 9

**Indicative Hours:** 100

**Course Fee:** \$60

**Description:** *iSTEM is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skillset development based on the needs of local and national industry. iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies. Students may undertake either 100 or 200 hours of study in iSTEM in Stage 5. Courses are structured in the following ways:*

- *a 100-hour course consisting of either
  - *Core 1 and Core 2 and one elective and one specialised option*
  - *Core 1 and Core 2 and 2 specialised options**
- *a 200-hour course consisting of Core 1 and Core 2 and at least one elective and at least two specialised options*

*Students are introduced to STEM Fundamentals with Mechatronics and Internet of Things (IOT) technology. Students will be required to conduct investigations and solve real world problems using this technology. They will develop their critical and systems thinking skills through Problem Based Learning activities. Students will develop skills in systems thinking, programming and coding, electronics, soldering and robotics.*

*iSTEM challenges students to show initiative, problem solve, collaborate extensively in teams and manage large projects. It is recommended that students have a Windows or Mac computer (not a tablet or Chromebook) to engage fully with this elective.*

### *Focus Areas*

- *STEM Fundamentals - Systems Thinking*
- *Mechatronics and Robotics*
- *Critical Problem Solving*
- *Project Based Learning*

### **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 B – Machine Learning – Year 10

**Indicative Hours:** 100

**Course Fee:** \$60

**Description:** iSTEM is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skillset development based on the needs of local and national industry. iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies. Students may undertake either 100 or 200 hours of study in iSTEM in Stage 5. Courses are structured in the following ways:

- a 100-hour course consisting of either
  - Core 1 and Core 2 and one elective and one specialised option
  - Core 1 and Core 2 and 2 specialised options
- a 200-hour course consisting of Core 1 and Core 2 and one elective and at least two specialised options

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 – Year 9

**Indicative Hours:** 100

**Course Fee Per Annum:** 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. It teaches both language and intercultural skills.

The study of Italian 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

<b>Italian 1</b>	
<b>Prerequisites:</b> None	
<ul style="list-style-type: none"><li>● Festivals and traditions</li><li>● Family</li><li>● Personal information</li><li>● Interacting with others</li></ul>	<b>Student Voice and Choice:</b> Students will have the opportunity to work with teachers to decide some topics that are studied. Assessment tasks will also have some options to match students interest and abilities.

## Important information regarding 100 Hour course options:

Students will have the opportunity to choose to study Italian Level 1 in Year 9 and can opt to not continue with the course in Year 10. However, students must have completed Italian Level 1 to be able to continue with the course and choose Italian 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 beginners course in a language they have completed 100 hours of study in (ie. 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 - Year 9

**Indicative Hours:** 100

**Course Fee Per Annum:** 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

<b>Japanese 1</b>	
<b>Prerequisites:</b> None	
<ul style="list-style-type: none"><li>● Special events and celebrating</li><li>● Hobbies and interest</li><li>● Making plans</li></ul>	<b>Student Voice and Choice:</b> Students will have the opportunity to work with teachers to decide some topics that are studied. Assessment tasks will also have some options to match students interest 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 beginners course in a language they have completed 100 hours of study in (ie. 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.

# Japanese 2 - Year 10

**Indicative Hours:** 100

**Course Fee Per Annum:** 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

<b>Japanese 2</b>	
<b>Prerequisites:</b> Prerequisite: Japanese 2 can only be taken if you have completed Japanese 1.	
<ul style="list-style-type: none"><li>● High school lifestyle in Australia and Japan</li><li>● Eating out and shopping</li><li>● Exploring opportunities for exchange in Japan</li></ul>	<b>Student Voice and Choice:</b> Students will have the opportunity to work with teachers to decide some topics that are studied. Assessment tasks will also have some options to match students interest 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 beginners course in a language they have completed 100 hours of study in (ie. 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 Science 1 – Year 9 & 10

**Indicative Hours:** 100

**Course Fee:** \$70

**Description:** This elective includes many practical components in school and outside of school.

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 also utilises local waterways around the school for fishing, kayaking and investigations, as well as local tourist destinations including Sea Life Aquarium and Sydney Fish Markets.

## 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) completed in Term 1.

Selected modules completed after Core 1:

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

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

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

## Marine Science 2 – Year 10

**Prerequisite:** Marine Science 2 can only be taken if you have completed Marine Science 1.

**Indicative Hours:** 100

**Course Fee:** \$70

**Description:** Students will be re-accredited in water safety, which can assist them if they wish to get a Bronze Medallion outside of school. Their knowledge and skills in regard to general first aid will be extended and could be then used to obtain a First Aid Certificate. They will be introduced to statutory bodies and volunteer organisations that manage the use of the marine environment. This encourages students to then participate in volunteering opportunities. They will also learn about the various employment opportunities. To enrich student learning, students will visit and be visited by a range of employment and volunteer organisations.

Throughout the year, students will design and manage various aquarium projects. In Term 1, they will be managing the Marine 1 aquariums and also begin to take up the Marine 2 advanced aquariums. The advanced aquariums will run for the remainder of the year. These projects involve yabbies, shrimps, snails, axolotls and will include managing a large fish species in the aquaponic tank in the sustainability garden. They may also sustainably grow a range of food sources that will feed their own aquarium projects as well as the Marine 1 aquarium projects. They will also attend a number of excursions, such as whale watching.

At the end of the year, students will be introduced to the theory and practice of snorkelling. This will encourage lifelong skills that enable students to safely and confidently enjoy viewing marine life in shallow water and open water. Students may need to borrow or purchase a snorkelling set for practical snorkelling activities.

### Focus Areas

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

Core 2 - Skills, management and employment (2 <sup>nd</sup> mandatory module for 200 hr course) completed in Term 1.	
Selected modules after Core 2: <ul style="list-style-type: none"><li>● Dangerous Marine Creatures</li><li>● Managing Fish Production</li><li>● Biology of Native Crayfish</li><li>● Growing Crustaceans</li></ul>	<ul style="list-style-type: none"><li>● Growing Stockfeed for Aquaculture</li><li>● Marine Mammals</li><li>● Basic Snorkelling</li><li>● Open-Water Snorkelling</li></ul>

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

\* **Safety Notice:** This course includes a mandatory swimming test that all students must pass to participate in snorkelling. Therefore, it is recommended that all students have the ability to swim. Furthermore, this elective exposes students to the following allergens: shellfish, fish, molluscs and chlorine.

# Multimedia Design - Visual Content Creation – Year 9

**Indicative Hours:** 100

**Course Fee:** \$25

**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 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. They will be introduced to a range of software and be able to choose their preferred applications for completing projects.



# Multimedia Design – Digitally Designed Production – Year 10

**Indicative Hours:** 100

**Course Fee:** \$25

**Description:** Explore Multimedia in 3D. Using digital formats create products that can be produced using 3D printers, laser cutters and other manufacturing methods. Create real and virtual 3D spaces and places in 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

- 3D Printing production and design
- Gamification of the environment
- Digitally designing items for mass production

## Student Voice and Choice:

Students will have autonomy when selecting subject matter for all digital projects. They will also have the ability to select computer generated imagery and visuals to display their learning. They will be introduced to a range of software and be able to choose their preferred applications for completing projects.

# Music - Make it or Break it! – Year 10

**Indicative Hours:** 100

**Course Fee:** \$30

**Description:** A closer look at the styles that have won popularity in contemporary music history and why... and those that have broken the rules.

This course challenges students to question the rules of contemporary popular music and the influence of styles that have come before them. It also explores unusual western styles that have relied on chance, rolling dice, mathematics, science and shock value to create music. A look at homegrown music and the influence of First Nations music on contemporary Australian music will also be explored. Students will be introduced to a wide variety of genres through performance, composition and listening experiences, and will build aural skills in preparation for Stage 6 Music courses. They will also have the opportunity to attend live performances to support their classroom experiences. Students must be prepared to perform in front of their teacher and other students as part of the course.

## Focus Areas

Popular Music	Australian Music	20 <sup>th</sup> Century Music
<ul style="list-style-type: none"><li>● Explore the styles of rock n roll, hip hop, rap, soul, rnb, reggae, punk and disco music over two terms.</li><li>● Understand the impact history has had on making these popular styles.</li></ul>	<ul style="list-style-type: none"><li>● First Nations music and the influence on modern Australian music</li><li>● Artists for focus will include Nigel Westlake, Ross Edwards, Peter Sculthorpe, Midnight Oil, Paul Kelly, Gurrumul, Emily Wurramara &amp; King Stingray</li></ul>	<ul style="list-style-type: none"><li>● Weird and wonderful 20<sup>th</sup> Century music styles including Serialism, Minimalism and Chance Music</li><li>● Study out of the box composers with a fun focus – John Cage, Philip Glass, Schoenberg</li></ul>

## Student Voice and Choice:

Students, as a cohort, will have a choice of repertoire for performance and musicology tasks, and electronic music programs for composition. Students will also engage in discussions and the design of authentic learning opportunities, assessments and performance excursions.

## Music - Musical Moments – Year 9

**Indicative Hours:** 100

**Course Fee:** \$30

**Description:** Have you ever considered where styles of music have come from? What moments in history and world events have impacted the music we hear today?

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 a wide variety of contemporary and classical styles through performance, composition and listening experiences. Traditional and non-traditional methods of notating music are also explored and 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. They will also have the opportunity to attend live performances to support their classroom experiences. Students must be prepared to perform in front of their teacher and other students as part of the course.

### Focus Areas

Jazz & The Blues	Australian Music	Classical Music
<ul style="list-style-type: none"><li>● Writing for the Blues</li><li>● Ragtime</li><li>● Dixieland/New Orleans style</li><li>● Swing</li><li>● Bebop</li><li>● Jazz Fusion</li></ul>	<ul style="list-style-type: none"><li>● Australian folk music</li><li>● Activism through music &amp; performance</li><li>● Art Music</li></ul>	<ul style="list-style-type: none"><li>● Artists of influence</li><li>● Key signatures, cadences, Alberti bass and more!</li></ul>

### Student Voice and Choice:

Students, as a cohort, will have a choice of repertoire for performance and musicology tasks, and electronic music programs for composition. Students will also engage in discussions and the design of authentic learning opportunities, assessments and performance excursions.

# Outdoor Education – Year 10

**Indicative Hours:** 100

**Course Fee Per Annum:** \$50

## **Description:**

Outdoor education develops in each student the knowledge, understanding and skills needed to understand and identify with the surrounding wilderness environments and conduct themselves in a safe manner in the outdoors. Outdoor education is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Students learn through planning and participating in outdoor experiences and reflecting on their involvement. Through participation in a range of outdoor activities, students will develop and apply their knowledge and skills to work together to be active and safe in a variety of outdoor environments. They learn to assess risk, identifying and applying appropriate management strategies and emergency response procedures. The course has links with NSW Stage 5 HSIE, science and PDHPE curriculum.

## **Course Modules and Focus Areas:**

<b>Outdoor Education</b>
<b>Prerequisites:</b> None
<ul style="list-style-type: none"><li>● Experiencing the outdoors</li><li>● First aid in the outdoors</li><li>● Bushcraft and navigation in the outdoors</li><li>● Expedition preparation</li><li>● Bushwalking, orienteering and kayaking</li></ul>

## **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:**

There are no prerequisites for this course. Students that are interested in completing PDHPE or Geography in Year 11 and 12 are encouraged to complete the 100 hour Outdoor Education course as they will engage with content related to the Preliminary and HSC courses.

# PASS - Sport in Society – Year 9

**Indicative Hours:** 100

**Course Fee Per Annum:** \$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 fitness activities, and the use of physical activity for therapy and remediation.

## Course Modules and Focus Areas:

PASS - Sport in Society	
Theory	Practical
<ul style="list-style-type: none"><li>● Technology in sport</li><li>● Australia's Sporting Identity</li><li>● Event management and nutrition</li><li>● Fundamental Movement Skills</li></ul>	<ul style="list-style-type: none"><li>● Video analysis and fitness technology</li><li>● Practical - World Games (Gridiron, European Handball, Gaelic Football, Tchoukball)</li><li>● SEPEP (Sports Education in Physical Education Program)</li><li>● Orienteering</li><li>● Water sports (Kayaking, Waterpolo)</li></ul>

**Student Voice and Choice:** Students as a cohort will have opportunities to choose options within the focus areas of the PASS course. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

### Important information regarding 100 Hour course options:

Students will be able to choose PASS - Sport and Society 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 - Sport Science and Coaching in Year 10. There are no prerequisites to select the second PASS course in Year 10 (ie. students may select PASS - Sport Science and Coaching without having completed PASS Module 1 in the previous year).

Students that are interested in completing PDHPE in Year 11 and 12 are encouraged to complete both 100 hour PASS courses as they will engage with content strongly related to the Preliminary and HSC PDHPE course.

# PASS - Sport Science and Coaching - Year 10

**Indicative Hours:** 100

**Course Fee Per Annum:** \$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 fitness activities, and the use of physical activity for therapy and remediation.

## Course Modules and Focus Areas:

PASS - Sport Science and Coaching	
Theory	Practical
<ul style="list-style-type: none"><li>● Body Systems</li><li>● Physical Fitness</li><li>● Coaching principles</li><li>● Opportunities and pathways in physical activity and sport)</li></ul>	<ul style="list-style-type: none"><li>● Indoor cricket</li><li>● Scooter board games</li><li>● Futsal</li><li>● Training energy systems</li><li>● Fitness training (Cross fit, boxing, yoga, gym)</li><li>● Coaching (student led training sessions for sport of their choice)</li><li>● Recreational activities (golf, tennis, darts, fishing, bowling, table tennis, Finska/Kubb)</li></ul>

**Student Voice and Choice:** Students as a cohort will have opportunities to choose options within the focus areas of the PASS course. Students will also engage in discussions and the design of authentic learning opportunities and assessment.

### Important information regarding 100 Hour course options:

Students will be able to choose PASS - Sport and Society 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 - Sport Science and Coaching in Year 10. There are no prerequisites to select the second PASS course in Year 10 (ie. students may select PASS - Sport Science and Coaching without having completed PASS Module 1 in the previous year).

Students that are interested in completing PDHPE in Year 11 and 12 are encouraged to complete both 100 hour PASS courses as they will engage with content strongly related to the Preliminary and HSC PDHPE course.

# Photography and Digital Media - Shapes and Shadows – Year 9

**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 practice 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 filmmaking and editing using various programs and apps including iMovie and Adobe Premiere. In addition, students will experience traditional photographic practice by 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"><li>• Lens- what you can do with them.</li><li>• All about aperture</li><li>• Exposing with the SLR system</li><li>• Getting to grips with shutters</li><li>• Space &amp; composition</li><li>• Lighting</li><li>• Camera angles- The highs and lows</li><li>• Adobe Creative Cloud</li></ul>	<ul style="list-style-type: none"><li>• Still Life</li><li>• Food</li><li>• Portraiture</li><li>• Sport</li><li>• The Art of Composite Photography</li></ul>

## 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.

# Photography and Digital Media - The Moving Image – Year 10

**Indicative Hours:** 100

**Course Fee:** \$100

Students will learn to make and enjoy a variety of photographic and digital media works in still, interactive and moving forms. They will also 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.

Photographic and Digital Media is shaped by different beliefs, values and meanings by exploring various artists and works from different times and places. Students will explore the relationships in the artworld between the artist – artwork – world – audience. They will also discover how their own lives and experiences can influence their making and critical and historical studies.

Students will 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 will also learn to develop their research skills and 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 and investigate and respond to a wide range of photographic and digital media artists and works.

The Urban Landscape	The Moving Image
<ul style="list-style-type: none"> <li>● Street Photography/Lifestyle.</li> <li>● Travel photography</li> <li>● Abstract: Double exposures.</li> <li>● Beauty Out of the Mundane.</li> <li>● The Alternate Point of View.</li> <li>● Creating Visual Effects.</li> </ul>	<ul style="list-style-type: none"> <li>● The colourful world through a lens.</li> <li>● Figures in Movement.</li> <li>● Splicing together multiple narratives.</li> <li>● People and the natural world.</li> <li>● Collaborative artmaking project that investigates storytelling.</li> </ul>

**Student Voice and Choice:**

Students will have the opportunity to explore their interests through subject matter and imagery. Students will also engage in discussions and the design of authentic learning opportunities and assessment.



# Technical Production - The House Is Live – Year 9

**Indicative Hours:** 100

**Course Fee:** \$50

**Description:** Do you love the theatre, but not the limelight? Are you interested in technology and the behind the scenes of production? Do you want to learn how to record your own music?

A new course in 2023, Technical Production will explore how theatre, concerts, live events and studio recording happens. Students will learn skills in audio, lighting, projection, studio recording, staging and safety linked to production. They will also have the opportunity to attend live performance events. This is a great hands-on course for students interested in backstage production and a precursor to the Stage 6 VET Entertainment course (Certificate III in Technical Production & Services).

In this course students will be heavily involved in the school's event life and the planning and execution of these events. This course particularly builds skills in technical problem solving and collaboration in team style tasks.

## Focus Areas

Soundcheck, 1, 2...	The House is Live
<ul style="list-style-type: none"><li>● Safe bump in and out of events</li><li>● Introduction to basic audio</li><li>● Setting up audio for a band</li><li>● Studio recording using interfaces and microphones</li></ul>	A semester of planning and implementing school events, building skills in stage lighting, stage management and projection. Students will have creative control in multiple mini-production tasks.

## Student Voice and Choice:

Students will have creative freedom in the design of mini-productions and are able to pursue pathways of interest in more depth through events – stage manager, lighting designer, audio designer and stage crew.

# Textile Technology – Fashionable Art – Year 9

**Indicative Hours:** 100

**Course Fee:** \$50

**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

Through theory and practical coursework, you will learn to:

- 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.

# Textile Technology - Fashion and Textiles Design – Year 10

**Indicative Hours:** 100

**Course Fee:** \$50

**Description:** Students undertake the investigation of work in the Fashion industry. By examining the practice of textile and fashion designers, students can model the work as they produce their own project work.

## Focus Areas

Through theory and practical coursework, you will learn to:

- 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 will 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 - Paint like you mean it – Year 10

**Indicative Hours:** 100

**Course Fee:** \$50

**Description:** Visual Arts places great value on the development of students' intellectual and practical independence and understanding. Visual Arts plays an important role in the lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active, creative learners who can take responsibility for and continue their own learning in school and beyond.

In this course students will focus on creating 2D artworks exploring a variety of themes, materials and techniques to find their own style.

## Focus Areas

<b>The Good and the Great</b>	<b>Branching Out</b>
A semester of skill building and learning about the genres that have lasted over time – the portrait, the still life and the landscape. Small works in different materials and styles of your choosing.	Two topics: Pick one genre to extend and make your own – develop your own images and techniques. Then branch out further – go on a journey to design and make your own painted and drawn artworks.

## Student Voice and Choice:

Topics to be negotiated as a class. Artist studies to compliment the artmaking. Work out what your favoured materials and styles are through experimentation and collaboration so you can work independently in the last topic.

## Visual Arts - Sculpture, Culture, Vulture – Year 9

**Indicative Hours:** 100

**Course Fee:** \$50

**Description:** Visual Arts places great value on the development of students' intellectual and artistic independence and their understanding of art. Visual Arts offers opportunities for students to develop their own interests, to be self-motivated and active learners who develop new skills. Students are encouraged to take responsibility for, and pursue their own creativity, at school and beyond.

In this course students will focus on creating 3D artworks examining 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 and why humans are so fascinated with them. Artist studies to complement the artmaking.	A semester of making and learning about a wide variety of sculpture styles in traditional and more contemporary materials and techniques. Artist studies to complement the artmaking.

### Student Voice and Choice:

Students will select from a range of options within both focus areas and will make works of interest to them. Topics to be negotiated as a class. Artist studies to complement the artmaking. The last artmaking topic of the year is based on student choice.

# Visual Design - Beyond a Label – Year 9

**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

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

## 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.

# Visual Design - Elective Boogaloo – Year 10

**Indicative Hours:** 100

**Course Fee:** \$50

**Description:** You've gained some sweet skills in Year 9 Visual Design- Beyond a Label and feel like you could do more? Or maybe you wished you had done it and wonder if you still can? Here's your Year 10 chance!

It's Visual Design – Elective Boogaloo! The study of practices, technologies and ideas in Visual Design enables you to develop your skills and knowledge by exploring a range of 2D, 3D and 4D 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 bespoke items and learning 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

<b>Studio To Market: Bespoke Printmaking and Ceramics Unit</b>	<b>Campaign: Advertising and Promotion Unit</b>
<ul style="list-style-type: none"><li>● Drawing</li><li>● Printmaking</li><li>● Ceramics</li><li>● Photography</li><li>● Photoshop</li><li>● Illustrator</li></ul>	<ul style="list-style-type: none"><li>● Colour branding</li><li>● Textiles/Jewellery</li><li>● Graphic Design</li><li>● Poster Design</li><li>● Animation and video production</li><li>● Indesign</li><li>● Premiere</li></ul>

## 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.

# Work Education – Learning on the Job – Years 9 & 10

**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 in regard to future careers. Students will then be supported to learn more about and try out these careers.



## Elective Course Costs 2023

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 2023-2024.

<b>Elective Subjects</b>	<b>YEAR 9 Costs \$</b>	<b>YEAR 10 Costs \$</b>
Design & Technology	70	70
Dance	30	N/A
Drama	30	30
Food Technology	110	110
Industrial Technology Engineering	60	70
Industrial Technology Multimedia	25	25
Industrial Technology Timber	70	90
Information Software Technology	20	20
iSTEM	50	50
Marine & Aquaculture Technology	70	70
Music	30	30
Outdoor Education	Fees may be applicable for some activities.	
Photography & Digital Media	100	100
Physical Activity & Sports Studies	50	50
Technical Production	50	N/A
Textiles Technology	50	50
Visual Arts	50	50
Visual Design	50	50
Work Education	TAFE fees may be applicable	TAFE fees may be applicable

## HSC Acceleration Program

All fully selective and most partially selective schools provide opportunities for students to be accelerated in HSC course/s.

Accelerated courses provide an additional level of challenge and engagement for high potential and gifted students and are fully supported by research and policy.

Students in HAP courses gain vital skills in studying at a senior level and these skills benefit their outcomes in other senior courses e.g. academic writing, analysis, research, synthesis, scientific report writing, media analysis.

This is the third year we will be offering a HAP course -in 2023 we are offering Biology. You can read about the senior Biology course in the subject selection booklet.

Students in the HAP classes will commence their year 11 course at the start of 2023 and complete it over 3 terms (terms 1-3 in 2023).

In taking up the HAP course, students will forego one 100 hour elective course for year 10, on the X, Y or Z line in which Biology is placed according to best fit.

Students will need to attend two offline (before and after school) periods to fulfil the required hours for a senior course.

Students commence the year 11 (preliminary) course at the start of term 1 until the end of term 3, then start the HSC course in term 4 2023 at Balmain campus in line with Blackwattle Bay senior students.

In 2024 they will continue their HSC course at Blackwattle Bay with their Balmain teacher who will travel to the Blackwattle Bay campus for these lessons (this is an existing practice where Balmain and Leichhardt teachers “travel” to Blackwattle Bay to take senior classes).

In practical terms, HAP students will have one course (or 2 units) “in the bag” by the time they sit the HSC in 2025.

They can use these units towards their ATAR and choose to study fewer HSC units, or have them as a backup / insurance and complete a full 10 or more HSC units.

Either way, they are ahead.

# HSC Acceleration Program - Biology - Year 10 only

## What will I be doing in this course?

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of Biological Concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

YEAR 11 BIOLOGY	YEAR 12 BIOLOGY
The Year 11 Course covers: <ul style="list-style-type: none"><li>● Cells as the basis of life</li><li>● Organisation of living things</li><li>● Biological diversity</li><li>● Ecosystems dynamics</li></ul>	The Year 12 Course covers: <ul style="list-style-type: none"><li>● Heredity</li><li>● Genetic Code</li><li>● Infectious Disease</li><li>● Non-Infectious disease and disorders</li></ul>

## Course requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation and /or activity or a series of investigations and/or activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

