Smith's Hill High School

A NSW Academically Selective High School

2023
Stage 5 Curriculum Handbook

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INFORMATION FOR STUDENTS

The curriculum at Smith's Hill High School has been developed to allow students to choose a course of study, which will cater for their individual needs and abilities while providing a broad, sound and balanced education. The opportunity to follow flexible pathways allows for compaction, enrichment and consolidation as the need arises.

Students are given the opportunity to study 3 additional electives in both Year 9 and 10. Each course over a year is the equivalent of 100 hours. For ROSA accredited courses students will receive a grade at the end of Stage 5. Non-ROSA courses will NOT receive a formal ROSA but will be issued a grade on their school report.

The Curriculum Handbook provides more detail as to the nature of courses and which courses have certain patterns of study ie: some subjects require a pre-requisite course before a student can go onto another course within the same KLA. The handbook outlines this clearly.

Students are NOT permitted to repeat subjects after the satisfactory completion of the course.

This handbook is designed to help students and parents make the best choice of courses on an individual basis.

RATIONALE

The development of this curriculum model was based upon the desire to allow students to progress at their own rate through a course of study rather than being locked into a specific year group throughout their secondary education. Some of the advantages of this approach are:

- it involves students in the choice of their individual courses, making them active and responsible for their own learning.
- it allows students to work at their own rate; their level of interest, ability and readiness, allowing for a deeper level of understanding, enrichment and consolidation.
- it actively involves parents, students and teachers in the curriculum design process that is best for the individual.

ACCELERATION

Acceleration is a method used for some students who demonstrate a comprehensive achievement well in advance of their cohort, where the level of achievement of the outcomes of the next curriculum stage is demonstrated. Students who are identified as candidates for acceleration must meet a range of prerequisites including social and emotional readiness, a high level of achievement in further diagnostic testing, and a comprehensive psychological assessment.

Students who are accelerated are monitored and provided a mentor. They must continue to demonstrate achievement of the objectives set out in the course requirements.

INVOLVEMENT IN EXTRA CURRICULAR ACTIVITIES

It is generally recognised that many students will be involved in a wide range of activities which will necessitate their absence from some classes. It is expected that all students will keep up to date for the lessons that they have missed.

RECORD OF SCHOOL ACHIEVEMENT (RoSA) REQUIREMENTS

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

More information can be accessed at https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

STAGE 5 FEE STUCTURE

Voluntary School Contribution (whole school resources, equipment, activities for all students)	$90
P&C levy (in lieu of fundraising)	$10
Sports Carnival	$15

STAGE 5 (Year 9 and 10) MANDATORY SUBJECT INFORMATION

To complete your Stage 5 RoSA you must satisfactorily complete the following mandatory subjects:

Subject	Periods per fortnight (cycle)
English	5 periods
Mathematics	5 periods
Science	5 periods
Human Society and its Environment - Mandatory	5 periods
Personal Development, Health and Physical Education	4 periods
Elective subjects x 3	4 periods for each subject

MANDATORY SUBJECT OUTLINES

English

English	
Year	**Course Description**
9	The Year 9 course builds on skills developed in Stage 4 and aims to provide opportunities for students to compare and critically respond to ways in which spoken, written and visual texts are shaped according to personal, historical, cultural, social, contexts. The course has a focus on evaluating the moral and ethical positions represented in texts with students analysing the ways in which creative and imaginative texts explore human experience, including Aboriginal and multicultural, universal themes and social contexts. Students will respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and imaginative expression. Throughout the course opportunities will be provided for students to reflect on their learning experiences.

10	In this course students will continue to develop essential skills such as how language makes meaning in texts, the connection between texts and context, appreciation of the similarities and differences between more demanding texts, integration of responses, analysis and reflection of values, reflecting on own writing processes, reading visual texts and composing creative responses. Tasks undertaken throughout the course have particular skills development focus and will assess the relevant outcomes for the units as well as providing meaningful grades for both the RoSA and semester reports.

Mandatory Human Society and its Environment (HSIE) - Geography

Mandatory Human Society and It's Environment (HSIE) - Geography	
Year	**Course Description**
9	Students study two topics: Sustainable Biomes and Changing Places. The study of Sustainable Biomes, students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. The study of Changing Places involves students to examine the patterns and trends in population movements and the increasing urbanisation of countries.
10	Students study two topics: Environmental Change and Management and Human Wellbeing. In Environmental Change and Management, students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country and propose ways individuals can contribute to environmental sustainability. In Human Wellbeing topic, students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences.

Mandatory Human Society and its Environment (HSIE) - History

Mandatory Human Society and Its Environment (HSIE) – History	
Year	**Course Description**
9	This course aims to examine the key features of modern world history and key parts of Australia's story as a nation within that broader context. Students examine brief overviews of issues such as the Industrial Revolution, the mass migration of peoples since the 18th century and new political forces that emerged over the last 200 years. This course provides students with the opportunity to conduct more specific case studies that examine the development of the Australian nation and our involvement in World War One and World War Two.
10	Through their study of this course, students have the opportunity to gain an understanding of the experiences of different cultural and social groups in Australia and the United States during the 20th century and their struggle for recognition and civic rights. Students also study the Vietnam war era. Students examine the reasons for Australia's involvement in the Vietnam War and the social, political and cultural changes that resulted from it.

Mathematics

Mathematics	
Year	**Course Description**
9	Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives. Topics studied include: Earning Money; Factorisation; Equations and Inequations; Congruency; Formulae; Enlargements and Similarity; Index Laws; Coordinate Geometry; Probability; Trigonometry; Further Factorisation; Quadratic Equations; and Area, Volume and Time.
10	5.3 Topics studied include: Algebra Review; Spending Money; Surds Review; Surface Area and Volume; Simultaneous Equations; Lines and Linear Equations; Quadratic Equations; Statistics; The Parabola; Indices and Logarithms; Circles and Hyperboles; Further Trigonometry; Probability; Circle Geometry; and Direct Proportion.

Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education (PDHPE)	
Year	**Course Description**
9	Throughout the Year 9 PDHPE course students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. Through the integrated unit Physical Activity and Me students evaluate their current level of physical activity, investigate the range of physical activities available in the local area, develop plans that promote the use of natural settings for physical activity and analyse the participation in a range of physical activities popular in Indigenous and Asian cultures. Throughout the theoretical units Looking Good Feeling Great and The Mind Matters students assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.
10	Throughout the Year 10 PDHPE course students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations in the Units Sexual Health and Risky Business. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity. Through the Units Movement and Composition, Being a Team Player and Dare to Invade students participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges.

Science

Science	
Year	**Course Description**
9	Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures. At least 50% of the course time will be allocated to practical experiences. All students are required to undertake at least one research project during Stage 5 involving practical investigation. Topics: Chemistry, Coordination and Reproduction, Waves and Energy, Dynamic Earth, Electricity, Ecosystems, Disease
10	Topics: Physics, Genetics and Evolution, Chemistry, Big Bang and Independent Student Research Project. Competitions and Opportunities: UNSW Science Comp, National Australia Chemistry Quiz, Big Science Competition, STANSW Young Scientist Awards and Olympiad

STAGE 5 ELECTIVE COURSE INFORMATION

CREATIVE AND PERFORMING ARTS (CAPA)

Drama – Page2Stage

Key Learning Area	Drama	**Course Fee**	Nil
Course Name	Page2Stage	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Just how do you get a script from the page to the stage? In this course students find ways to create dramatic meaning through experimenting with and working with scripted scenes and texts. Students will examine and practise the conventions of scriptwriting as the secrets behind creating interesting characters, plots, settings and themes are unveiled. All students will have the opportunity to: ● perform at one or both of our biannual junior Drama showcase nights; ● contribute to the ensemble excitement of the JSP (the Junior School Play production); ● step into different performance worlds and explore the historical and contemporary practice of Drama through an exploration of a variety of styles and forms such as Greek, Shakespearean, Brechtian and Post-Colonial/ Indigenous Theatres. ● Create original, playbuilt pieces of drama There will also be the potential to undertake project-based learning as an extension in this performance-based course. Through their own creations, students will extend their repertoire of performance skills and become more striking and engaging actors. They will also learn how to write a Drama essay, building on their experiential understanding, and preparing them for further appreciation of theatre.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus		

Drama – So You Think You Can Act?

Key Learning Area	Drama	**Course Fee**	Nil
Course Name	So, You Think You Can Act?	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	This course focuses on the development of acting skills across a range of dramatic forms to engage audiences. In the first part of the course, students will participate in a series of skills workshops to teach Konstantin Stanislavski's style of realist acting and explore his work "An Actor Prepares" in a practical setting. This diverse toolkit of skills will give students exciting approaches to explore characterisation for both the stage and the screen. Following this, the course will utilise students' performances to engage deeply with characters of their choosing as they make acting decisions to connect with and energise an audience through performance. Students will participate in activities that highlight the differences between acting for the stage and for film. Students will also have the opportunity to learn acting skills associated with Playback Theatre, a form of semi-improvised, dynamic play building that allows participants to tell their own stories through the actors onstage. This part of the course will see the class run outreach performances and programs for primary schools and other community groups. Performance opportunities include: ● performing at one or both of the biannual junior Drama showcase nights; ● going "on tour" and engaging in community outreach theatre to develop acting skills in a variety of contexts; ● developing independent and ensemble acting skills to engage a range of different audiences.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus		

English - Creative Writing/Film & TV (Non-RoSA)

Key Learning Area	English	**Course Fee**	Nil
Course Name	Creative Writing/Film & TV	**RoSA Subject**	No
Prerequisite		No	
Course Description	This elective course is designed to extend students' skills in the craft of creative writing and develop in-depth theoretical and practical knowledge of the film production process. In the creative writing component, students will manipulate the basics of narratives to create imaginative pieces of writing with the intention of taking the reader beyond the traditional forms of storytelling. Opportunities will be provided for students to experiment with their own writing through exposure to quality texts. A study of different genres with a focus on common archetypes, themes and genre conventions will also be undertaken to facilitate the overall process of students' own storytelling. In the film and TV component, students will critically examine film and television products in terms of their production qualities with the view of applying this knowledge to the creation of their own video product. The elective will develop student knowledge in areas such as scripting, storyboarding, cinematography, mise-en-scene, sound mixing and film editing.		
NESA Link			

Music – MUSICA

Key Learning Area	Music – Creative and Performing Arts	**Course Fee**	
Course Name	MUSICA	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	This course is the perfect way to increase your overall musical literacy and understanding as well as develop your skills and confidence in a variety of areas. Students engaging at this level understand music as an artform and of the role music and musical preference plays in their own life and the lives of others. In this Music elective course, students will further develop their knowledge, understanding and skills in a range of musical contexts through the study of a variety of topics via their participation in performance, composition and listening across a range of styles, periods and genres. This course will include the syllabus topic areas of Jazz music, Music of a Culture, Music of the 20th and 21st Centuries, and Baroque Music, and all students will need to be able to play an instrument to participate effectively Performance skill development activities include working in small ensembles across a variety of genres, exploring improvisation techniques, instrumental performance practice, vocal development, and the innovative ways of using technology in performance. Composition tasks will include experimenting with and using a variety of computer-based software in the composition process, as well learning important compositional skills by writing original compositions, arranging pieces for ensembles and improvisation. A broader understanding of music will also be developed through a variety of listening and musicology tasks across a wide range of repertoire. Students will work both individually and in groups to develop performance, composition and listening skills and will have the autonomy to choose some focus repertoire. There will also be the opportunity to showcase their work at an end of semester performance evening, which is always a great way to finish.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10		

Music – MUSIK!

Key Learning Area	Music – Creative and Performing Arts	**Course Fee**	
Course Name	MUSIK!	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Are you a musician or singer who wants to develop a greater confidence and understanding to make you a better all-round musician? This music elective aims to develop students' practical skills and knowledge, not only in performance but to understand and be able to apply important musical skills into their practice. Music 1B explores a wide range of music styles and genres through the study of a variety of topics, including Popular music, Theatre Music and the Classical Period, with an overall focus on Music for Large and Small ensembles. Students will develop further knowledge, understanding and skills across a range of musical contexts through the study of these syllabus topic areas, engaging in performance, composition and listening activities. This will see students participating in a variety of performance activities in both small and large groups, and all students will need to be able to play an instrument to participate effectively. They will also need to participate in some vocal activities when exploring various topic areas. This is an exciting course that gives students an element of musical choice and autonomy and is aimed at developing confident performers. Students will be given the opportunity to work independently and have some choice regarding repertoire selection, particularly in the study of popular music. They will also arrange and compose a variety of repertoire, using written notation and through live performance. In addition, students will listen to and discuss a range of repertoire. Students will also be given the opportunity to showcase their work at an end of semester performance evening, which is always a great way to finish.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10		

Visual Arts – Restoring Traditions

Key Learning Area	Visual Arts	**Course Fee**	$80
Course Name	Restoring Traditions	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Visual Arts – Restoring Traditions is a 100-hour Stage 5 RoSA course which provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in various forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests through the creation of artworks. The practical component of this elective allows students to investigate a variety of traditional two-dimensional art making techniques and media such as drawing, painting, lino and screen printing, collage, montage and mixed media methods, and apply these to different surfaces in response to a variety of subjects. Three-dimensional sculptural processes are also explored and students will use their world for ideas and will develop these ideas in a variety of ways. In the theoretical component students will be expected to engage in the Critical Study and Historical Study of artists / craftspeople / designers and their works in terms of the Cultural, Structural, Subjective and Postmodern orientations and the Conceptual Framework. The final part of this elective will involve the creation of self-directed artworks. The concept of the 'body of work' is investigated and students may produce one or more individual works that are related through subject and/or form for their assessment. This 'body of work' will be informed by an understanding of practice, the conceptual framework and the frames, while exploring a range of traditional media techniques, composition and art making processes. Students are required to keep a Visual Arts Process Diary (VAPD) which provides evidence of the decisions and actions made by students in the production of their artworks.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10		

Visual Arts – Art Here and Now

Key Learning Area	Visual Arts	**Course Fee**	$80
Course Name	Art Here and Now	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	It is not a prerequisite to have studied Visual Arts Restoring Traditions to enrol in this elective. Visual Arts Elective – Art Here and Now is a 100 Hour Stage 5 RoSA course which also provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in various forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in through the creation of artworks. The practical component of this elective allows students to investigate a variety of traditional and more contemporary art making techniques and media such as graphic design and illustration, photography (darkroom and digital media), and pop culture design products utilising screen and digital printing, and three-dimensional materials and methods. In the theoretical component students will be expected to engage in the Critical Study and Historical Study of artists / craftspeople / designers and their works in terms of the Cultural, Structural, Subjective and Postmodern orientations and the Conceptual Framework. The final part of this elective will involve the creation of self-directed artworks. The concept of the 'body of work' is investigated and students may produce one or more individual works that are related through subject and/or form for their assessment. This 'body of work' will be informed by an understanding of practice, the conceptual framework and the frames, while exploring a range of media techniques, composition and art making processes. Students are required to keep a Visual Arts Process Diary (VAPD) which provides evidence of the decisions and actions made by students in the production of their artworks.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10		

CROSS CURRICULAR

Psychology 1 – Introduction to Psychology (Non – RoSA)

Key Learning Area	Cross curricular	**Course Fee**	Nil
Course Name	Psychology 1 – Introduction to Psychology	**RoSA Subject**	No
Prerequisite		No	
Course Description	Psychology provides students with an understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology. ******Students must complete 2 Core topics and a minimum of 2 Options****** ***Core 1: What is Psychology?*** Students will identify psychology as a scientific discipline which studies mental processes and human behaviour, the world of the psychologist, the history of psychology and present-day theories of psychology. Students will learn how the knowledge gained by research psychologists is used by applied psychologists in their dealings with individuals and groups. Students will appreciate the eclectic nature of psychological theories and the contributions made by psychologists of the past in formulating contemporary theories. ***Core 2: Research methods in psychology*** Students examine the scientific methods and ethics involved in psychological research and experimentation. They will investigate the types of psychological research and examine the ethical principles that practices that are required when engaging participants in research studies. ***Possible Options (minimum of 2): Options will be negotiated with students.*** 1. Biological bases of behaviour 2. Intelligence and creativity 3. Personality and self 4. Forensic psychology ***(very likely to be studied as it has proven very popular with students in the last 2 years)*** 5. Psychology and society 6. Psychology and gender 7. Psychological disorders and constructs of normality 8. Psychology of success 9. School-developed option		
NESA Link	https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology		

Psychology 2 – Human psychology and perspectives (Non – RoSA)

Key Learning Area	Cross curricular	**Course Fee**	Nil
Course Name	Psychology 2 – Human psychology and perspectives	**RoSA Subject**	No
Prerequisite		Must have completed Psychology 1 – Introduction to Psychology (2022 course)	
Course Description	Psychology provides students with an understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology. • ***In Psychology 1 students will have completed 2 Core topics (What is Psychology? and Research Methods in Psychology) and a minimum of 2 Options.*** • ***There are no Core topics in Psychology 2 and students will study a minimum of 4 options.*** • ***The options studied in Psychology 2 will be negotiated with the students. Students are encouraged to look at the NESA link below for more information about each of the possible options studied.*** ***Possible Options (minimum of 2): Options will be negotiated with students.*** 1. Biological bases of behaviour 2. Intelligence and creativity 3. Personality and self 4. Psychology and society 5. Psychology and gender 6. Psychology of success 7. School-developed option		
NESA Link	https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology		

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

Commerce - Economy, Finance & Consumerism

Key Learning Area	Human Society and its Environment (HSIE) - Commerce	**Course Fee**	Nil
Course Name	Economy, Finance & Consumerism	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Consumerism: Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies. They also learn how to plan for travel and how to solve problems encountered when travelling. Economy: Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students also investigate Australia's place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019		

Commerce – Courts, Crimes and Commercial Enterprise

Key Learning Area	Human Society and its Environment (HSIE) - Commerce	**Course Fee**	Nil
Course Name	Courts, Crimes and Commercial Enterprise	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Law: Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues. Students also investigate a range of situations in which individuals may come in contact with the law and examine the legal rights and responsibilities of individuals in society and the range of options available for dispute resolution. Business: Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures. Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019		

Geography – Power, Politics & the Pacific

Key Learning Area	Human Society and its Environment (HSIE) – Geography	**Course Fee**	Nil
Course Name	Power, Politics & the Pacific	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	The Geography Elective course consists of three topics: Topic 1: Political Geography In this topic students will study the nature and distribution of political tensions and conflicts, and strategies towards effective resolutions. Topic 2: Australia's Neighbours In this topic students will study the environments of Australia's neighbours and specific geographical issues within the Asia–Pacific region. Topic 3: Oceanography In this topic students will study the features and importance of the world's oceans and issues associated with them.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-elective-7-10-2019		

History – Big History

Key Learning Area	Human Society and its Environment (HSIE) – History	**Course Fee**	Nil
Course Name	Big History	**RoSA Subject**	No
Prerequisite		No	
Course Description	Big History seeks to place the human story within the broader context of the universe's development. In this course students examine the main developments in the unfolding story of the universe and look at the forces that have shaped the human story as part of the larger story of the universe. In this course, students are required to work with multiple disciplines including physics, biology, anthropology and, of course, traditional history to engage with complex intellectual questions about humanity and its history.		
NESA Link	http://www.bighistoryschool.org/news/nsw-education-standards-authority-endorsement		

History – History, Heritage & Popular Culture

Key Learning Area	Human Society and its Environment (HSIE) – History	**Course Fee**	Nil
Course Name	History, Heritage & Popular Culture	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	The History Elective course consists of three topics which include a range of options for study. *Teacher will select one option from each of the 3 main topics.* The topics include: • Topic 1: History, Heritage and Archaeology This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. • Topic 2: Ancient, Medieval and Modern Societies This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies. Students may focus on a particular time period, including the 21st century. • Topic 3: Thematic Studies This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019		

International Studies

Key Learning Area	Human Society and its Environment (HSIE) – International Studies	**Course Fee**	Nil
Course Name	International Studies	**RoSA Subject**	No
Prerequisite		No	
Course Description	This course equips students with the capacity to engage with cultures within Australia and beyond. Students will engage ideas, beliefs and practices across a wide range of cultures. There is an emphasis on the cultures of Asia and the Pacific due to Australia's geographical proximity to Asia and the Pacific, the increasing percentage of Australians with Asian-Pacific backgrounds, the economic growth of China and India, Australia's growing trade and exchanges with the countries of Asia and Australia's emerging security and humanitarian interests in the Pacific. Content: Core – Understanding Culture and Diversity in Today's World Option 1: Culture and Beliefs Option 2: Culture and Media		
NESA Link	https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/s4-5/international-studies		

LANGUAGES

French 1

Key Learning Area	Languages	**Course Fee**	$20 for Education Perfect online subscription
Course Name	French 1	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Students will further develop their understanding of the French language and culture, as well as their ability to produce written and spoken texts for authentic communicative contexts. Students will expand their knowledge of vocabulary and language structures necessary for effective interaction on the topics of routines and housing, directions, shopping, leisure activities, organising an event and planning for the near future (holidays). Students will participate in a range of collaborative tasks, activities and experiences which will allow them to develop their ability to manipulate French in increasingly sustained interactions with others and to identify and interpret information from a range of written and spoken texts in French. They will also grow their understanding of an increasing range of verb forms, and elements of French grammar, which will enable them to understand and compose increasingly complex texts in the target language.		
NESA Link	https://educationstandards.nsw.edu.au/wps/wcm/connect/4862c6a7-cbef-461d-a207-e71731f76d45/French+K-10+Syllabus+2018.PDF?MOD=AJPERES&CVID=		

French 2

Key Learning Area	Languages	**Course Fee**	$20 for Education Perfect online subscription
Course Name	French 2	**RoSA Subject**	Yes
Prerequisite		French 1	
Course Description	Students will continue to grow their understanding of the values and practices of the French culture and how language, culture and communication are interrelated and shaped by each other. They will refine their understanding of written and spoken French, drawing on their prior knowledge of language features to interpret unfamiliar texts. Students will gain insight into contemporary French society and engage in cross-cultural dialogue by exploring the topics of work and housework, health and illness, holidays and travel, friendships, and past events. Students will also encounter key grammar concepts which are fundamental for ongoing learning in the Stage 6 HSC French Continuers course, such as reflexive verbs, object pronouns, negative structures, the perfect tense, and the imperfect tense. Through interactive and collaborative activities, students will become increasingly confident and proficient in initiating and maintaining conversation on familiar topics in French		
NESA Link	https://educationstandards.nsw.edu.au/wps/wcm/connect/4862c6a7-cbef-461d-a207-e71731f76d45/French+K-10+Syllabus+2018.PDF?MOD=AJPERES&CVID=		

German 1

Key Learning Area	Languages	**Course Fee**	$21 for Education Perfect online subscription
Course Name	German 1	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Students will broaden their understanding of German language and culture, thereby enhancing their communicative fluency and intercultural awareness. Topics will include celebrations, leisure activities, planning outings, German music, traditional German cuisine, health, the household and daily routines. Students will also acquire important grammar structures, including the future and present perfect tenses, which will enable them to both interpret and compose increasingly complex texts. With a focus on interactive and collaborative learning, students will also develop their oral fluency and confidence in navigating a wide range of authentic communicative contexts in the target language.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018		

German 2

Key Learning Area	Languages	**Course Fee**	$21 for Education Perfect online subscription
Course Name	German 2	**RoSA Subject**	Yes
Prerequisite		German 1	
Course Description	Students will continue to expand their understanding of German language and culture by engaging with a wide range of authentic texts reflective of contemporary German society. Topics will include holidays and travel, places in town, shopping, jobs and careers, as well as German films and literature. Students will also encounter fundamental grammar concepts for the Stage 6 HSC German Continuers course, including the dative case, adjective endings and imperfect tense, which will enable them to both analyse and compose creative and original texts. Through interactive and collaborative activities, students will develop confidence and proficiency in initiating and maintaining conversation on familiar topics in the target language.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018		

Japanese 1

Key Learning Area	Languages	**Course Fee**	$35 - workbook
Course Name	Japanese 1	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	In Stage 5, students will continue to expand their understanding of Japanese language and culture, and develop their ability to use Japanese in real life situations. Students will also consolidate their understanding of hiragana, katakana and further develop their knowledge of kanji. Students will engage in a range of individual and collaborative tasks and activities and explore topics that include leisure activities, daily routine, making plans, home and school life. They will further develop skills in identifying and interpreting information from a range of written, spoken, visual or multimodal texts. They will also start to experiment with linguistic patterns and structures to create original texts relating to prescribed topics.		
NESA Link	https://educationstandards.nsw.edu.au/wps/wcm/connect/2256076d-336e-40e4-9a56-61359be5b83b/japanese-k-10-syllabus-2017.pdf?MOD=AJPERES&CVID=v		

Japanese 2

Key Learning Area	Languages	**Course Fee**	Nil
Course Name	Japanese 2	**RoSA Subject**	Yes
Prerequisite		Japanese 1	
Course Description	Students will continue to expand their understanding of Japanese language and culture. They will further develop their understanding of written and spoken Japanese, and draw on their prior knowledge of vocabulary and language structures to interpret a range of texts. They will gain a deeper knowledge of the vocabulary and grammatical structure necessary for effective interaction in Japanese on topics of travel in Japan, shopping, eating out, direction, part-time work, Japanese pop culture and student exchange. In addition, students will become more proficient in responding to spoken and written Japanese texts and develop their conversation skills relating to the prescribed topics.		
NESA Link	https://educationstandards.nsw.edu.au/wps/wcm/connect/2256076d-336e-40e4-9a56-61359be5b83b/japanese-k-10-syllabus-2017.pdf?MOD=AJPERES&CVID=		

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Physical Activity and Sport Studies – Amazing Race

Key Learning Area	Personal Development, Health and Physical Education	**Course Fee**	$60 – will cover cost of excursions to various venues and events.
Course Name	Amazing Race	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	This course will challenge students to develop their organisational and enterprising skills in a positive, enjoyable and supportive environment. Students will learn how to structure and be involved in a variety of competitive and non-competitive events ranging from knockout competitions to lifestyle excursions. The course will provide students with leadership and teamwork opportunities through real life practical based situations including responsibilities at school sporting carnivals. Participation will be enhanced through increased student choice as the course progresses. The management, organisational, and collaboration skills attained in this course will be beneficial for school and post educational pathways.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019		

Physical Activity and Sport Studies – Become the Expert

Key Learning Area	Personal Development, Health and Physical Education	**Course Fee**	No
Course Name	Become the expert	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Students of all skill and ability levels will develop to become the experts through the practical study of a range of specific sports. 'Become the expert' identifies and analyses specific sport movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering specific sport movement skills, through the participation of the range of sports and the use of technology. Students will conclude the latter part of semester two by investigating the theory and practical qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students will have the opportunity to practically apply their coaching skills in real life situations and implement their expert knowledge and skills of their chosen 'Be the expert' sport.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019		

TECHNOLOGICAL AND APPLIED STUDIES

Food Technology – Food Technology

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$100
Course Name	MasterChef	**RoSA Subject**	Yes
Prerequisite		Nil	
Course Description	There is no prerequisite for this course, you may complete them in any order. You may elect to study Food Technology 1 or 2 in year 9 or 10. The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. Students will undertake study in the following focus areas: • Food Service and Catering • Food for Special Occasions • Food for Specific Needs • Food Trends		
NESA Link	https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&CVID=		

Food Technology - Food Technology

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$100
Course Name	Celebrating Food Diversity	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	There is no prerequisite for this course. You may elect to study Food Technology 1 or 2 in year 9 or 10. Food habits change based on economic, social, cultural, technological and environmental factors. In Australia, as a result of rapid technological change, consumers are confronted with an increasing array of food products designed to complement our changing lifestyles. Making informed food decisions requires an explicit understanding of nutrition principles in both theory and practice, and this is embedded in the study of Food Technology. This is essential to the development of sound food habits and contributes significantly to the wellbeing of all Australians. Students will undertake study in the following focus areas: • Food in Australia • Food Equity • Food Selection and Health • Food Product Development		
NESA Link	https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&CVID=		

Graphics Technology - Graphics Technology 1

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$20
Course Name	Graphics Technology 1	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Year 9 Core Modules: • Pictorial Rendering • Product Drawing • Pictorial/Orthogonal Drawing • Assembly Drawing • CAD Drawing and Design • Perspective Drawing • Product Drawing and Design • 3D Modelling		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019		

Graphics Technology - Graphics Technology 2

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$20
Course Name	Graphics Technology 2	**RoSA Subject**	Yes
Prerequisite		Graphics Technology 1	
Course Description	Year 10 Option Modules: • Architectural Drawing • Cabinet and Furniture Drawing • Engineering Drawing • CAD Drawing Computer aided design and drafting will be undertaken in all four focus areas in Year 10. The major emphasis of the Graphics Technology 2 course is on students actively planning, developing and producing quality graphical presentations using manual and computer-based technologies. They will also develop an understanding of the use of graphics in industrial, commercial and domestic applications.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019		

Industrial Technology - Cabinet Introduction 1

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$50
Course Name	Cabinet Introduction 1	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Students will use solid plantation timbers to construct a small timber display cabinet using hand and power tools. The project offers challenge and choice where students can personalise specific components of the cabinet as they are introduced to the process of veneered panel design and timber turning on the lathe. Students will also compile a folio detailing design, sketches, construction stages, personal evaluations and		

	associated information. The project will allow students to design for their individual purpose while working within the design parameters and materials limitations.
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Industrial Technology - Traditional Cabinetwork 2

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$50
Course Name	Traditional Cabinetwork 2	**RoSA Subject**	Yes
Prerequisite		Cabinet Introduction 1	
Course Description	In this course, students will design and construct a Shaker style side table as the major project, using both hand tools and workshop machines. This is a demanding and rigorous practical challenge where students will be required to articulate traditional hand skills, operate a variety of power tools, turn timber on the lathe and present a folio that documents the development of the completed practical project as part of their assessment.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019		

Industrial Technology - Engineering 1 – Structures and Mechanisms

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$50
Course Name	Structures and Mechanisms	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	The Engineering 1 core module Structural Engineering includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures. Contexts specifically explored included the analytical analysis of beams, trusses and other structural components used in the field of structural engineering. In this course students will develop and apply skills to design, manufacture, analyse and evaluate structural components in the building of a model bridge. This bridge is then destructively tested to enable an analysis of the failed structural members.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019		

Industrial Technology - Engineering 2 – Mechatronics and Aeronautical Engineering

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$50
Course Name	Mechatronics and Aeronautical Engineering	**RoSA Subject**	Yes
Prerequisite		Engineering 1	
Course Description	Building on the core engineering concepts developed in Engineering 1, your knowledge will be extended into the areas of mechatronics and aeronautical engineering.		

	The Mechatronics Module explores contexts including the use of computer, electrical and mechanical methods used to control the operation of mechanical components in engineered systems. Students will develop and apply skills to design, manufacture, analyse and evaluate a mechatronic system to perform a given task. Projects developed will include the control of solenoids and Arduino servo motors. The Aeronautical Engineering module develops knowledge and skills in the use of tools, materials and techniques related to the principles, mechanics, and structures of aircraft. Contexts specifically explored include the use of materials, airframes, aerofoils, and control systems used in aircraft to achieve flight. In this module students will develop and apply skills to design, manufacture, analyse and evaluate a model glider aircraft with the objective for maintaining the longest possible duration of flight without propulsion. Through this project, students will explore and analyse the fundamental physics and mechanics of flight.
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Industrial Technology - Metal Introduction 1

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$50
Course Name	Metal Introduction 1	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	This course is for students who wish to make projects using metal. Once instructed in the safe use and potential of the equipment, students will be able to commence a series of graded projects. They will learn to read a drawing or plan and make changes to better suit their needs. Skills gained in previous courses will be upgraded as students work independently to construct their projects. Assessment is based on the project and the accompanying management report/folio.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019		

Industrial Technology - Metal Fabrication 2

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$50
Course Name	Metal Fabrication 2	**RoSA Subject**	Yes
Prerequisite		Metal Introduction 1	
Course Description	This course is for students who wish to fabricate projects using metal. Once instructed in the safe use and potential of the equipment, students will be able to commence a set of graded projects. They will learn to read a drawing or plan and make changes to better suit their needs. Skills gained in previous courses – Metal Introduction 1 - will be upgraded as students work independently to construct their projects. Assessment is based on the project and the accompanying management report/folio.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019		

Information and Software Technology - Programming & Robotics

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$30
Course Name	Programming & Robotics	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Learn to code beyond making an LED blink on an Arduino. This course will introduce and develop student knowledge and skills in the design and development of software. Students will learn about the software design process and associated tools to effectively solve problems with software solutions. Through the Python Programming language, students will develop an understanding of control structures and data structures to develop algorithms with a specific purpose. Once students have established these programming skills, they will then apply them in a robotics context, where they will program a StarLAB Rover Robot to complete a series of challenges. Giving students a firsthand experience in the use of robotics and automated systems, students will learn about the function of robots including the use of sensors and actuators. This course not only introduces students to concepts around writing code and robotics, it also develops problem-solving skills and logical thinking through Instructional and Project Based Learning.		
NESA Link	hhttps://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology		

Information and Software Technology - Multimedia

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$30
Course Name	Multimedia	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Learn to use techniques and tools in the Adobe Creative Suite to design and produce a range of a digital media products and multimedia projects. In this course you will learn about the processes of animation, image manipulation and video editing. Students will get involved in projects such as producing multimedia productions that include manipulated images, video effects and animations with sound effects, background music and voiced animations. The course allows students to develop skills in design and production of digital media products and multimedia products. Students will learn about: the purpose and types of digital media, manipulation techniques such as cropping, rendering, special effects, digitisation process of data types. Additionally, students will analyse different digital media and their uses across a variety of contexts and study aspects of copyright law as related to the production of multimedia.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology		

Information and Software Technology – Networks & Web Design

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$30
Course Name	Networks & Web Design	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	Learn about the technology of digital telecommunications and the interconnectedness of the digital world, from webpage development to Smart Home design. In this course students will develop their understanding of digital communications networking systems, the Internet, and intranets. It examines the uses of the Internet, Internet software and types of protocols used on the Internet. Students will learn about the World Wide Web the nature of a communication networks, data transmission and developing a website. Students will develop an understanding of network basics and the different network topologies and devices. They will then apply this in the development of a website project and a network design to include modern network devices including but not limited to, switching devices, personal computers, and IoT devices. This course introduces students to digital networks through a combination of instructional delivery and authentic Project Based Learning activities.		
NESA Link	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology		

Textiles Technology – Stitched Up!

Key Learning Area	Technological and Applied Studies (TAS)	**Course Fee**	$50
Course Name	Stitched Up!	**RoSA Subject**	Yes
Prerequisite		No	
Course Description	A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques. Project work that includes investigation and experimentation enables students to discriminate in their choices of textiles for particular uses. Students document and communicate their design ideas and experiences while applying contemporary technologies in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019		