



**St Columba**  
Anglican School

YEARS 9 AND 10  
(STAGE 5) CURRICULUM  
HANDBOOK 2024

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## YEARS 9 AND 10 (STAGE 5) CURRICULUM

Subject selection for Years 9 and 10 requires careful consideration of each student’s abilities and interests. Communication between all concerned parties (students, parents and the school) is vital. This booklet is designed to assist students and their parents in the selection process by describing the requirements for the Year 9 and 10 (Stage 5) programme. It also outlines some of the essential features of study at this School, including homework, revision and assessment requirements and, in particular, includes a description of each course offered by the School.

The St Columba Anglican School secondary curriculum is divided into three stages: Stage 4 (corresponding to Years 7 and 8), Stage 5 (Years 9 and 10) and Stage 6 (Years 11 and 12) in the Secondary School. The Deputy Principal, the Director of Teaching and Learning, and other staff are available to provide advice on both academic and pastoral issues and can provide appropriate information to assist students in making effective decisions and monitor their progress. The Principal and Year Patron are also available for consultation regarding elective choices, career-related queries and curriculum. The Director of Teaching and Learning must also be consulted whenever a student wishes to make variations to his or her programme of studies in subsequent years.

At St Columba Anglican School students in Stage 5 will complete six semester long (50 hour) electives in Year 9 plus four semester long (50 hour) electives in Year 10.

Year 9		Year 10	
Semester 1	Semester 2	Semester 1	Semester 2
Elective Line 1	Elective Line 1	Elective Line 1	Elective Line 1
Elective Line 2	Elective Line 2	Elective Line 2	Elective Line 2
Elective Line 3	Elective Line 3		

The School’s curriculum offerings at Year 9 and 10 level include subjects that are broad in their scope and which provide a suitable foundation for Year 11 and 12 study. The School’s elective structure is designed to cater for a great diversity of student interests and needs. **Please note that not all of the subjects offered will necessarily run in 2024 as their viability is governed by student choice.**

The range of courses is intended to enable students to develop patterns of study that are best suited to their interests, abilities and future needs. Although each student’s choice of Year 9 and 10 subjects should be made with at least some consideration of future studies and possible career paths, it is unrealistic for students in Year 8 to make subject choices for Years 9 and 10 based solely on these criteria. Instead, students need to choose their subjects based on their interests, motivation and ability. In almost all cases it is not necessary to select subjects based on anticipated choices for the HSC. For example, a student who feels they would like to study Economics in Years 11 and 12 is under no obligation to study Commerce in Year 9 and 10.

### Key Learning Areas (KLAs)

The NSW Curriculum, K–12, is organised in Key Learning Areas. In Years 7 to 12, these are as follows:

English  
Mathematics  
Science  
Human Society and its Environment  
Languages  
Creative Arts  
Design, Art and Technology  
Personal Development, Health and Physical Education

Five KLAs must be studied in each of the Years 7 to 10 (Stages 4 to 5). These are:

English  
Mathematics  
Science  
Human Society and its Environment  
Personal Development, Health and Physical Education

To comply with NSW Education Standards Authority requirements for Stage 5, students who have not studied a 100-hour course in one Language other than English (such as Japanese, German, Indonesian or French, amongst others) during Stage 4 must elect to study a language in Stage 5.

The remaining three KLA's, Technological and Applied Studies, Languages and Creative Arts are studied initially during Years 7 and 8 with further elective study available during Years 9 and 10. Greater scope for elective study in the Human Society and its Environment KLA is also introduced in Years 9 and 10.

St Columba Anglican School places considerable emphasis and importance on the Key Learning Areas of English and Mathematics. The skills acquired from the emphasis placed on these two KLA's are considered to be of great importance to the overall academic progress of our students. Additional and/or individual tuition is offered by the school's Learning Support Programmes to assist those students who experience difficulty in Literacy and Numeracy.

The NSW Education Standards Authority website also contains useful information about these courses (including syllabus statements) and also publishes bulletins relating to the Record of School Achievement and the Higher School Certificate. The website can be found at the following address:

(URL): <http://educationstandards.nsw.edu.au/>

## Streaming Policy

In Year 9 and 10, some subjects will commence streaming classes based on academic ability. Academic results from the previous year will initially be used to identify the stream in which a student will be placed. Teacher recommendations will also be sought as to the placement of students.

Where possible the top streamed class will not be full at the start of the year. This will allow flexibility in the streaming process once the academic year commences. Changes to streamed classes will only be made after enough supporting evidence has been collected such as assessment marks. If parents or students wish to discuss possible changes they should be aware of this protocol and the need to wait until assessments marks vindicate any changes. Any changes to classes will be communicated to parents in writing after consultation with both the student and parent.

New students will not be placed in the top class until they have demonstrated the capacity to work at the standards set at SCAS. Exceptions to this may be made by the Faculty Coordinator based on supporting evidence.

When classes are streamed, faculties have a responsibility to support students that are on the cusp of streams. This will be discussed at the faculty level and once implemented monitored by the Faculty

Coordinator. Streamed classes will be reviewed at key assessment points (e.g. examinations) to ensure that students are still working at the necessary standard.

## Homework

St Columba Anglican School places considerable emphasis on the value of structured homework. The main aims of homework are to:

- consolidate and complement class work;
- deepen and extend understanding;
- develop good organisational skills; and;
- encourage responsible research and study habits.

Homework is set regularly in all subjects. It may take the form of further practice exercises, further reading, regular assignment work or study time. Students in Years 9 and 10 should be prepared to set aside up to 1 to 1.5 hours for homework, assignment work and regular study each night, with more time made available during assessment periods and for revision prior to examinations.

Experience has shown time and time again that dedication to a consistent homework and revision programme leads to excellent results, and lays a good foundation for achievement in the HSC years.

Assessment Schedules are published for each year and distributed to the students.

All students need to regularly revise their work and practise the skills appropriate for each subject studied. A cyclic process of review and note making is encouraged in which students:

- Read through the material covered each week for each subject (as appropriate);
- Make summary notes of that material, complete problems and/or revise related skills;
- Develop a revision folder in which their summaries, tests, revision exercises and related materials for each subject are kept for future reference; and;
- Set aside time each week for reviewing content from the previous month. Students should use their summaries and refer back to their class notes and texts wherever necessary. This helps to keep skills and knowledge current and increases the depth of their knowledge.

It is essential that students take responsibility for their learning. The development of sound homework habits and effective revision methods will significantly assist students in achieving their academic goals. The skills learned by following the methods outlined above will also serve as a solid foundation for the rigours of future study.

In this regard, the Director of Teaching and Learning and teaching staff are available to provide advice to students and will assist with developing skills required for the development of suitable study methods. Staff provide support for students through the pastoral care program. Homework help is available and students should speak with their teachers to find information specific to each faculty.

It is very good practice for students to get into the habit of commencing all assessment homework tasks during the week they are first given to ensure sufficient time to complete them to the best of each student's ability. Students should not avoid starting assessment tasks or put them off to the last few days before they fall due. If an assessment task is confusing or needs clarification students are encouraged to discuss the task with their class teacher. Help can also be sought at homework or catch up clubs. Assistance for research tasks can also be obtained in the Library.

Starting assignments early, seeking clarification and thorough research are techniques that will be invaluable for successful study in Year 9 through to Year 12 and beyond.

## Plagiarism in Homework and Assignments

Plagiarism—the use of another person’s ideas and written material as if it is a student’s own original work—is unacceptable in school assessment tasks. This includes information taken from books, encyclopaedias, magazines, the Internet and other electronic storage devices. Any form of plagiarism, including copying from an AI generator, is entirely unacceptable in school assessment tasks. Proven cases of plagiarism will be construed in the same way as cheating in examinations. According to the discretion of the Faculty Coordinator, Manager of School Operations and Director of Teaching and Learning, any work containing plagiarism will be attributed zero marks and students may be required to complete an alternative task.

All sources of information must be appropriately and accurately acknowledged in a Reference List or Bibliography included at the end of the assignment. If you are unsure of the correct method of acknowledging your sources, check with your class teacher for the preferred method of referencing.



# THE RECORD OF SCHOOL ACHIEVEMENT

## Stage 5 Assessment

The Record of School Achievement (ROSA) has replaced the School Certificate credential at the end of Year 10. The NSW Education Standards Authority requires schools to submit assessment grades in all subjects studied in Stage 5. These grades are awarded by the School and are based on achievement in school assessment tasks set throughout Year 10 (and sometimes at the end of Year 9 courses). In most cases, greater weight is assigned to tasks given towards the end of Year 10.

The purpose of these assessments is to provide a final measure of student achievement in each of their Year 10 subjects. These assessment marks are based on:

- multiple measures and observations made throughout the Stage 5 course rather than at a single, final examination.
- a wider range of syllabus outcomes than may be measured by an external examination alone.

Thus assessment grades are used to give a better indication of student achievement in each subject, rather than relying solely on performance in one examination at the end of the course.

## Assessment Schedules

Assessment schedules outline the number and types of assessment tasks required for each subject. They will usually be distributed at the start of Year 9 and Year 10. Each schedule will provide details of:

- the types of assessment tasks used in the course;
- the relative value (or weighting) of each task (Year 10);
- the approximate timing of the tasks throughout Year 10

Class teachers will issue more detailed information about individual tasks and provide more detailed information about due dates and mark allocation, etc. at appropriate times throughout each course.

## Record of School Achievement Grading System

The NSW Education Standards Authority General Performance Descriptors are used to measure each student's global achievement on school assessment tasks, compared to a set of predefined (NSW Education Standards Authority) standards of student achievement. These grades are summarised using the following criteria:

**A** = Extensive knowledge and understanding

**B** = Thorough knowledge and understanding

**C** = Sound knowledge and understanding

**D** = Basic knowledge and understanding

**E** = Elementary knowledge and understanding

**N** = Has failed to meet the NSW Education Standards Authority's requirements for that course.

In Mathematics, these grades have been further differentiated to A10, A9, B8, B7, C6, C5, D4, D3, E2.

## Record of School Achievement Reporting

The Record of School Achievement is a formal qualification for School Leavers. All Year 10 students will be able to access their results electronically and print a transcript of their results. Only students who leave school will receive the formal credential from the NSW Education Standards Authority. Schools will need to notify NESA of any eligible students leaving formal school at the end of Year 10 at which point the ROSA will be provided by NESA in print format.

For students completing Stage 5 courses, ROSA will list all mandatory and additional Stage 5 courses along with the grade awarded. Students who continue onto Stage 6 will have their Preliminary Courses along with grades added to their ROSA transcript.

Students who do not meet ROSA requirements will be issued with a printed Transcript of Study.

## Minimum Standards Literacy and Numeracy Tests

Students in Year 10 will have the opportunity to sit the minimum standards literacy and numeracy tests. The tests will be offered online. These are designed to show levels of achievement that are reasonable to expect from students leaving school. The tests will be offered during a number of 'windows' each year. The minimum standards test results will appear on the ROSA credential.

# GENERAL PERFORMANCE DESCRIPTORS FOR THE RECORD OF SCHOOL ACHIEVEMENT

Grade	Subject
A	The student has an <b>extensive knowledge and understanding</b> of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a <b>thorough knowledge and understanding</b> of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a <b>sound knowledge and understanding</b> of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a <b>basic knowledge and understanding</b> of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an <b>elementary knowledge and understanding</b> in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	Where "N" appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: <ul style="list-style-type: none"> <li>a) followed the course developed by the NSW Education Standards Authority (NESA);</li> <li>b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;</li> <li>c) achieved some or all of the course outcomes.</li> </ul>

# ELECTIVE COURSES FOR YEARS 9 AND 10

## Human Society and Its Environment (HSIE)

Year 9	Year 10
<p><b>Future Proofing Your Finances</b> How to retire young How to live independently and travel on a budget</p> <p><b>Law and Politics</b> What sort of world do you want to live in?</p> <p><b>Our Economy</b> Understanding how the World works</p> <p><b>Outdoor Education</b> Adventure as a team</p> <p><b>Re-engineering History</b> Without History, There is No Future</p> <p><b>Sustainability in Action</b> Creating a sustainable environment for future generations</p>	<p><b>Shark Tank</b> Create a business solution to a real world problem</p> <p><b>Marketing Mavericks</b> How to sell a product to make a profit</p> <p><b>Outdoor Education</b> Experience growth in the outdoors</p> <p><b>History Matters</b> Knowing the past helps you succeed in the future</p>

## Languages

Year 9	Year 10
French	French

## Performing Arts

Year 9	Year 10
<p><b>Drama</b> Acting Out Short Film and Digital Performance Treading the Boards 1 (Both lines)</p> <p><b>Dance</b> Certificate III - Assistant Dance Teacher</p> <p><b>Music</b> Music Mania - Music for Small Ensembles Soundwaves - Music and Technology</p>	<p><b>Drama</b> Treading the Boards 2 Exit, Stage Left!</p> <p><b>Dance</b> Certificate III - Assistant Dance Teacher</p> <p><b>Music</b> Blockbusters - Music for Film, television, radio and multimedia Like a Version - Rock and Popular Music</p>

## Design, Art and Technology

(NB: Students can only choose ONE course from each context area per year in this KLA)

Year 9	Year 10
<p><b>Design</b> Product Design in Light and Electronics Advanced Manufacturing</p> <p><b>STEM</b> Engineering Robots Engineered Powered Machines</p> <p><b>Textiles</b> Sustainable Textiles Design, Make, Create and Communicate</p> <p><b>Construction</b> Tricks of the Trade - Construction Joinery Tricks of the Trade - Garden Installations</p> <p><b>Food</b> Master Chef Molecular Gastronomy</p> <p><b>Visual Arts</b> Drawing and Design Remixing Portraiture</p>	<p><b>Design</b> Wireless Sound Systems Paying it Forward - Toy Design</p> <p><b>Computing and Multimedia</b> Games and Graphics Cinematics</p> <p><b>Textiles</b> Thrift &amp; Flip Your Clothes Design, Make &amp; Create 2</p> <p><b>Construction</b> Tricks of the Trade - Construction Joinery Tricks of the Trade - Garden Installations</p> <p><b>Food</b> My Cafe Rules Street Eats, Sweets and Treats</p> <p><b>Visual Arts</b> Ceramics - Licence to Kiln! Land Artscape</p>

## Mathematics

Year 9	Year 10
<p>Out of This World Who wants to be a millionaire?</p>	<p>CSI Mathematics The Finite Planet</p>

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

Year 9	Year 10
<p><b>Athlete Development Program (ADP)</b> <b>Physical Activity and Sports Studies</b> Games of the World and the Influence of Technology Coaching and Enhancing Performance</p> <p><b>Child Studies</b> Bouncing Babies Terrific Toddlers</p>	<p><b>Athlete Development Program (ADP)</b> <b>Physical Activity and Sports Studies</b> Body Systems and Movement Skill Development Sports Participation and Performance</p> <p><b>Child Studies</b> Child Studies Stage 1 Ages 5-7 Child Studies Stage 2 Ages 8-10</p>

# SUBJECT DESCRIPTIONS

Please note the following subject descriptions are set out according to the pattern of “Key Learning Areas” as outlined elsewhere, not alphabetical order.

## ENGLISH

English is a mandatory course that is studied substantially in each of Years 7 to 10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the Record of School Achievement.

### Course Description

Students of English in Years 7 to 10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts and to write texts that are imaginative, interpretive, critical and powerful.

### What will students learn about?

Students study books, films, radio, television, newspapers, and various multimodal texts, giving students exposure to Australian literature, insights into Aboriginal and multicultural experiences in Australia and literature from other countries and times.

Students also study texts that give an experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives.

### What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English.

### Course Requirements

Stage 5 (Years 9 and 10) English requires the experience of at least two works of each of fiction, film, non-fiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

The selection of texts in Stage 5 will give students an experience of Shakespearean drama.

### Record of School Achievement

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

# MATHEMATICS

Mathematics is a mandatory course that is studied substantially in each of Years 7 to 10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the Record of School Achievement.

## Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond Mathematics. In addition to its practical applications, the study of Mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of Mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

## What will students learn about?

Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. Within each of these strands, they will cover a range of topics including:

- fractions
- decimals
- percentages
- consumer arithmetic
- probability
- algebraic techniques
- coordinate geometry
- graphing and interpreting data
- perimeter
- area
- surface area and volume
- trigonometry
- properties of solids
- geometrical figures
- deductive geometry

## What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

## Record of School Achievement

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement

There is one Mathematics course in Years 9 and 10—Stage 5 Mathematics. The course is broken up into three sets of outcomes, 5.1, 5.2 and 5.3. All students will have access to all the outcomes through differentiation within the classroom.

Please note that at least some of the 5.3 outcomes need to be achieved for students to be awarded a grade higher than B7 and to study higher levels of Mathematics in Years 11 and 12.

# Mathematics Electives

## Out of This World (Year 9 - Semester 1)

Have you ever wondered what blood vessels, estuaries, solar systems, and snowflakes have in common? Believe it or not, it is Mathematics, more specifically an exciting branch of Mathematics called Fractal Geometry. This course provides “a World of Opportunities” to explore the math that is literally out of this world, from fractal geometry, chaos theory, and all the maths that make space travel possible. So, if you have ever wondered if “Jurassic Park” or time travel could be a real thing, or you want to “Let It Go”, channel your inner Elsa and explore frozen fractals all around, then this is the course for you. You will have the opportunity to embrace your inner Spielberg and create a cinematic masterpiece highlighting why Math is “Out of This World” #SCASMathFilmFestival.

### Deep Learning Dispositions

- Critical thinking
- Communication
- Collaboration
- Creativity

### Essential Learning

- Nonlinear Dynamics
- Fractal Geometry
- Chaos Theory
- Aeronautics
- Complex Numbers

## Who Wants to be a Millionaire? (Year 9 - Semester 2)

Albert Einstein described compound interest as the eighth wonder of the world, and once stated “he who understands it, earns it; he who doesn’t pays for it”. The focus of this course is financial mathematics, but not as you currently know it. This course goes beyond earning an income, taxation, and budgeting and explores the key ideas in quantitative finance. This is a branch of mathematics that uses probability, statistics, stochastic processes, and economic theory. Financial institutions such as banks and insurance companies use quantitative finance to minimise risk and maximise return. If you are invested in enhancing your financial literacy, then this is the course for you, so lock it in and “who wants to be a millionaire?”

### Deep Learning Dispositions

- Critical thinking
- Communication
- Collaboration
- Creativity

### Essential Learning

- Sequences & series
- Brownian motion and Stochastic processes
- Deterministic probability
- Applied statistical modelling

## CSI Mathematics (Year 10 - Semester 1)

Do you have what it takes to solve the crime? Can you create a murder mystery entertainment experience? In this course, you will learn how Mathematics is used to interpret and analyse clues and evidence in many fields of forensics. Learn how Forensic Anthropologists use statistics to help solve cold cases by identifying bones by age, gender, and ethnicity. Investigate how firearms examiners use pattern matching to characterise the type of firearm used in a crime and trigonometry to identify where bullets were fired from based on trajectory and blood spatter analysis. How unique is unique? Explore how probability can be used to identify suspects and analyse clues such as fingerprints, blood type and DNA. You will further explore codes, ciphers and the role of number theory in cyber security. At the end of this course you will be required to use your knowledge and skills to envisage a crime and put together a forensic mystery entertainment experience for your peers. Plan an escape room or a murder mystery party or another forensic entertainment experience. Collect the evidence and find the clues as you compete with your peers. Choose this course and you could be the next Sherlock Holmes. It is "elementary my dear Watson!"

### Essential Learning

- Combinatorics
- Continuous Probability Distributions
- Bivariate Statistical Analysis
- Trigonometry
- Projectiles and motion

### Deep Learning Dispositions

- Critical thinking
- Communication
- Collaboration

### Related HSC Courses

- Mathematics Standard 2
- Mathematics
- Extension 1 Mathematics

## The Finite Planet (Year 10 - Semester 2)

There is no Planet B. Mathematicians are hard at work, securing our future for generations to come by solving the most crucial problems in our shared history. In this course you will learn how mathematics is used to improve weather forecasts and climate models. Students will investigate the Global Circulation Models (GCMs) that describe the interactions between oceans and the atmosphere to accurately predict extreme weather events and climate change. Feasibility studies will be conducted, using rigorous statistical and predictive probability modelling to optimise the efficiency of renewable energy sources such as solar and wind farms. Students will explore how mathematics is used to assess the resilience of species, the environmental and ecological benefit of native flora and the impact of pollution on habitats. In this course you will have the opportunity to create your own assessment product.

### Essential Learning

- Population dynamics
- Sampling techniques
- Mathematical modelling
- Applied probability and statistics
- Trigonometric functions
- Measurement

### Deep Learning Dispositions

- Citizenship
- Critical thinking
- Communication
- Collaboration

### Related HSC Courses

- Mathematics Standard 2
- Mathematics
- Extension 1 Mathematics

Useful information on Mathematics careers can be found [here](#)



# SCIENCE

Science is a mandatory course that is studied substantially in each of Years 7 to 10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the Record of School Achievement.

## Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

## What will students learn about?

Through their study of science students develop a knowledge and understanding about the living and nonliving world. Students examine the contribution of scientists and the implications of their research on scientific knowledge, society, technology and the environment.

- Living World: Ecosystems, DNA and Genetics, Natural Selection and Evolution, Body Coordination and Disease
- Chemical World: Materials, The Periodic table and Chemical reactions
- Earth and Space: Plate tectonics, Geological time, Global systems and the Universe
- Physical World: Motion and Energy – Electrical, heat, sound, light and the electromagnetic spectrum.

## What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidence-based conclusions from their investigations. Through this problem-solving process, they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

## Course Requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

## Record Of School Achievement

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

# HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

## **Mandatory HSIE Courses:**

### **Geography**

The Geography (Mandatory) course must be studied substantially in each of Years 7 to 10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

#### **Course Description**

Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

#### **What will students learn about?**

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's role in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

#### **What will students learn to do?**

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

#### **Course Requirements**

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

#### **Record of School Achievement**

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

### **History**

The History (Mandatory) course must be studied substantially in each of Years 7 to 10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the Record of School Achievement.

#### **Course Description**

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

### **What will students learn about?**

Students develop an understanding of significant developments in Australia's social, political and cultural history including the Interwar period, the Vietnam War era and case studies of genocide. Australia's international relationships are examined through World Wars One and Two and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.

### **What will students learn to do?**

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

### **Particular Course Requirements**

All students must complete a site study in Stage 5.

### **Record of School Achievement**

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

## Elective HSIE Courses:

### Future Proofing Your Finances (Year 9 Semester 1 & 2)

#### How to retire young

#### How to live independently and travel on a budget

Future Proofing Your Finances aims to develop students' financial literacy so they can make effective, informed decisions about matters relating to money. In Semester One, students explore the range of investment options available and analyse information and data to make informed investment decisions. Students participate in the ASX Schools Sharemarket game where they receive a virtual \$50,000 and can invest over a 10 week period, in over 300 companies listed on the ASX. The prices students buy and sell at are the same prices as they would get in the live market so this experience is very authentic and is as close to real life share trading as you can get. Students also develop the skills to construct a financial plan for a hypothetical scenario with the aim of securing a comfortable retirement. This course complements the Semester 2 elective Our Economy - Understanding how the World works.

In Semester 2, students examine a range of strategies that young people may use in their move towards independence. They respond to a real world scenario of living and working independently by developing a portfolio showcasing their learning and skills of critical thinking. Students also learn how to plan for travel and how to solve problems encountered when travelling. They gather relevant data when developing a travel itinerary and budget. This experience fosters critical thinking and has real world applications beyond school.

#### Essential Learning

- Budgeting
- Financial Management
- Leasing a property
- Purchasing a property
- Insurance
- Investing in the sharemarket
- Superannuation
- Cryptocurrencies

#### Deep Learning Dispositions

- Critical thinking
- Communication
- Creativity
- Collaboration

#### Related HSC Courses

- Business Studies
- Economics

### Law and Politics (Year 9 - Semester 1)

#### What sort of world do you want to live in?

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. A key issue of this course is law reform, where students investigate why laws change, how they change and the effect of the changes. Students also investigate the rights and responsibilities of individuals and groups in the democratic process, explain how an election is conducted and discuss the significance of a parliamentary majority, a hung parliament and minority government.

#### Essential Learning

- Reasons for laws
- Division of powers
- Juries
- Common and statute law
- Law reform
- Referendums
- Voting methods
- Political Parties
- Australian Consumer Law

#### Deep Learning Dispositions

- Citizenship
- Critical thinking
- Communication
- Collaboration

#### Related HSC Courses

- Legal Studies
- Business Studies

## Our Economy (Year 9 - Semester 2)

### Understanding how the World works

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 investigate cause-and-effect relationships and government responses to the COVID-19 pandemic recession throughout the global economy. The investigation also focuses on understanding the housing market and exploring home ownership in the future. Students also investigate Australia's place in the global economy, measurements of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society. This course complements the Year 10 elective Shark Tank - Create a business solution to a real world problem.

#### Essential Learning

- Circular flow of income
- Law of supply and demand
- Housing market
- Business cycle
- Government intervention
- Fiscal Policy
- International trade

#### Deep Learning Dispositions

- Critical thinking
- Communication
- Collaboration

#### Related HSC Courses

- Economics
- Business Studies

## Shark Tank (Year 10 - Semester 1)

### Create a business solution to a real world problem

Students will participate in the *Shark Tank eSchool Program*, a road map with signposts and guiding information to help the creative thinker, the inventor, the innovator to become the entrepreneur. When we dream, imagine and rationalise in our heads and summon the passion that we have in our hearts, anything is possible. Supporting the program delivery are the University of Adelaide and MIE - Marketing, Innovation and Entrepreneurship - Lab. There are also networking opportunities with other schools in NSW and across the country who are participating in the eSchool.

Shark Tank develops the skills that employers are looking for - great communication skills, ability to work effectively in a team, adaptability and resilience, critical and creative problem solving, highly developed interpersonal skills and entrepreneurial capacity and growth mindset. Students work through an eight step business start up process - Define IT, Confirm IT, Ideate IT, Create IT, Validate IT, Master IT, Market IT and Pitch IT. Making the experience more authentic are partnerships with the university and MIE Lab who provide expertise and mentorship during the semester. Students business solutions can progress to Shark Tank eSchool state and national competition level where they vie against other schools in pitching their ideas to a panel of industry judges.

#### Deep Learning Dispositions

- Creativity
- Critical thinking
- Communication
- Collaboration
- Character
- Citizenship

#### Essential Learning

- Business key functions
- Entrepreneurial thinking
- Shark Tank eight-step business start up process

#### Related HSC Courses

- Business Studies
- Economics

## Marketing Mavericks (Year 10 - Semester 2)

### How to sell a product to make a profit

Students develop their understanding of the sales process, how businesses identify and target consumers, select selling techniques, and the need for conducting ethical and legal marketing practices. Students will create a sales and marketing strategy for a real world business designed to enhance their sales. Students will be provided with further experiences that focus on developing the dispositions of communication, creativity, critical thinking and collaboration. These skills will be an asset to students as they embark on their Higher School Certificate studies, and the knowledge gained will be a great foundation for the Business Studies course offered at this level. Marketing Mavericks complements the Semester 1 Shark Tank elective, providing an opportunity for students to create a marketing strategy for their business idea.

#### Deep Learning Dispositions

- Communication
- Creativity
- Critical thinking
- Collaboration
- Citizenship

#### Essential Learning

- The selling process
- Social, ethical and environmental considerations involved when promoting products
- Market segmentation
- Targeting consumers
- The role of social media advertising in product promotion

#### Related HSC Courses

- Business Studies
- Economics

## Re-engineering History (Year 9 - Semester 1 & 2)

### Without History, There is No Future

If you have a love for investigating the past, challenging moments in History and using clues from physical and written remains to tell a story, then Year 9 Elective History is for you. The Reengineering History course is a school developed elective course whereby student agency drives the learning. This Pedagogical Practice allows students to influence and guide their own learning by choosing the direction and components of the course in which they feel drawn towards to achieve the outcomes within their assessment.

Semester 1: Case Studies that are investigated in Semester 1 include a Film Study titled 'Engineers or Corruptors of History?' & an Independent Research Project where students rewrite a moment in History with the Driving Question- what would history look like if...?).

Semester 2: Case Studies include a practical archaeology unit titled 'Should We Be Digging Up the Past?' which incorporates an excursion evaluating "Is Local History worth the effort?" and finally a contemporary unit assessing 'Is the invasion of Afghanistan a Justified War?' Students will learn how to research, use information and communication technologies (ICT) to present their case studies, critically evaluate perspectives and use evidence to support theories.

#### Essential Learning

- Research
- Archaeology
- Source Skills
- Evaluation
- Critical analysis
- Communication skills
- Argue and judgement skills
- Leadership skills

#### Deep Learning Dispositions

- Critical thinking
- Communication
- Collaboration

#### Related HSC Courses

- Ancient History
- Modern History
- Legal Studies
- Studies of Religion

## History Matters (Year 10 - Semester 1 & 2)

### Knowing the past helps you succeed in the future

If you have a love for investigating the past, challenging moments in History and using clues from physical and written remains to tell a story, then Year 10 Elective History is for you. The History Matters course is an elective course whereby student agency drives the learning. This Pedagogical Practice allows students to influence and guide their own learning by choosing the direction and components of the course in which they feel drawn towards to achieve the outcomes within their assessment.

Semester 1: Case Studies that are investigated in Semester 1 include a Film Study titled 'Engineers or Corruptors of History?' & an Independent Research Project where students rewrite a moment in History with the Driving Question- what would history look like if...?).

Semester 2: Case Studies include a practical archaeology unit titled 'Should We Be Digging Up the Past?' which incorporates an excursion evaluating "Is Local History worth the effort?" and finally a contemporary unit assessing 'Is the invasion of Afghanistan a Justified War?' Students will learn how to research, use information and communication technologies (ICT) to present their case studies, critically evaluate perspectives and use evidence to support theories.

#### Essential Learning

- Research
- Archaeology
- Source Skills
- Evaluation

#### Deep Learning Dispositions

- Critical thinking
- Communication
- Collaboration

- Critical analysis
- Communication skills
- Argue and judgement skills
- Leadership skills

#### Related HSC Courses

- Ancient History
- Modern History
- Legal Studies
- Studies of Religion

## Sustainability in Action (Year 9 - Semester 1 & 2)

### Creating a sustainable environment for future generations

This course aims to give students a practical, as well as theoretical, grounding in a variety of environmentally sustainable focus areas. Students will have an opportunity to grow, connect and reflect on the principles of sustainable land management, regenerative agriculture, permaculture, environmental engineering and biophilic design. Students will explore and put into practice a variety of techniques and management tools that have the potential to reduce their ecological footprint, broaden their knowledge and contemplation of ethical environmental stewardship and improve their physical and emotional wellbeing. Ultimately, Sustainability in Action is an invaluable component of a student's development and practice of global Citizenship.

Sustainability in Action is an elective course whereby student agency drives the learning. This Pedagogical Practice allows students to influence and guide their own learning by choosing the direction and components of the course in which they feel drawn towards or which help them to achieve the outcomes within their assessment. Students learn to gather, process and communicate reliable and scientifically sound information from a variety of primary and secondary sources. The study of Sustainability in Action also provides opportunities for students to learn to use a wide range of ecological census and scientific tools including information and communication technologies (ICT). Tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate information in a range of formats.

Fieldwork is an essential part of this course. Students will be required to participate in a variety of on and off-site activities revolving around sustainable land management, regenerative agriculture, and permaculture.

#### Essential Learning

- Sustainability
- Regenerative agriculture
- Permaculture
- Environmental engineering and biophilic design
- The spatial and ecological dimensions
- Ecosystems

#### Deep Learning Dispositions

- Citizenship
- Communication
- Critical Thinking

#### Related HSC Courses

- Geography
- Biology
- Earth and Environmental Science



# Outdoor Education

## Adventure as a team (Year 9 - Semester 1 & 2)

Outdoor Education is about engaging in learning that focuses on self, others and the environment. It is a subject that is uniquely placed to teach from a range of disciplines including health and physical education, geography, science, maths and more. Through minimal footprint practices, students will also develop deeper understandings of Aboriginal perspectives of land and country, conservation and sustainability.

Semester one focuses on building interpersonal skills that allow students to develop positive relationships to work collaboratively in planning, preparation, risk management and overcoming challenges in outdoor settings. This leads directly into semester two, which will see students learning and applying skills to the end goal of planning their own group expedition. This will involve students liaising with relevant organisations such as National Parks and State Forestry to apply safe risk management practices with journey preparation.

Each semester will also have a practical focus that will provide students a taste of various outdoor recreational activities. These include team building and initiatives, ropes (abseiling and climbing), navigation in challenging terrain, environmental care with service learning and also canoe and kayak journeying.

The course has been designed to provide students with opportunities to participate in learning that will involve partnerships with various community groups and organisations that will further enhance their character development and physical skills in outdoor settings. Students will engage in a variety of learning experiences such as environmental and community service - based learning, peer to peer collaboration as well as be provided with opportunities to direct their own learning via student agency. The outdoor industry is one that utilises a wide range of digital technologies such as mapping, GPS and rescue devices that students will have opportunities to learn from.

### Essential Learning

- Expedition and outdoor activity planning
- Risk Management in an outdoor setting
- Remote area first aid
- Facilitating outdoor games
- Use of emergency communications
- Navigation in familiar and unfamiliar environments
- Safe use of specialist outdoor equipment

### Deep Learning Dispositions

- Character
- Communication
- Collaboration

### Related HSC Courses

- PDHPE
- Geography
- Earth and Environmental Science
- Biology

## Experience growth in the outdoors (Year 10 - Semester 1 & 2)

Outdoor Education is about engaging in learning that focuses on self, others and the environment. It is a subject that is uniquely placed to teach from a range of disciplines including health and physical education, geography, science, maths and more. Through minimal footprint practices, students will also develop deeper understandings of Aboriginal perspectives of land and country, conservation and sustainability.

Semester one will see students engage in learning that focuses on minimal impact practices and care for the natural environment - planning for and undertaking adventure and outdoor based activities with careful consideration of outdoor setting. As a culmination of their previous learning, semester two seeks to provide students with a deep sense of personal reflection and growth using the solo adventure model.

Each semester will also have a practical focus that will provide students a taste of various outdoor recreational activities. These include team building and initiatives, ropes (abseiling and climbing), navigation in challenging terrain, environmental care with service learning and also canoe and kayak journeying.

The course has been designed to provide students with opportunities to participate in learning that will involve partnerships with various community groups and organisations that will further enhance their character development and physical skills in outdoor settings. Students will engage in a variety of learning experiences such as environmental and community service - based learning, peer to peer collaboration as well as be provided with opportunities to direct their own learning via student agency. The outdoor industry is one that utilises a wide range of digital technologies such as mapping, GPS and rescue devices that students will have opportunities to learn from.

<p><b>Essential Learning</b></p> <ul style="list-style-type: none"><li>● Expedition and outdoor activity planning</li><li>● Risk Management in an outdoor setting</li><li>● Remote area first aid</li><li>● Facilitating outdoor games</li><li>● Use of emergency communications</li><li>● Navigation in familiar and unfamiliar environments</li><li>● Safe use of specialist outdoor equipment</li></ul>	<p><b>Deep Learning Dispositions</b></p> <ul style="list-style-type: none"><li>● Character</li><li>● Communication</li><li>● Collaboration</li></ul> <p><b>Related HSC Courses</b></p> <ul style="list-style-type: none"><li>● PDHPE</li><li>● Geography</li><li>● Earth and Environmental Science</li><li>● Biology</li></ul>
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# LANGUAGES

The study of at least 100 hours in one language, to be completed over one continuous 12-month period, is a mandatory requirement for eligibility for the Record of School Achievement. The 100-hour course must cover the Stage 4 outcomes and content of the chosen language syllabus and must be studied between Years 7 and 10, but preferably in Years 7 and 8.

When students have completed the mandatory 100 hours language study, they may continue the study of that language as an elective for Stage 5 and/or choose to study another language.

## French (Year 9 and 10 - Semester 1 & 2)

### Course Description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

### What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

### What will students learn to do?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Students will develop a capacity to interact with people, their culture and their language.

# DESIGN, ART AND TECHNOLOGY

## DESIGN

### Product Design in Light and Electronics (Year 9 - Semester 1)

Overview: LEDs offer designers a range of new opportunities when it comes to creating lighting solutions. Not only do LEDs give superior energy efficiency, they are also extremely versatile. Flexible LED strip has an adhesive backing and can operate with as little as 3 volts making it extremely safe and easy to work with. Colour variations are infinite using RGB combinations. Further control can be added with bluetooth or wifi enabled controllers and suitable apps. Sensors and related automation can bring a whole new world of enhancement to product design using light and electronics.

#### Deep Learning Disposition

Character - Grit, tenacity, and perseverance are clearly evident in the way learners approach and complete their Deep Learning tasks. In the face of major setbacks and feedback, they pause, reflect, adapt as necessary, and approach the issue with determination until they find a breakthrough. Learners are able to articulate how and why these character qualities are essential for life and work.

#### Essential Learning

- Electronics
- Soldering
- Circuitry
- Hand and power tool usage

#### Related HSC Courses

- Design and Technology, Engineering, Construction

### Advanced Manufacturing (Year 9 - Semester 2)

Overview: This is a practical course that will utilise the design process and develop skills using a range of tools and machinery. Students will be exposed to laser cutters, CNC routers, 3D printing and a range of timber and plastic manufacturing processes. Students will design a platform and look to market their final product design.

#### Deep Learning Disposition

Critical Thinking - Students will use technology to explore ideas, building on their understanding of technology to manufacture their designs. They will need to make connections between skills they develop and how they can be used and implemented in different situations and processes. Learners are able to articulate how and why these critical thinking qualities are essential for life and work.

#### Essential Learning

- CAD
- CAM/CNC Router
- Hand and Power Tools
- Graphic Design

#### Related HSC Courses

- Design and Technology, Engineering, Industrial Technology - MultiMedia, Construction

## Paying it Forward - Toy Design (Year 10 - Semester 1)

**Overview:** Designers have to rely heavily on their communication skills to work with clients to meet all set criteria and arrive at the best possible outcome. This subject gives students the opportunity to work with a range of mediums to design for a client. Empathy and grit is required to achieve successfully. Students will follow a design process to design and manufacture a design for their partnered Stage 1 Client. This authentic learning opportunity will see growth in citizenship and communication as regular meetings take place. The culmination of the Unit will see students present their completed designs to their clients.

### Deep Learning Disposition

Citizenship - Commitment to Empathy and compassion. Students delve deep into understanding others and looking to solve problems with another person's best interest at heart. Understanding that it is the wider view and enabling the individual to take action to improve the human condition in small and big ways are essential in continued development of our way of life.

### Essential Learning

- Design Process
- Hand tools
- Power Tools

### Related HSC Courses

- Design and Technology, Construction

## Wireless Speaker Design and Manufacturing (Year 10 - Semester 2)

### Overview:

This is a practical course that culminates in the construction of a high quality working sound system that has wireless connectivity. This allows streaming music via Bluetooth or WiFi (anyone who is anyone listens to music this way). Students have complete freedom to design their own sound system to suit their own needs be that portable and battery powered, a bedside meditation assistant or a party starting music pumping sound machine.

### Deep Learning Disposition

**Creativity** *Students will think outside the box in creating solutions to problems, requiring them to take into consideration their skill set and interest. Following a Design process requires many possible solutions to function and aesthetics will develop students' creative ability until the most ideal vision of their solution is exposed.*

### Essential Learning

- Rapid design and prototyping
- Recycling or reusing speaker components or manufacturing to tight budgets
- Time management and communication skills to meet deadlines imposed by limited term time
- Skills involved with the use of machinery (CNC milling, laser cutters, 3D Printers, hand and power tools, soldering and electronic construction)

### Related HSC Courses

- Design and Technology, Construction

# STEM

## Engineering Robots (Year 9 - Semester 1)

### Overview:

Be part of the IONA FUSION journey. In a few short years the SCAS robotics team has cemented itself as one of the best teams in the country finding success on both the national and international stage. This subject will offer the skills and experiences to develop knowledge that will be required in the workforce of tomorrow. The FIRST Robotics Competition is the flagship competition of FIRST. A large-scale robotics competition, Robotics brings together students to build robots that perform in a competitive but gracious environment against teams from all over the world. In building their robot and doing all the other things that go with the competition, students learn valuable life skills like teamwork, collaboration, public speaking, technical science and engineering skills, Gracious Professionalism, and more.

### Deep Learning Disposition

**Critical Thinking** - students will have an extremely wide range of potential solutions to create a fully functioning robot. They must consider the options, eliminate those that will not yield good results and critically analyse the function of their components to enable them to work in a harmonious and effective way.

### Essential Learning

- Rapid design and prototyping often involving CAD
- Time management and communication skills to meet deadlines imposed by competition dates
- Skills involved with the use of equipment and machinery (CNC milling machine, laser cutters, 3D Printers, hand and power tools)

### Related HSC Courses

- Engineering Studies, Design and Technology, Software Engineering, Physics, Mathematics, Construction and more

## Engineered Powered Machines (Year 9 - Semester 2)

### Overview:

This is a practical course that will see students initially design and construct two different rockets. The first is propelled by compressed air alone while the other by a combination of compressed air and water. Various tests are carried out with the rockets to find the best performers. When the rockets are finally exhausted, students will design and construct air and CO<sub>2</sub> powered dragsters which are miniature racing cars made by the students propelled by a pressurised carbon dioxide cartridge. Drag racing knockouts will determine the best design.

### Deep Learning Disposition

Critical thinking - students have a goal set by the aims of the competition. They must carefully consider the options and critically analyse these to move forward. Measured performance is a tangible way to see the outcome as changes are made solidifying the cause and effect relationship.

### Essential Learning

- Rapid design and prototyping often involving CAD
- Time management and communication skills to meet deadlines imposed by competition dates
- Skills involved with the use of machinery (CNC milling, laser cutters, 3D Printers, hand and power tools)

### Related HSC Courses

- Engineering Studies, Design and Technology, Physics, Mathematics.

# Computing and Multimedia

## Games and Graphics (Year 10 - Semester 1)

### Overview:

In this dual pathway course, students can choose to follow a graphics pathway, a games pathway, or a mix of both to suit their interest and skill-acquisition goals. Both pathways are framed by the concept of video games, from the early days of retro pixel games, to the neon worlds of Vaporwave, the isometric worlds of modern turn-based games, and the beautiful alien landscapes of recent gaming titles. A study of the history of games will guide the research, data analysis, psychological studies, and industry connections throughout this course.

In the graphics pathway, you will experiment with advanced Photoshop, Illustrator and Blender to recreate well-known game graphics styles before building a personal project or portfolio for a theme of your choice.

The games development pathway will allow you to explore the entire game development pipeline, from concept art and proposal through to demo levels and promotional merch. Build game prototypes and test game mechanics accompanied by game reviews and gameplay videos with the opportunity to enter the STEM Video Game Challenge, investigate eSports and enter national coding competitions.

### Deep Learning Dispositions:

**Creativity** - build games and/or graphics that are truly customised, unique and beyond belief.

### Essential Learning

- *Both pathways* - research, critical analysis, project management, portfolio-based communication
- *Graphics* - Skills in photo manipulation, graphics design, digital illustration and 3D modelling
- *Games* - Code and codeless game development platforms for prototyping

### Related HSC Courses

- Industrial Technology: Multimedia, Software Engineering, Visual Arts

## Cinematics (Year 10 - Semester 2)

### Overview:

There are many ways that we can produce the illusion of motion on a screen, or video as we tend to think of it. In this course, students will develop their skills in the use of recorded footage, 2D and animation, kinetic typography, stop-motion, code, and augmented reality to convey messages, themes, moods or promotions. Students may choose to specialise in either cinematography, or animation, or dabble in both. In either pathway, students will consider storyboarding, equipment, composition techniques, post-production and special effects, and title sequences to produce short (very short) digital video compositions from the very subtle evidence of movement through to full action-packed sequences with audio design and actors. Students will also analyse and review movies, TV shows and social media videos to build their repertoire of techniques.

Enter film competitions, code competitions or spend time working on SCAS TV within this elective.

### Deep Learning Dispositions:

**Communication** - Consideration of the key message, idea, or mood to be transported by digital works

### Essential Learning

- *Both pathways* - research, audience perspectives and engagement, project management, communication
- *Cinematography* - experiment with cameras, still and video photography, audio recording and editing.
- *Animation* - your choice of Blender, Animate, After Effects, Character Animator, Unreal Engine, HTML/CSS.

### Related HSC Courses

- Industrial Technology: Multimedia, Software Engineering, Design & Technology, Visual Arts, Music, Design & Technology, English Extension 2, Drama, VET Entertainment Studies

## Textiles

### Sustainable Textiles (Year 9 - Semester 1)

**Overview:** If you enjoy practical projects and designing but want to consider the environment in the process, this course is for you. Sustainability is the way of the future and a key area of the textile industry. The unit will develop textile knowledge and skills that can be applied to life long learning as you will consider how to design solutions for a more sustainable future. You will learn how to communicate your ideas using technology to produce industry standard work.

#### Deep Learning Disposition

**Citizenship:** students will consider environmental and global textile issues. They will look at finding solutions to these issues by solving problems within the industry. Students will research textile designers who are ethical and environmentally conscious to inspire their own ideas.

#### Essential Learning

- Environmental issues in the textile industry
- Environmental designers
- Practical skills - sewing & design
- Communication - using technology

#### Related HSC Courses

- Textiles and Design, Design and Technology

### Design, Make, Create & Communicate (Year 9 - Semester 2)

**Overview:** *Do you love design, clothing and fashion? Learn how to come up with ideas, and make your ideas come to life. This course will teach you how! You will learn to communicate ideas and use technology to produce high quality work. If you enjoy doing practical tasks and want to design, make and create your ideas, you will enjoy this course.*

#### Deep Learning Disposition

**Communication:** Students will learn to *effectively communicate with a variety of styles, modes and tools (including digital tools) to a variety of audiences.* They will use Adobe InDesign to present Design Folio work.

#### Essential Learning

- Using commercial patterns
- Practical skills - sewing & design
- Illustration and industry design sketches

#### Related HSC Courses

- Textiles and Design, Design and Technology



## Thrift & Flip Your Clothes (Year 10 - Semester 1)

**Overview:** This course will allow you to produce practical projects in a more environmentally responsible way. You will go on an excursion to local Op Shops to source reusable materials and use your own recycled materials to make projects in class. You also have the option of designing in a team if you wish. You will learn practical skills which will allow you to make your own clothes or other textile items. The aim of the course is to be more ethical by upcycling or recycling existing textile into new textile products.

### Deep Learning Disposition

**Citizenship** - Students have the opportunity to think like global citizens - considering global environmental issues as designers.

**Collaboration** - students have the option of working as a team to create a collection with their peers. This would be an option for students who have undertaken textile based courses in Year 9.

### Essential Learning

- Environmental issues in the textile industry
- Environmental designers
- Practical skills - sewing & design
- Communication - using technology

### Related HSC Courses

- Textiles and Design, Design and Technology

## Design, Make & Create 2 (Year 10 - Semester 2)

**Overview:** This course will follow Design, Make, Create & Communicate Textiles which was offered in Year 9. It will allow students to build on the skills learnt in Year 9 - reading commercial patterns, designing and producing textile items. If you did not do this course in Year 9, that is okay - you can do Design, Make & Create 2 in Year 10 instead. If you did Design, Make, Create & Communicate in Year 9 you will continue to learn more and tackle more projects, building from last year. It is a hands-on, project based course for creative students who enjoy designing, clothing and fashion. You will come up with your own ideas and make them come to life.

### Deep Learning Disposition

**Communication:** Students will learn to effectively communicate with a variety of styles, modes and tools (including digital tools) to a variety of audiences. They will use Adobe InDesign to present Design Folio work.

### Essential Learning

- Using commercial patterns
- Practical skills - sewing & design
- Illustration and industry design sketches
- Communication - using technology including Adobe InDesign

### Related HSC Courses

- Textiles and Design, Design and Technology

# Construction

## Tricks of The Trade: Construction Joinery (Year 9 Semester 2, Year 10 Semester 2)

**Overview:** This course will focus on developing students ability to use a range of construction hand and power tools through the construction of timber furniture. The aim of this course is for students to continue to build on their practical skills and knowledge with emphasis on construction and carpentry joinery techniques and how they apply to residential construction. Students will be able to read basic work plans and interpret the information they need to construct their design.

### Deep Learning Disposition

**Critical Thinking:** Students are going to develop basic skills for experimenting with different materials and techniques and learning what works. They are also learning to think about real-world applications for what they have learned, and how those construction techniques are implemented. Students are also beginning to apply their learning in different contexts.

### Essential Learning

- Timber joints
- Measuring and Marking
- Quantity calculations
- Costing
- Workplace safety

### Related HSC Courses

- Construction, Design and Technology, Engineering

## Tricks of The Trade: Garden Installations (Year 9 Semester 1, Year 10 Semester 1)

**Overview:** The course will focus on developing students ability to use a range of construction hand and power tools while developing knowledge and exposing them to industry. Students will be able to read basic work plans and interpret the information to create quotations and undertake work from retaining walls, garden beds, picnic tables and decorative seating.

### Deep Learning Disposition

**Character:** Students will be proactive in their learning, completing industry based practical tasks that will require grit and tenacity. Students will be presented with challenges in each project that will require them to investigate and overcome issues until the quality delivered is to industry standard.

### Essential Learning:

- Timber joints
- Measuring and Marking
- Quantity calculations
- Costing
- Workplace safety
- Excavation
- Concreting

### Related HSC Courses

- Construction, Design and Technology, Engineering

## Food

### Molecular Gastronomy (Year 9 - Semester 1 & 2)

**Overview:** Do you love cooking food and experimenting with new concepts and ideas? In this course students will explore molecular gastronomy creating cool foams and gels, sweets and treats, all whilst learning traditional and modern cooking skills. Students will develop creative skills in food preparation and presentation and present to an audience to showcase their new creative scientific cookery skills! This subject will take culinary physics out of the lab and into the kitchen!

#### Deep Learning Disposition

Critical Thinking - Students will apply learning in new and practical ways while implementing molecular cookery techniques. Students will reflect on their own processes, adapt as necessary, and work out how to transfer knowledge into new contexts and take action that makes some difference, based on what they discovered. They will make connections between existing ideas and generate new ideas to create fun, and creatively presented food products.

#### Essential Learning

- Practical cookery skills
- Food presentation
- Experimentation through Molecular Gastronomy
- Food trends

#### Related HSC Courses

- Hospitality, Design and Technology

### Master Chef (Year 9 - Semester 1 & 2)

**Overview:** Do you enjoy cooking and like trying new dishes? Up for a mystery box challenge? If this sounds like you, then the Master Chef course will have you engaged and competing from the start. Students will be put through the paces with various challenges as they compete head-to-head to create delicious dishes. This course will develop your taste palette through testing new foods and creating dishes outside of using a standard recipe. Students will develop practical skills and presentation techniques while taking risks developing new food products.

#### Deep Learning Disposition

Creativity - Students will identify novel ideas and solutions to real problems through experimentation of recipe concepts. They will draw new connections to their innovative thinking based on trial and error of producing new creative food products. Students will design innovative solutions, ideas, and products to challenge themselves and take action for implementing change to solve real-world cookery problems.

#### Essential Learning

- Practical cookery skills
- Food presentation
- Creativity with food design
- Developing new food products

#### Related HSC Courses

- Hospitality, Design and Technology

## Street Eats, Sweets and Treats (Year 10 - Semester 1)

### Overview:

Do you love eating quick and delicious meals? Interested in cooking foods from a range of countries? Then this course is for you. Students will explore a range of street food dishes that are fast, simple and bursting with flavour. Students will gain a range of practical cookery skills and food presentation techniques in a fun, practical learning environment. You will get to enjoy the diversity of street eats, including sweet and savoury delights.

### Deep Learning Disposition

**Collaboration** - Students will work with other members of the class to ensure that each person's ideas and expertise are used to maximum advantage and that meals are prepared and presented collaboratively.

### Essential Learning

- Practical cookery skills
- Food presentation
- Food trends

### Related HSC Courses

- Hospitality, Design and Technology

## My Cafe Rules (Year 10 - Semester 2)

### Overview:

Food and food culture are an integral part of our community, when we connect with friends and family, sharing food is at the centre of our experiences. If you are a 'foodie' who loves food and likes to cook, this could be for you. Students will learn how to work in a cafe, coffee making skills, food service, and preparing and presenting food. Throughout the course you will create delicious contemporary café dishes from entrees to main courses, and desserts.

### Deep Learning Disposition

**Collaboration** - Students will work with other members of the class to ensure that each person's ideas and expertise are used to maximum advantage and that meals are prepared and presented collaboratively. Students will learn to take active responsibility for ensuring that the collaborative process works in a cafe style environment.

### Essential Learning

- Practical cookery skills
- Food presentation
- Food trends
- Food and beverage service

### Related HSC Courses

- Hospitality, Design and Technology

## Visual Arts

### Drawing and Design (Year 9 - Semester 1)

**Overview:** The influence of art and design on the world around us is endless, from the buildings we inhabit to the jewellery we wear. This elective aims to introduce students to the big and small world of art and design. If you have an interest in architecture, design and small scale three-dimensional artworks, this course is for you.

#### Deep Learning Disposition

**Creativity** *Pursuing and expressing novel ideas and solutions - Students are learning to use new techniques and materials to develop innovative ideas. They will be challenged to find creative solutions to project briefs that engage them with a variety of artforms - from architecture to small scale designed objects.*

#### Essential Learning

- Drawing
- Sculpture
- Model-making
- Photography
- Investigation and analysis of historical and contemporary architecture, designs and artworks

#### Related HSC Courses

- Visual Arts

### Remixing Portraiture (Year 9 - Semester 2)

**Overview:** Why do artists, musicians and filmmakers reference, sample and copy other people's works? What does the Mona Lisa and your favourite meme have in common? This elective takes students on an investigation into our obsession with remixing imagery. It critically examines our visual culture by exploring connections between well-known artworks and current trends in image making, such as selfies, short-form videos and memes. With a particular focus on portraiture, students will learn new skills in drawing, photography and digital media as they create their own remixed imagery. Students will also have the opportunity to develop their communication skills through a podcast project that showcases their investigations.

#### Deep Learning Disposition

**Critical Thinking** *Making connections and identifying patterns - Students are learning to apply a critical lens to their consumption of contemporary media and pop culture. By developing an understanding of the relationships between historical and contemporary artworks, students will identify connections between past and present cultural imagery.*

#### Essential Learning

- Photography skills
- Adobe PhotoShop skills
- Drawing and painting skills
- Understanding the use of appropriation and recontextualisation throughout art history and pop culture
- Art interpretation and analysis skills

#### Related HSC Courses

- Visual Arts

## 'Licence to kiln' Ceramics (Year 10 - Semester 1)

**Overview:** Ceramics has advanced a long way beyond its beginnings in clay pottery. Ceramic tiles cover space shuttles as well as our kitchen floors. Ceramic electronic devices make high-tech instruments for so many purposes ranging from medicine, performance and entertainment, right over to the world of retail. Ceramics have tangible holdings for our human relations and continue to impact our progress and futures. In addition, this area of study will not discount the ability of a creative nature-based material to ground us in our everyday lives while we sip on tea in handmade mugs and use ceramic bowls to hold food and other forms of nourishment.

### Deep Learning Disposition

**Creativity** *Pursuing and expressing novel ideas and solutions - Students are learning to utilise new techniques and materials to develop innovative ideas for making ceramic artworks and small series studies. They will be challenged to find creative solutions to project briefs that engage them with a variety of artforms utilising the ever malleable artmaking material: clay.*

### Essential Learning

- Hand building
- Plaster mold making and slip casting
- Wheel throwing
- Uses of clay within different cultural contexts

### Related HSC Courses

- Visual Arts

## Land Art-scapes / Painting our World (Year 10 - Semester 2)

**Overview:** This elective gives students the opportunity to explore ways of representing the places and spaces they inhabit. Students will develop their critical thinking and creativity skills as they investigate Australian and international artists' depictions of the world - from natural and urban environments to domestic spaces and objects. Inspired by these artists, students will learn to use both traditional techniques and experimental approaches to drawing, painting and printmaking as a way to communicate their world and its meaning.

### Deep Learning Disposition

**Character** *Grit, tenacity, and perseverance are key skills that students will develop as they learn to use new materials and techniques to communicate ideas about their world. In the face of setbacks and mistakes, students will pause, reflect and adapt their artmaking practices to produce refined works.*

### Essential Learning

- Observational and experimental drawing
- Acrylic and oil painting techniques
- Printmaking and photography

### Related HSC Courses

- Visual Arts

# PERFORMING ARTS

## Dance

### Certificate III - Assistant Dance Teacher (Year 9 - Semester 1 & 2, Year 10 - Semester 1 & 2)

**Overview:** This qualification reflects the role of individuals working in varied contexts in the dance teaching industry, providing assistance and support to teachers and students under supervision. Individuals are expected to use some discretion and judgement and relevant theoretical knowledge to assist in instructing, managing and planning classroom activities. The job roles that relate to this qualification may include assistant dance teacher for 5 to 10 year olds.

#### Essential Learning

- Work effectively in business environments
- Develop musical ideas and knowledge
- Assist with conceiving and preparing performance spaces
- Develop and implement own self-care plan in the creative industries
- Implement and monitor environmentally sustainable work practices
- Contribute to the health and safety of self and others
- Assist with production operations for live performances
- Assist with dance teaching
- Integrate disability access and inclusion
- Plan and conduct assessment activities for dance
- Plan a career in the creative arts industry
- Provide a safe performing arts environment for children
- Manage feedback on creative practice
- Use inclusive work practices
- Incorporate anatomy principles into skill development
- Develop basic dance analysis skills
- Develop basic dance composition skills
- Develop dance improvisation skills
- Apply knowledge of history and theory to own arts practice
- Provide First Aid
- Interact appropriately with children in performing arts environments
- Facilitate inclusion for people with a disability
- Contribute to assessment
- Manage legal and ethical compliance
- Promote the physical and emotional wellbeing of children in performing arts

#### Related HSC Courses

- Dance
- Entertainment

#### Course Fee

In the Performing Arts Faculty, we aim to provide high quality equipment and facilities that mirror those in the professional industry. We also promote student exposure to the Performing Arts Industry through live performances and workshops delivered by professional companies and artists that specifically target outcomes within the Curriculum. In order to facilitate this, a Course Levy is payable and will be used towards maintaining our instruments and equipment, investing in new technology and attending a local live production and/or workshop incursion. It is our goal that students engage with a live show or workshop session at least once in Year 9 and once in Year 10.

# Drama

## Short Film and Digital Performance (Year 9 - Semester 1)

**Overview:** In this course students explore a variety of drama ensemble performance skills allowing them to understand the perspective of the performer, director and audience. Students then write, perform, shoot and edit a short film that aims to be entered into a Youth Film Competition.

Students will learn through practical experimental workshops and gain confidence to work in groups and perform. They will also learn how to structure and write a successful film narrative as well as use shooting and editing techniques to engage and communicate to an audience. They will also learn about specific acting techniques that are useful for on-screen acting.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>• Improvisation and performance skills</li><li>• Developing the confidence to perform in a group or individually</li><li>• Working with the Elements of Drama practically</li><li>• Creating stop motion films</li><li>• Using shots, angles and camera movement</li><li>• Developing and writing a successful short film narrative</li><li>• Preproduction</li><li>• Acting for screen techniques</li><li>• Editing and post production</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>• Creativity</li><li>• Character</li><li>• Communication</li><li>• Collaboration</li><li>• Critical Thinking</li><li>• Citizenship</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>• Drama</li><li>• Entertainment</li><li>• Extension 2 English</li></ul>
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## Acting Out! (Year 9 - Semester 1)

**Overview:** Through studying this subject students will delve into the fundamental skills of Drama- this is an important subject for those who may consider studying drama in their senior years. This collaborative subject will allow students to explore and refine the skills of improvisation, learning how to think quickly, communicate with each other and engage an audience.

Once students have developed and identified their skills and strengths as performers, they will devise their own original work. Students will delve into utilising playbuilding techniques in order to create, rehearse and finally showcase these original works. This subject aims to build confidence in the ability to present ideas in innovative and engaging ways.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>• Improvisation games and skills</li><li>• Theatresport games</li><li>• Building self confidence</li><li>• Vocal and physical performance skills</li><li>• Working in a group ensemble</li><li>• Devising techniques</li><li>• Devising a performance piece to perform</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>• Creativity</li><li>• Character</li><li>• Communication</li><li>• Collaboration</li><li>• Critical Thinking</li><li>• Citizenship</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>• Drama</li><li>• Entertainment</li></ul>
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## Treading the Boards #1 Production

### (Year 9 - Semester 2 - both lines)

**Overview:** This course is for students who are interested and passionate about everything to do with Drama and Theatre! It is a holistic course that introduces students to one dynamic style of theatre, looking at not only its acting techniques and direction but also the incorporation of the design and technical aspects of that theatre style e.g. lighting, costume and sound.

Students will learn through practical experimental workshops and then will have the opportunity to either perform or design and create/operate for a scripted production in front of a live public audience. Both Year 9 classes will be responsible for one Act of a final production in Semester 2.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>● Improvisation performance skills</li><li>● Script reading skills</li><li>● Performing in an ensemble</li><li>● Performance techniques in a specific dramatic style eg Comedy, Physical Theatre</li><li>● Elements of production roles eg Set, Costume, Lighting, Sound.</li><li>● Process of rehearsals</li><li>● Process of a production</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>● Creativity</li><li>● Character</li><li>● Communication</li><li>● Collaboration</li><li>● Critical Thinking</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>● Drama</li><li>● Entertainment</li></ul>
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## Treading the Boards #2 - Production

### (Year 10 - Semester 1)

**Overview:** This course focuses on everything that is required to perform in a theatre production. Students will learn about creating believable and relatable characters, working with and designing for a Realistic script and how to bring it altogether to create a final production

Students will learn through practical experimental workshops and then will have the opportunity to either perform or design and create/operate for a scripted production in front of a live public audience.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>● Improvisation performance skills</li><li>● Script reading skills</li><li>● Performing in an ensemble</li><li>● Performance techniques in a specific dramatic style eg Comedy, Physical Theatre</li><li>● Elements of production roles eg Set, Costume, Lighting, Sound.</li><li>● Process of rehearsals</li><li>● Process of a production</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>● Creativity</li><li>● Character</li><li>● Communication</li><li>● Collaboration</li><li>● Critical Thinking</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>● Drama</li><li>● Entertainment</li></ul>
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## Exit Stage Left! - (Year 10 - Semester 2)

### Overview:

*This course has students step into the shoes of power in theatre - the Director and the Playwright.*

*Students will explore scriptwriting as well as the staging and directing of scripts.*

*Students will work together to perform, write and direct together as an ensemble to present a collection of short scenes.*

<b>Essential Learning</b> <ul style="list-style-type: none"><li>● Modernist Theatrical styles</li><li>● Performance techniques and conventions</li><li>● Group ensemble devising</li><li>● Ways to start a story on stage</li><li>● How to develop tension and interest</li><li>● What does a script need?</li><li>● Writing a scene</li><li>● Directing a scene</li><li>● Performing a scene</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>● Creativity</li><li>● Character</li><li>● Communication</li><li>● Collaboration</li><li>● Critical Thinking</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>● Drama</li><li>● Entertainment</li><li>● Extension 2 English</li></ul>
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### Course Fee

In the Performing Arts Faculty, we aim to provide high quality equipment and facilities that mirror those in the professional industry. We also promote student exposure to the Performing Arts Industry through live performances and workshops delivered by professional companies and artists that specifically target outcomes within the Curriculum. In order to facilitate this, a Course Levy is payable and will be used towards maintaining our instruments and equipment, investing in new technology and attending a local live production and/or workshop incursion. It is our goal that students engage with a live show or workshop session at least once in Year 9 and once in Year 10.

# Music

## Music Mania - Music for Small Ensembles (Year 9 - Semester 1)

**Overview:**

Students will explore a variety of small ensembles and styles of music including jazz, rock/pop, chamber music and vocal ensembles.

Through this topic students will develop skills in solo and group performance, composition, listening and musicology.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>• Jazz ensembles</li><li>• Rock/pop groups</li><li>• Contemporary and classical vocal ensembles</li><li>• Chamber music</li><li>• The role of improvisation</li><li>• Master your instrument</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>• Creativity</li><li>• Character</li><li>• Communication</li><li>• Collaboration</li><li>• Critical Thinking</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>• Music 1 and 2</li></ul>
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## Soundwaves - Music and Technology (Year 9 - Semester 2)

**Overview:**

Students will explore how technology impacts music including programs for composition and recording, music for computer games and how to record and mix music.

Through this topic students will develop skills in solo and group performance, composition, listening and musicology.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>• Music software programs for composition and recording</li><li>• Music composed for computer games</li><li>• The impact of technology of particular musical styles</li><li>• Working with professionals in the community to create recordings</li><li>• Understanding how to record and mix music</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>• Creativity</li><li>• Character</li><li>• Communication</li><li>• Collaboration</li><li>• Critical Thinking</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>• Music 1 and 2</li></ul>
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## Blockbusters - Music for Radio, Film, Television and Multimedia

### (Year 10 - Semester 1)

#### Overview:

Students will experience and explore how music is used for storytelling through composers of Film and TV.

Through this topic students will develop skills in solo and group performance, composition, listening and musicology.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>• Music and storytelling</li><li>• Composers of Film and TV</li><li>• music composed for advertising</li><li>• music composed for film</li><li>• multimedia presentations</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>• Creativity</li><li>• Character</li><li>• Communication</li><li>• Collaboration</li><li>• Critical Thinking</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>• Music 1 and 2</li></ul>
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## Like a Version - Rock and Popular Music (Year 10 - Semester 2)

#### Overview:

Students will explore various styles of rock and popular music including the fusion of styles, covers of classic rock and pop songs.

Through this topic students will develop skills in solo and group performance, composition, listening and musicology.

<b>Essential Learning</b> <ul style="list-style-type: none"><li>• Innovations in rock and popular music</li><li>• The fusion of styles</li><li>• Compare and contrast covers of classic rock and pop songs</li><li>• Focus on a particular style of rock and/or popular music</li><li>• Solo performance</li><li>• Work with performers in the community</li><li>• Master your instrument</li></ul>	<b>Deep Learning Dispositions</b> <ul style="list-style-type: none"><li>• Creativity</li><li>• Character</li><li>• Communication</li><li>• Collaboration</li><li>• Critical Thinking</li></ul> <b>Related HSC Courses</b> <ul style="list-style-type: none"><li>• Music 1 and 2</li></ul>
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#### Course Fee

In the Performing Arts Faculty, we aim to provide high quality equipment and facilities that mirror those in the professional industry. We also promote student exposure to the Performing Arts Industry through live performances and workshops delivered by professional companies and artists that specifically target outcomes within the Curriculum. In order to facilitate this, a Course Levy is payable and will be used towards maintaining our instruments and equipment, investing in new technology and attending a local live production and/or workshop incursion. It is our goal that students engage with a live show or workshop session at least once in Year 9 and once in Year 10.

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

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

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7 to 10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the Record of School Achievement.

### Course Description

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

### What will students learn about?

All students study content from the following three strands:

- Health, Wellbeing and Relationships- focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.
- Movement Skill and Performance- focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity.
- Healthy, Safe and Active Lifestyles- focuses on the interrelationship between health and physical activity concepts.

### What will students learn to do?

Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

## Elective PDHPE Courses:

### Games of the World and the Influence of Technology (Year 9 - Semester 1 & 2)

#### Course Description

Games of the World and the Influence of Technology will involve learning about the significance of physical activity and sport for different cultures around the world, as well as the influence of technology on the development of fitness and sport.

A strong practical component will involve students being active in familiar and unfamiliar environments. Throughout this course students will participate in a range of individual and/or group physical activities to develop movement skills, via participation in sports from a range of cultures. Sports may include Lacrosse, Gaelic Football, European Handball, Badminton, AFL, Softball and Table Tennis.

Students will evaluate the role technology plays in physical activity, assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers. Students will explore various forms of technology involved in preparation and training, athlete safety, equipment, performance and officiating.

Students will also research the evolution of physical activity and sport for different population groups, for example: children, women, elderly people, people with disabilities and culturally diverse people. They will explore strategies for overcoming barriers to physical activity, for example adapted rules to promote inclusion.

#### Deeper Learning Dispositions

- Citizenship
- Character
- Collaboration
- Critical Thinking
- Communication

#### Essential Learning

- Australia's Sporting Identity
- Significant moments in Australia's Sporting History
- Traditional Indigenous Games
- Disabled athletes and access to participation
- Sports from various cultures
- Technology in sport
- Preparation and Training innovations (lactate threshold testing, GPS and Heart Rate monitors)
- Performance innovations (clothing, equipment, playing field, video analysis)
- Officiating innovations (video referee, third umpire, hawk-eye technology)
- Influence of technology on athlete safety
- Ethical implications of technology in sport

#### Related HSC Courses

- PDHPE

## Coaching and Enhancing Performance (Year 9 - Semester 1 & 2)

### Course Description

This course develops skills in coaching and instruction in physical activity settings. Students investigate qualities of effective coaches and assess their own and others' skills to become more effective coaches. Students will have the opportunity to develop their coaching skills in practical situations. During this course, students will collaborate and participate in a variety of sports, focusing on how to help individual athletes and teams to reach optimal performance.

This is a subject which will have a strong practical component. Students will have the opportunity to take a hands-on role on the sporting field as they refine their ability to collaborate with others to develop and build strategy as a coach. Students will gain insights into how to get the best from themselves and other athletes using effective coaching practice and training programs. Throughout this course, students will work to develop and improve their communication skills to enhance other's performance. Students will explore a variety of ways to provide feedback to themselves and others to improve their performance.

### Deeper Learning Dispositions

- Citizenship
- Character
- Collaboration
- Communication

### Essential Learning

- Coaching styles
- Essential skills for effective coaching
- Components of a training session
- Practical coaching experiences
- Types of feedback and motivation
- Design and deliver coaching sessions
- Long term planning for coaching
- Analysis and modification of technique for effective skill instruction and execution
- Implementing tactics and strategy in game situations
- Video analysis for coaching purposes

### Related HSC Courses

- PDHPE

## Body Systems and Movement Skill Development (Year 10 - Semester 1)

### Course description

This elective course examines the roles and contributions of body systems to efficient movement and the implications of various factors on movement skill development.

Students explore the skeletal, muscular, respiratory and circulatory systems through investigation and participation in physical activity. Students will examine energy production and the roles and contributions of the body systems to efficient movement. Practical activities will examine the physiological responses to physical activity through the analysis of training, heart rate, ventilation rate and recovery.

This course has a strong practical component and students will be exposed to a wide variety of movement skills and explore how various body systems respond and contribute to physical activity. Students will also explore the transfer of movement skills for various sports and activities, analyse technique to improve performance and how strategy and tactics contribute to success.

This subject will be of benefit to any student with an interest in sport, physical fitness and how and why the body responds to physical activity and training.

## Deeper Learning Dispositions

- Communication
- Critical thinking
- Character

## Essential Learning

- Skeletal, muscular, respiratory and circulatory systems
- Physiological responses to physical activity
- Contribution of body systems to successful performance
- Practical application of fundamental movement skills
- Transferring movement skills
- Developing specialised movement skills
- Technique modification and analysis
- Use of strategy and tactics to enhance performance

## Related HSC Courses

- PDHPE

## Sports Participation and Performance (Year 10 - Semester 2)

This elective course examines energy production for physical activity, sports nutrition and types of fitness training to address specific performance requirements. The subject has a strong practical component which will see students examine these factors through a wide variety of physical activities.

The Sports Participation and Performance course encourages students to think critically about sports nutrition and its role in energy production in order to make informed choices and enhance sporting performance and general health. Students will participate in aerobic and anaerobic activities and analyse the influence of energy production on performance. Students will also participate in a wide array of fitness tests to identify their own strengths, areas for improvement and activities that they are physiologically and physically suited to. Students will be exposed to a variety of types of training and learn how to create their own training program based on personal goals and fitness requirements.

This subject will be of benefit to any student with an interest in sport, physical fitness and how and why the body responds to physical activity and training.

## Deeper Learning Dispositions

- Communication
- Critical thinking
- Character

## Essential Learning

- Types of training
- Energy systems (Aerobic and anaerobic)
- Sports nutrition and hydration
- Components of fitness
- Practical activities targeting energy systems and components of fitness
- Designing and participating in personal training programs

## Related HSC Courses

- PDHPE



## Athlete Development Program (ADP) (Year 9 and 10 - Semester 1 & 2)

*Interested students are required to complete an application form and interview to be considered for this program. Students will need prior approval by the ADP Coordinator to enrol in this course.*

The ADP Elective course is designed to support **high achieving athletes** and **sportspersons with high potential and level of commitment** to their chosen sport(s).

This course aims to provide students with the opportunity to maintain and balance their academic pursuits along with their sporting commitments. Typically students will complete strength and conditioning training (following an individually prescribed program from Hastings Physio & Health), sports specific skills training, recovery or manage academic commitments missed due to sports demands.

### Course Description

The ADP elective is a flexible course designed to meet the specific needs of the individual students enrolled. With guidance from the teacher, students will have a choice in what they learn about and participate in, with the key focus being on developing sound organisational and time management skills to assist working towards the students sporting goals.

### Deeper Learning Dispositions

- Character

### Essential Learning

- Organisation and time management skills
- Goal setting
- Fitness testing
- Strength & conditioning training techniques and programs
- Injury prevention
- Sports nutrition
- Recovery techniques
- Sports psychology
- Competition strategies and tactics

### What will students learn to do?

- Monitor and balance their training and competition loads
- Set and evaluate goals
- Manage and organise their time so that they are completing academic commitments
- Research the latest information relating to their sport(s) and apply this to their own sporting endeavours

## Bouncing Babies (Year 9 - Semester 1)

### Course Description

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. The Bouncing Babies elective course explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0-3 years of age.

Throughout this course, students will gain an understanding of conception and the journey toward the birth, how to care for a newborn and the growth and development milestones of a child between the ages of 0-3.

This is a subject that will have a strong practical component. Students will have the opportunity to regularly visit Columba Cottage Early Learning Centre, interacting and caring for the young children and collaborating with staff. Students will work to develop and improve their communication skills to enhance how they interact with young children and those professionals who care for their wellbeing.

### Deeper Learning Dispositions

- Citizenship
- Character
- Collaboration
- Communication

### Essential Learning

- The female reproductive system, family planning methods and conception
- The stages of foetal development and antenatal visits
- Physical, social, emotional and financial changes during pregnancy
- Preparing for parenthood
- The birthing process
- Characteristics of a healthy newborn
- Feeding a newborn and infant
- Safe sleeping practices
- The physical, social and emotional developmental milestones of the baby
- The importance of seeking help as a new parent

### Related HSC Courses

- PDHPE
- Community and Family Studies

## Terrific Toddlers (Year 9 - Semester 2)

### Course Description

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. The Terrific Toddlers elective course explores the broad range of social, environmental, genetic and cultural factors that influence the development and a child's sense of wellbeing and belonging between 3-5 years of age.

Throughout this course, students will gain an understanding of the milestones and influences of growth and development of a child between the ages of 3-5, suitability and safety of play choices and age appropriate play based learning.

This is a subject that will have a strong practical component. Students will have the opportunity to regularly visit Columba Cottage Early Learning Centre, interacting and caring for the young children and collaborating with staff. Students will work to develop and improve their communication skills to enhance how they interact with young children and those professionals who care for their wellbeing.

## Deeper Learning Dispositions

- Citizenship
- Character
- Collaboration
- Communication

## Essential Learning

- The physical, social and emotional developmental milestones of a toddler
- Parenting practices that promote optimal child growth and development
- The characteristics of, and types of play that children participate in
- The benefits of playing outdoors and playing in nature
- The benefits of risky play and how communities can promote it
- Community resources that offer valuable play experiences for toddlers
- Creating a sustainable toy, made from recycled and repurposed materials

## Related HSC Courses

- PDHPE
- Community and Family Studies

## Child Studies Stage 1 Ages 5-6 (Year 10 - Semester 1)

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 5-7 years of age.

This is a subject that will have a strong practical component. We endeavour students will have the opportunity to regularly visit Stage 1 St Columba Anglican School, collaborating with staff to implement and facilitate learning activities for our younger students.

Students who choose this subject will have an interest in working with young children (5-7 years) and might be considering a career in Early Childhood and Primary Education and may be looking to consider studying Stage 6 Community and Family Studies (CAFS)

## Deeper Learning Dispositions

- Critical Thinking
- Collaboration
- Creativity

## Essential Learning

- Nutritional needs of children
- Planning and preparing a variety of meals
- Food tolerances, allergies and special dietary needs
- Factors that influence food choices
- Food advertising and health promotions strategies

## Related HSC Courses

- PDHPE
- Community and Family Studies

## Child Studies Stage 2 Ages 7-10 (Year 10 - Semester 2)

### Course Description

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence development and a child's sense of wellbeing and belonging between 8-10 years of age.

Throughout this course, students will gain an understanding of the milestones and influences of growth and development of a child between the ages of 8-10 years, with a strong focus on nutritional needs. Students will develop their knowledge of the nutritional needs of children with reference to current dietary guidelines. Contemporary issues related to food and nutrition are examined, along with necessary considerations that should be made when planning for children on special occasions.

This is a subject that will have a strong practical component. We endeavour students will have the opportunity to regularly visit Stage 2 classrooms and the school canteen at St Columba Anglican School, collaborating with staff to educate children on healthy food choices.

Students who choose this subject will have an interest in working with children (8-10 years) and might be considering a career in Health and Dietetics, Early Childhood and Primary Education and may be looking to consider studying Stage 6 Community and Family Studies (CAFS)

### Deeper Learning Dispositions

- Critical Thinking
- Collaboration
- Creativity

### Essential Learning

- Nutritional needs of children
- Planning and preparing a variety of meals
- Food tolerances, allergies and special dietary needs
- Factors that influence food choices
- Food advertising and health promotions strategies

### Related HSC Courses

- PDHPE
- Community and Family Studies

# SCHOOL SPORT

Sport is a compulsory component of each student's education at St Columba Anglican School and is undertaken each Friday from 11:10 am to 1:00 pm. There is a wide number of team and individual sports available.

The House System at the school has an important role to play, with inter-House Carnivals for Swimming, Athletics and Cross-Country featuring strongly. Students will also compete in House Sports Competitions on the first sports day of Term I and Term III. All students are encouraged and expected to participate in these carnivals and attendance on carnival days is compulsory.

The school is a member of the Hunter Region Independent Schools (HRIS) Association, the Association of Independent Co-Educational Schools (AICES) and the Combined Independent Schools (CIS). Being a member of these bodies ensures students will receive challenging competition in sporting areas and assists in the further advancement through Regional and State competition to Australian level participation where able. All students are encouraged to aspire to selection for Hunter Region Independent Schools events. Participation in extracurricular sport through the school's sporting teams is strongly encouraged and helps foster school spirit.



# St Columba

## Anglican School

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