

# 2024 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 STRUCTURE

Voluntary School Contribution (whole school resources, equipment, activities for all students)	\$110
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 and 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, multicultural and universal experiences. 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.
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## Mandatory Human Society and its Environment (HSIE) - Geography

Mandatory Human Society and Its Environment (HSIE) - Geography	
Year	Course Description
<b>9</b>	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 and Australia’s urban future.
<b>10</b>	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
<b>9</b>	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 historical issues such as the Industrial Revolution, the mass migration of peoples since the 18 <sup>th</sup> 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.
<b>10</b>	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 20 <sup>th</sup> 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	<p>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.</p> <p>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.</p>
10	<p>5.3</p> <p>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.</p>

## Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education (PDHPE)	
Year	Course Description
9	<p>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.</p>
10	<p>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.</p>

## Science

Science	
Stage 5	Course Description
	<p>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.</p> <p>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.</p>
	<p>Competitions and Opportunities: UNSW Science Comp, National Australia Chemistry Quiz, Big Science Competition, STANSW Young Scientist Awards and Olympiad</p>



## STAGE 5 ELECTIVE COURSE INFORMATION

### CREATIVE AND PERFORMING ARTS (CAPA)

#### Drama – Page2Stage

<b>Key Learning Area</b>	Drama	<b>Course Fee</b>	Nil
<b>Course Name</b>	Page2Stage	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>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.</p> <p>All students will have the opportunity to:</p> <ul style="list-style-type: none"> <li>● perform at our biannual junior Drama showcase nights;</li> <li>● contribute to the ensemble excitement of the Junior School Play or a suitable alternative production</li> <li>● 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.</li> <li>● Create original, playbuilt pieces of drama</li> </ul> <p>There will also be the potential to undertake project-based learning as an extension in this performance-based course.</p> <p>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.</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus</a>		

## Drama – So You Think You Can Act?

<b>Key Learning Area</b>	Drama	<b>Course Fee</b>	Nil
<b>Course Name</b>	So, You Think You Can Act?	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>This course focuses on the development of acting skills across a range of dramatic forms to engage audiences.</p> <p>Students will participate in a series of skills workshops on both Rudolph Laban’s Movement Analysis and Konstantin Stanislavski’s style of realist acting in a practical setting. This diverse toolkit of skills will give students exciting approaches to explore characterisation for both the stage and the screen.</p> <p>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.</p> <p>Students will also have the opportunity to learn acting skills associated with Theatre-in-Education. This part of the course will see the class go ‘on the road’ to perform an original production.</p> <p>Performance opportunities include:</p> <ul style="list-style-type: none"> <li>● performing at one or both of the biannual junior Drama showcase nights;</li> <li>● going “on tour” and engaging in community outreach theatre to develop acting skills in a variety of contexts;</li> <li>● developing independent and ensemble acting skills to engage a range of different audiences.</li> </ul>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus</a>		

## Music – MUSICA

<b>Key Learning Area</b>	Music – Creative and Performing Arts	<b>Course Fee</b>	
<b>Course Name</b>	MUSICA	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>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.</p> <p>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 innovative ways of using technology in performance. Composition tasks 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 work both individually and in groups to develop performance, composition and listening skills and with the autonomy to choose some focus repertoire. There will also be an opportunity to showcase their work at an end of semester performance evening, which is always a great way to finish!</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10</a>		

## Music – MUSIK!

<b>Key Learning Area</b>	Music – Creative and Performing Arts	<b>Course Fee</b>	
<b>Course Name</b>	MUSIK!	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>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.</p> <p>Musik 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.</p> <p>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.</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10</a>		

## Visual Arts – X

<b>Key Learning Area</b>	Visual Arts	<b>Course Fee</b>	\$80
<b>Course Name</b>	Visual Arts - X	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p><b>Immerse yourself in experimental art techniques that will ignite your imagination and push artistic boundaries. Dive into the fascinating realm of AI art, discovering how it's reshaping the art world and unlocking new possibilities for expression. Get hands-on as you sculpt ceramic vessels inspired by nature, capturing the beauty of the outdoors in your own unique way. Explore the rich tapestry of historical art genres and gain a deeper understanding of the artistic heritage that has shaped our world. Finally embark on a term of self-directed art learning, where you have the freedom to explore your own artistic vision.</b></p> <p>Visual Arts – X is a 100-hour Stage 5 RoSA course that empowers students to express their ideas and interests through the creation of artworks and informs students about the history and interpretation of art. The practical component of this elective allows students to investigate a variety of two-dimensional art making techniques and media including drawing, painting, lino and screen printing, collage, montage and mixed media methods, and apply these to different surfaces in response to a wide variety of subjects. Three-dimensional sculptural processes are also explored as students will use their world for ideas and will develop these ideas in a variety of ways.</p> <p>In the theoretical component, students will be expected to engage in the critical and historical study of artists and designers, and their works, from a variety of perspectives including Cultural, Structural, Subjective and Postmodern orientations, and the Conceptual Framework.</p> <p>In the final part of this elective students design their own learning tasks tailored to their unique artistic development. They explore mediums, techniques and subjects that resonate with their creative vision. Students keep a Visual Arts Process Diary to plan, experiment and document their work. Students will compile a reflective learning portfolio, which serves as a testament to their artistic evolution, capturing the decisions, discoveries and insights that have shaped their creative journey. It's a chance for students to demonstrate and explore their artistic skills and present a narrative of their artistic growth.</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10</a>		

## Visual Arts – Y

<b>Key Learning Area</b>	Visual Arts	<b>Course Fee</b>	\$80
<b>Course Name</b>	Visual Arts - Y	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p><b>Explore Art from a contemporary viewpoint and create works and design objects that reflect you as an individual and the world around you. Enhance your visual literacy as you develop skills in the overlapping genres of Fine Art and Graphic Design. Capture light and life while expanding your abilities with creative photography (including a sojourn into the traditional darkroom). Go wild creating music videos, short films and animations. Make two-dimensional artworks that advertise, entertain and enlighten audiences in paint, print and mixed-media materials. Build pop-culture inspired sculptures, objects and installations. Investigate Modern and Post-Modern artworks and the lives of the artists that created them as a reflection of the ever-changing world in which we live. Then, create your own project using forms and concepts of your choice in the final term of art study.</b></p> <p>Visual Arts – Y 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 and more contemporary art making techniques and media such as graphic design and illustration, elements of creative photography (darkroom and digital media), short and animated filmmaking, and pop culture design products utilising screen and digital printing, and three-dimensional materials and methods.</p> <p>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.</p> <p>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. The ‘body of work’ will be informed by an understanding of the practice, the conceptual framework and the frames, while exploring a range of media techniques, composition and art making processes. Students will document their experiences in a Visual Arts Process Diary (VAPD) which provides evidence of the decisions and actions made by students in the production of their artworks.</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10</a>		

## CROSS CURRICULAR

### Psychology 1 – Introduction to Psychology (Non – RoSA)

<b>Key Learning Area</b>	Cross curricular	<b>Course Fee</b>	Nil
<b>Course Name</b>	Psychology 1 – Introduction to Psychology	<b>RoSA Subject</b>	No
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>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.</p> <p><b>***Students must complete 2 Core topics and a minimum of 2 Options***</b></p> <p><b>Core 1: What is Psychology?</b> 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.</p> <p>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.</p> <p><b>Core 2: Research methods in psychology</b> 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.</p> <p><b>Possible Options (minimum of 2): Options will be negotiated with students.</b></p> <ol style="list-style-type: none"> <li>1. Biological bases of behaviour</li> <li>2. Intelligence and creativity</li> <li>3. Personality and self</li> <li>4. Forensic psychology (<b>very likely to be studied as it has proven very popular with students in the last 2 years</b>)</li> <li>5. Psychology and society</li> <li>6. Psychology and gender</li> <li>7. Psychological disorders and constructs of normality</li> <li>8. Psychology of success</li> <li>9. School-developed option</li> </ol>		
<b>NESA Link</b>	<a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology">https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology</a>		

## HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

### Commerce - Economy, Finance & Consumerism

<b>Key Learning Area</b>	Human Society and its Environment (HSIE) - Commerce	<b>Course Fee</b>	Nil
<b>Course Name</b>	Economy, Finance & Consumerism	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		No	
<b>Course Description</b>	<p>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.</p> <p>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.</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019</a>		

### Commerce – Courts, Crimes and Commercial Enterprise

<b>Key Learning Area</b>	Human Society and its Environment (HSIE) - Commerce	<b>Course Fee</b>	Nil
<b>Course Name</b>	Courts, Crimes and Commercial Enterprise	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		No	
<b>Course Description</b>	<p>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.</p> <p>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.</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019</a>		



## Geography – People, Politics & the Pacific

<b>Key Learning Area</b>	Human Society and its Environment (HSIE) – Geography	<b>Course Fee</b>	Nil
<b>Course Name</b>	People, Politics & the Pacific	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>Geography Elective 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 geographical issues and their management.</p> <p>In Geography Elective we will explore:</p> <ul style="list-style-type: none"> <li>• Geopolitics, the causes and consequences of conflict, and how it can be resolved on a domestic and international scale.</li> <li>• The features and importance of the world's oceans incorporating aspects of geomorphology, international law and marine ecosystems.</li> <li>• School developed topic that focuses on students formulating their own geographical research inquiry, based on their local environment, conducting their own fieldwork and presenting their findings.</li> </ul>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-elective-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-elective-7-10-2019</a>		

## History – Big History

<b>Key Learning Area</b>	Human Society and its Environment (HSIE) – History	<b>Course Fee</b>	Nil
<b>Course Name</b>	Big History	<b>RoSA Subject</b>	No
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>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.</p>		
<b>NESA Link</b>	<a href="http://www.bighistoryschool.org/news/nsw-education-standards-authority-endorsement">http://www.bighistoryschool.org/news/nsw-education-standards-authority-endorsement</a>		

## History – History, Heritage & Popular Culture

<b>Key Learning Area</b>	Human Society and its Environment (HSIE) – History	<b>Course Fee</b>	Nil
<b>Course Name</b>	History, Heritage & Popular Culture	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		No	
<b>Course Description</b>	<p>The History Elective course consists of three topics which include a range of options for study. <i>Teacher will select one option from each of the 3 main topics.</i></p> <p>The topics include:</p> <ul style="list-style-type: none"> <li>• <b>Topic 1: History, Heritage and Archaeology</b> 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.</li> <li>• <b>Topic 2: Ancient, Medieval and Modern Societies</b> 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.</li> <li>• <b>Topic 3: Thematic Studies</b> 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.</li> </ul>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019</a>		

## International Studies

<b>Key Learning Area</b>	Human Society and its Environment (HSIE) – International Studies	<b>Course Fee</b>	Nil
<b>Course Name</b>	International Studies	<b>RoSA Subject</b>	No
<b>Prerequisite</b>		No	
<b>Course Description</b>	<p>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.</p> <p>Content: Core – Understanding Culture and Diversity in Today’s World Option 1: Culture and Beliefs Option 2: Culture and Food</p>		
<b>NESA Link</b>	<a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/s4-5/international-studies">https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/s4-5/international-studies</a>		

# LANGUAGES

## French 1

<b>Key Learning Area</b>	Languages	<b>Course Fee</b>	\$20 for Education Perfect online subscription
<b>Course Name</b>	French 1	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No – Year 8 French advised		
<b>Course Description</b>	<p>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 topics such as 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.</p>		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022">https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022</a>		

## French 2

<b>Key Learning Area</b>	Languages	<b>Course Fee</b>	\$20 for Education Perfect online subscription
<b>Course Name</b>	French 2	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	French 1		
<b>Course Description</b>	<p>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 familiar topics in French</p>		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022">https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022</a>		

## German 1

<b>Key Learning Area</b>	Languages	<b>Course Fee</b>	\$20 for Education Perfect online subscription
<b>Course Name</b>	German 1	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No – Year 8 German advised		
<b>Course Description</b>	Students will broaden their understanding of German language and culture, thereby enhancing their communicative fluency and intercultural awareness. Topics will include leisure activities, traditional German cuisine, health, the household, daily routines and German music. 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.		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022">https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022</a>		

## German 2

<b>Key Learning Area</b>	Languages	<b>Course Fee</b>	\$20 for Education Perfect online subscription
<b>Course Name</b>	German 2	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	German 1		
<b>Course Description</b>	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.		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022">https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022</a>		

## Japanese 1

<b>Key Learning Area</b>	Languages	<b>Course Fee</b>	\$44 - workbook
<b>Course Name</b>	Japanese 1	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No – Year 8 Japanese advised		
<b>Course Description</b>	<p>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 and travel in Japan. 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.</p>		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022">https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022</a>		

## Japanese 2

<b>Key Learning Area</b>	Languages	<b>Course Fee</b>	Nil
<b>Course Name</b>	Japanese 2	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	Japanese 1		
<b>Course Description</b>	<p>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 daily routine, school life, shopping, eating out, and direction. 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.</p>		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022">https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022</a>		

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### Physical Activity and Sport Studies – Active for Life PASS A

<b>Key Learning Area</b>	Personal Development, Health and Physical Education	<b>Course Fee</b>	nil
<b>Course Name</b>	Active for Life	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>The emphasis of this course is all about sport and being physically active. Students will participate in a range of both team and individual sports, as well as leisure activities. Students will develop confidence in being able to confidently participate in a range of specific sports and develop skills in creating their own personal fitness program. Students will navigate and access free local facilities to be active and develop social skills in participating in a range of sports. The course will develop knowledge and understanding of Body Systems and how they apply to sport and physical activity. Students will link essential nutrition to a variety of activities, developing knowledge and understanding of what nutrients are needed to compete in high level and elite sport.</p>		
<b>NESA Link</b>	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019</a>		

### Physical Activity and Sport Studies – Become the Expert PASS B

<b>Key Learning Area</b>	Personal Development, Health and Physical Education	<b>Course Fee</b>	No
<b>Course Name</b>	Become the expert	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>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.</p>		
<b>NESA Link</b>	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019</a>		

## TECHNOLOGICAL AND APPLIED STUDIES

### Food Technology – Food Technology

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$125
<b>Course Name</b>	MasterChef	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>There is no prerequisite for this course. You may elect to study this course in year 9 or 10.</p> <p>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.</p> <p>Students will undertake study in the following focus areas:</p> <ul style="list-style-type: none"> <li>• Food Service and Catering</li> <li>• Food for Special Occasions</li> <li>• Food for Specific Needs</li> <li>• Food Trends</li> </ul>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&amp;CVID=">https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&amp;CVID=</a>		

### Food Technology - Food Technology

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$125
<b>Course Name</b>	Food Safari	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>There is no prerequisite for this course. You may elect to study this course in year 9 or 10.</p> <p>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.</p> <p>Students will undertake study in the following focus areas:</p> <ul style="list-style-type: none"> <li>• Food in Australia</li> <li>• Food Equity</li> <li>• Food Selection and Health</li> <li>• Food Product Development</li> </ul>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&amp;CVID=">https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&amp;CVID=</a>		

## Graphics Technology - Graphics Technology 1

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$20
<b>Course Name</b>	Graphics Technology 1	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		No	
<b>Course Description</b>	Year 9 Core Modules: <ul style="list-style-type: none"> <li>• Pictorial Rendering</li> <li>• Product Drawing</li> <li>• Pictorial/Orthogonal Drawing</li> <li>• Assembly Drawing</li> <li>• CAD Drawing and Design</li> <li>• Perspective Drawing</li> <li>• Product Drawing and Design</li> <li>• 3D Modelling</li> </ul>		
<b>NESA Link</b>	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019</a>		

## Graphics Technology - Graphics Technology 2

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$20
<b>Course Name</b>	Graphics Technology 2	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		Graphics Technology 1	
<b>Course Description</b>	Year 10 Option Modules: <ul style="list-style-type: none"> <li>• Architectural Drawing</li> <li>• Cabinet and Furniture Drawing</li> <li>• Engineering Drawing</li> <li>• CAD Drawing</li> </ul> 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.		
<b>NESA Link</b>	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019</a>		

## Industrial Technology - Cabinet Introduction 1

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$75
<b>Course Name</b>	Cabinet Introduction 1	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		No	
<b>Course Description</b>	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	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019</a>

## Industrial Technology - Traditional Cabinetwork 2

Key Learning Area	Technological and Applied Studies (TAS)	Course Fee	\$75
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	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019</a>		

## Industrial Technology - Engineering 1 – Structures and Mechanisms

Key Learning Area	Technological and Applied Studies (TAS)	Course Fee	\$60
Course Name	Structures and Mechanisms	RoSA Subject	Yes
Prerequisite	No		
Course Description	The Engineering 1 core module Structural Engineering includes common 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	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019</a>		

## Industrial Technology - Engineering 2 – Mechatronics and Aeronautical Engineering

Key Learning Area	Technological and Applied Studies (TAS)	Course Fee	\$60
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.		

	<p>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.</p> <p>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 aircraft with the objective for maintaining flight. Through this project, students will explore and analyse the fundamental mechanics of flight.</p>
NESA Link	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019</a>

### Industrial Technology - Metal Introduction 1

Key Learning Area	Technological and Applied Studies (TAS)	Course Fee	\$70
Course Name	Metal Introduction 1	RoSA Subject	Yes
Prerequisite	No		
Course Description	<p>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.</p> <p>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.</p>		
NESA Link	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019</a>		

### Industrial Technology - Metal Fabrication 2

Key Learning Area	Technological and Applied Studies (TAS)	Course Fee	\$70
Course Name	Metal Fabrication 2	RoSA Subject	Yes
Prerequisite	Metal Introduction 1		
Course Description	<p>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.</p> <p>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.</p>		
NESA Link	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019</a>		

## Computing Technology - Programming & Robotics

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$30
<b>Course Name</b>	Programming & Robotics	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		No	
<b>Course Description</b>	<p>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 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 robot to complete a series of challenges. Giving students a firsthand experience in the use of mechatronic and automated systems, students will learn about the function of automated systems 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.</p>		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/computing-technology-7-10-2022?tab=course-overview">https://curriculum.nsw.edu.au/syllabuses/computing-technology-7-10-2022?tab=course-overview</a>		

## Industrial Technology - Multimedia

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	nil
<b>Course Name</b>	Multimedia	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>		No	
<b>Course Description</b>	<p>Learn about graphic design and video editing through the Adobe Creative Suite. In this course, students will build knowledge, understanding and skills in relation to multimedia, photographic and associated industries. Through practical projects, students will develop knowledge and skills in the use of tools, materials and techniques related to Graphics, Web Design and Video Production. Projects will include the creation and manipulation of video and graphics to create engaging and entertaining multimedia productions.</p>		
<b>NESA Link</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019</a>		

## Computing Technology – Networks & Web Design

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$30
<b>Course Name</b>	Networks & Web Design	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>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.</p>		
<b>NESA Link</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/computing-technology-7-10-2022?tab=course-overview">https://curriculum.nsw.edu.au/syllabuses/computing-technology-7-10-2022?tab=course-overview</a>		

## Textiles Technology – Stitched Up!

<b>Key Learning Area</b>	Technological and Applied Studies (TAS)	<b>Course Fee</b>	\$50
<b>Course Name</b>	Stitched Up!	<b>RoSA Subject</b>	Yes
<b>Prerequisite</b>	No		
<b>Course Description</b>	<p>A study of Textiles Technology provides students with a 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.</p>		
<b>NESA Link</b>	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019</a>		