CARINGBAH HIGH SCHOOL

ELECTIVE INFORMATION BOOKLET

STAGE 5

Year 9 and 10 2021

THE RoSA CREDENTIAL

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

The RoSA is a cumulative credential, listing all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat), and the date of leaving school.

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

The NSW Department of Education follows curriculum courses as mandated by the NSW Educational Standards Authority (NESA). If students successfully complete Years 7 to 10, they are eligible for a Record of School Achievement (RoSA) credential, issued by NESA.

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- Complied with all requirements imposed by the Minister of Education or NESA
- Completed Year 10

The Department of Education requires students to complete the following mandatory curriculum for the RoSA:

- English (500 hours by the end of Year 10)
- Mathematics (500 hours by the end of Year 10)
- Science (500 hours by the end of Year 10)
- Human Society and Its Environment (400 hours by the end of Year 10)
- Languages other than English (100 hours by the end of Year 8)
- Technological and Applied Studies (200 hours in Years 7 and 8)
- Visual Arts (100 hours by the end of Year 8)
- Music (100 hours by the end of Year 8)
- Personal Development, Health and Physical Education (300 hours by the end of Year 10)
- Electives (400 hours by the end of Year 10)

Schools award each student who completes a Stage 5 course a grade to represent that student's achievement. The grades for NESA approved courses are reported on the student's RoSA and range from A to E, based on performance descriptors as outlined for each Stage 5 course by NESA.

YEAR 9 AND 10 CURRICULUM STRUCTURE AT CARINGBAH HIGH SCHOOL

All Years 9 and 10 students at Caringbah High School are required to study mandatory subjects as required by the Department of Education and NESA of:

- English
- Mathematics
- Science
- History
- Geography
- PDHPE

In addition, Caringbah High School students are given the opportunity to study 600 hours of elective subjects across Years 9 and 10. Students will study three 100-hour electives in Year 9 and three 100 hour electives in Year 10. Each elective is a separate course, and neither is a pre or co-requisite for the other. In this way, students can potentially choose:

- up to six different 100 hour electives over the two years
- to study an elective course B without having studied elective course A, and vice versa
- to continue with the same subject(s) over two years, for example, studying both Commerce Elective A (100 hours) in 2021 and Commerce Elective B (100 hours) in 2022, effectively studying Commerce for 2 years (i.e. 200 hours)
- any combination of 100 hour or 200 hour electives over the two years.

MAKING THE BEST CHOICE

It is important that students make sure that the subjects they choose are based on their interests rather than what subjects their friends have chosen, or advice suggesting that a certain subject is good for a future career or studies in Year 11 and 12. Students who choose an elective for any other reason than interest or curiosity often end up unhappy and under-performing. Years 9 and 10 is the first time students can have some control over what they study with their elective choices and is the time when students can explore their interests and undertake studies in subjects they would like to try before they begin the senior years. Please note, there are no pre-requisite elective studies in Year 9 or 10 that impact student studies in Year 11 and 12, with the exception of Language Continuer courses.

In addition to this booklet, students are encouraged to discuss their choices with their classroom teachers, Head Teachers, Year Adviser, students in Years 9 and 10 and their parents.

SUBJECT SELECTION PROCESS

Students will receive an email with instructions on how to submit their subject choices. The email will include an individual password to access Edval WebChoice, an online web interface linked to the school timetable. Students will be asked to nominate **SEVEN** electives for next year.

Students will be given a time by which they need to have made their subject selection preferences. It does not matter how quickly they make their preferences, although students are reminded that the ranking of their preferences is important for their confirmed subject list.

After this date, the Edval system will run an algorithm which will take into account all ordered preferences and will create subject lines that maximise student choice. It is important to note that while the algorithm will maximise student choice, students need to be prepared to study any of their seven chosen electives and are not guaranteed their top three preferences.

After this, the Principal and Senior Executive team will then consult to determine the final number of classes and subjects running, based on student choices.

Once lines have been established, students will be issued with the elective subjects they have been successful in obtaining.

Please note that the offering of a subject is not a guarantee that the course will run. Final classes being run and their alignment on the timetable will be based on overall interest levels and whole-school considerations.

CHANGES TO ELECTIVES

Students requesting changes to electives must supply a letter from parents/carers requesting the change to the Deputy Principal within the first three weeks of Term 1 next year. Changes can only happen if spaces in relevant classes are available.

SUBJECT ACCELERATION

Caringbah High School is offering acceleration in three HSC subjects. This means that Year 9 students can possibly study a HSC course while in Years 9 and 10, instead of a traditional Stage 5 elective, completing the HSC earlier than their peers. The courses and models of acceleration are:

Stage 6 Course	2021	2022	2023
IPT & Investigating Science	Year 9 students will complete the Yr 11 course in 2021	Year 10 students will complete the HSC course and sit the HSC exam two years earlier than their peers	
Mathematics Advanced & Extension 1	Year 9 students will complete Year 9 and 10 coursework in one year. All accelerated students will be in a Mathematics class together and will also study a Mathematics elective to ensure enough hours to complete two years of study in one	Year 10 students will complete the Yr 11 course in Mathematics Advanced and Extension 1 Mathematics	Year 11 students will complete the HSC course in Mathematics Advanced and Extension 1, sitting the HSC exam a year earlier than their peers They may study Mathematics Extension 2 in Yr 12 if they wish to do so

Students wishing to undertake an accelerated Stage 6 subject must complete a comprehensive selection process undertaken by the relevant Head Teacher in consultation with the Principal. They must be aware that participation in the accelerated program will require attendance of lessons outside of traditional class times (usually mornings).

Usually students would only be allowed to study one accelerated subject and they must be able to demonstrate by means of an individual learning plan how participation in the course will benefit them.

Students will still be required to take two other elective subjects.

Students who are interested in undertaking an accelerated subject need to complete the *Individual Learning Plan - Accelerated Study* form (end of booklet) and submit to Mrs Young by 26 August. These students should still choose seven elective choices in the subject selection process but should place their accelerated course as preference one.

SUMMARY OF SUBJECTS OFFERED IN 2021

Subject	NESA endorsed	Faculty
Architecture	YES	TAS - Mr Hogg
Barack and Back	NO	HSIE – Mrs Northey
Ceramics	NO	Creative and Performing Arts - Mrs Oakley
Child Psychology	YES	TAS - Mr Hogg
Classical Greek	YES	Languages – Mrs Babington
Classical Mythology	NO	Languages – Mrs Babington
Commerce	YES	HSIE - Mrs Northey
Computing	YES	TAS - Mr Hogg
Dance	YES	PDHPE - Mrs Babington
Drama	YES	Creative and Performing Arts - Mrs Oakley
Engineering	YES	TAS - Mr Hogg
Fashion Design	YES	TAS - Mr Hogg
Film and Video	YES	TAS - Mr Hogg
Food Technology	YES	TAS - Mr Hogg
French + French Continuers (Yr 10)	YES	Languages – Mrs Babington
Future Ready	YES	COMPASS – Mrs Marjoribanks
Graphics Design	YES	TAS - Mr Hogg
History (Elective)	YES	HSIE – Mrs Northey
History and Memory	NO	English – Mrs Davis
Japanese + Japanese Continuers (Yr10)	YES	Languages - Mrs Babington
Latin	YES	Languages - Mrs Babington
Marine Studies	YES	Science – Ms Morgan
Media Industry Studies	NO	English – Mrs Davis
MOOCs	NO	COMPASS – Mrs Marjoribanks
Music	YES	Creative and Performing Arts - Mrs Oakley
Music Technology	NO	Creative and Performing Arts - Mrs Oakley
Musical Theatre	NO	Creative and Performing Arts - Mrs Oakley
People Vs Planet	YES	HSIE – Mrs Northey
Photography and Digital Media	YES	Creative and Performing Arts - Mrs Oakley
Physical Activity and Sports Studies	YES	PDHPE - Mrs Babington
Shaping World Views	NO	COMPASS – Mrs Marjoribanks
Timber	YES	TAS - Mr Hogg
Visual Arts	YES	Creative and Performing Arts - Mrs Oakley
Visual Design	YES	Creative and Performing Arts - Mrs Oakley
World Cinema	NO	English – Mrs Davis

ACCELERATED COURSES

Investigating Science	Science – Ms Morgan
IPT	TAS – Mr Hogg
Mathematics Advanced / Ext 1	Mathematics – Mr Monahan

CREATIVE & PERFORMING ARTS FACULTY

CERAMICS

Course Description

This Stage 5 course allows opportunities for students to investigate ceramic techniques and procedures in greater depth and breadth than through the Visual Arts elective course. Through this Stage 5 course, students will develop knowledge, understanding and skills to make a range of ceramic works. Course A and B explore different modules relating to ceramic practices. Modules explored include hand building, throwing, sculptural forms, kilns, surface treatment and glaze technology along with the history of ceramics.

What will students learn about?

Students will learn about the -

- properties, conventions and procedures of clay to make ceramic works through a variety of building techniques
- the identification of hazards and the development of safe working practices and environments
- composition of different clay bodies, clay preparation, and differences in firing temperatures
- composition and function of glazes and underglazes used for specific purposes
- specific function and use of various tools and equipment in the construction, forming, decoration and firing of ceramic forms
- kiln types and the different cycles and functions of bisque and glaze firing

What will students learn to do?

Students will learn to

- produce a range of ceramic forms, both functional and decorative through a variety of techniques
- investigate the nature of ceramics as a practice that involves making and critical and historical study
- Apply a range of surface treatments as well as learning how to use glazes and underglazes to enhance their artmaking

Cost: $65

DRAMA

Course Description

Drama enables students to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas. Drama helps with developing confidence, imagination and public speaking as well as developing collaborative skills and problem solving.

What will students learn about?

In drama course A and B students will undertake a variety of acting classes and workshops exploring different aspects of drama to play-build and create their own unique theatre piece. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance. Students learn about scripted and unscripted plays and about the various playforms that can be used to communicate meaning. Term 4 of this course is devoted to putting on a school production which is performed in the last month of the school year.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Course Requirements

No prior experience is necessary. Students should demonstrate a willingness to perform and explore new contexts. They should actively participate in group tasks, improvisation and theatre appreciation. It is highly recommended that students who wish to study Drama for the HSC undertake course A and B

Please be aware that theatre appreciation may incur the ticket cost of performances at the time of the excursion. Students are required to have theatre ‘blacks’ for performances.

Cost: $30

MUSIC

Course Description

All students should have the opportunity to develop their musical abilities and potential. As an art-form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression and self-esteem. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real-world practice of performers, composers and audiences.

What will students learn about?

In this course, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres such as Film music, Rock music, Jazz, Art Music etc.

The course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The course also requires the study of the compulsory topic, Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, both in groups and in solo situations, to compose music that represents the topics they have studied and to listen with discrimination, meaning and appreciation to a broad range of musical styles. They will develop skills using Music Technology, software programs such as Auralia and Sibelius as well as audio equipment. Elective Music outcomes intersect with the extensive co-curricular music ensemble program.

Cost: $65

MUSIC TECHNOLOGY

Course Description

The field of music technology involves the artistic and technical application of technology in the creation of music. This course will develop a theoretical and practical understanding of music technology fundamentals including sound recording, audio and MIDI editing, sampling and mixing. Students will learn through hands-on workshops specialising in Film Music, Video Game Music and Electronic Dance Music (EDM). While some experience in music notation and music theory would be helpful, no prior music theory is required or assumed which allows students who aren't skilled musicians to take part. This course explores the more contemporary forms of the music of today and does not associate itself with the so called antiquated 'classical forms' of traditional western music. It caters for students with a keen interest in technology who also have an appreciation for music, and who also have an interest in electronic or gaming music, film soundtracks, screen media and video games.

What will students learn about?

Students will learn about the role technology plays in music production. Students will study scoring techniques for music of the screen, including film and video games, and will learn about the aesthetics, terminology, procedures, and technical aspects of scoring for these mediums. They will also learn about the use of technology within the contemporary music world of today, focusing on Electronic Dance Music.

What will students learn to do?
Students will gain practical experience by participating in hands-on workshops and completing practical assessments that cover the following topics: Audio recording & sound sampling; Music for film, TV & video games; Electronic Dance Music (EDM). Students will undertake projects within each of these areas to produce their own musical creations.

Cost: $65

MUSICAL THEATRE

Course Description

'Musical Theatre' is a program designed to build skills in all aspects of musical theatre, giving students the best possible chance of success as a versatile performer on the musical theatre stage. The course focuses on building knowledge & skills within the disciplines of music, dance and drama. The transmission of such knowledge and skills will assist students aiming to become 'triple threat' musical theatre performers. The repertoire of study in class will include musicals like *The Wizard of Oz, West Side Story, Grease* and *Les Miserables*, and students will have the opportunity to attend a professional production of a musical theatre performance during their year of study. The course will culminate in a small musical theatre production being staged at a night time school showcase.

What will students learn about?

Students will learn about solo and small ensemble repertoire and technique, particularly related to dance and singing, as well as how movement and acting through song and dance can tell a story and express emotion. Students will learn about the various aspects of musical theatre, including the history of musical theatre, as well as the elements of stage production, including the logistical planning, rehearsal, and presentation of a musical theatre show. The course will explore a range of repertoire that includes both spoken and sung dialogue, and various styles of dance.

What will students learn to do?

Students will be given instruction and experience in the areas of movement and acting through song and dance to convey meaning and to drive a story's plot through vocal inflection, onstage interaction, and physical movement. Students learn to respond creatively to scripts and songs, collaborate effectively with others and make informed decisions about character interpretation. The classes will have a strong practical foundation, which focuses on developing performance material of the highest calibre for presentation at school showcases.

Cost: $60

PHOTOGRAPHY AND DIGITAL MEDIA

Course Description

This Stage 5 course allows opportunities for students to investigate photographic and digital media in greater depth and breadth than through the Visual Arts elective course.
Through this Stage 5 course students will develop knowledge, understanding and skills to make a range of photographic and digital works. The course will explore darkroom photographic practices, digital still and digital movie making processes along with the history of photography.

What will students learn about?

Students will learn about the strategies, conventions and procedures to make photographic and digital moving works both through darkroom practice and a range of digital media technologies. They will also learn about photographic and digital works as personal and imaginative expressions of experience and the origins, invention and evolution of the photographic and digital image.

What will students learn to do?

Students will learn to explore photographic and digital procedures, strategies and techniques to make, manipulate and refine wet and digital images and digital videos. Students will use the darkroom and digital laboratory to make a series of photographic and digital works. They will utilise a selection of appropriate accessories, software and components available to wet and digital systems as a means of enhancing their ideas and images. The class will consider the significance of collaboration in the development of their film and video works, e.g. production and post-production teams.

Students will also learn to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

Cost: $65

VISUAL ARTS

Course Description

The Stage 5 Visual Arts course provides for a deeper, broader and more extensive learning in the Visual Arts, building on the skills and attitudes developed in previous studies of the Visual Arts.

The general aims of the course are to:

- develop a student's creativity as a direct response to their environment.
- allow experimentation with a variety of materials and techniques to develop a student's potential to respond to problems posed in a creative and technical manner.
- develop self-esteem through the art making activities.
- encourage an awareness of how a creative approach fits into the visual and technological aspects of our culture or everyday life.

What will students learn about?

Students are given experiences in a range of creative and technical activities, allowing them to make artworks and bodies of work using 2D, 3D and 4D expressive forms:

- 2D forms include flat works e.g. painting, drawing, printmaking, photography, digital media and collage
- 3D forms include works that involve volume and mass and exist in space e.g. sculpture, ceramics, textiles and fibre, designed objects and environments
- 4D forms include works that exist in real and virtual time e.g. time-based works, film and video, digital animation, documented forms, multimedia and performance works

What will students learn to do?

Students will develop knowledge and the skills to make artworks informed by their understanding of artistic practice, the conceptual framework and the frames. A visual arts process diary will be used to record artmaking ideas and intentions. Students are encouraged to develop a personal visual language to enable them to make more highly developed artistic statements using the concept of a ‘body of work’. This may include one or more individual works that can be related through the interpretation of subject matter.

Art theory, including Art Criticism and Art History, is linked to the practical artmaking. This includes an investigation of how the works of artists and designers have interpreted ideas, issues and events, and how circumstances, beliefs and technologies affect what has been produced.

Cost: $60

VISUAL DESIGN

Course Description

Visual Design provides students the opportunity to explore the practices of different fields of design. It develops and increases their understanding and value of how graphic, wearable, product and interior/exterior design invite different interpretations and explanations. These fields of artist practice resonate with student experience, and their understanding of the contemporary world is highly relevant to the ways in which they interpret the world around them. This course offers opportunities for the investigation of a range of design fields and develops student understanding and skills.

What will students learn about?

Through the study of Visual Design, students will learn insights, skills and methodologies of the role of design in our contemporary world. They will develop and enjoy practical and conceptual autonomy as a visual designer, creating a range of visual design artworks in a variety of materials, such as graphic design, wearable design, product development and design, and interior/exterior design. They will develop an understanding of the different beliefs and contexts that affect meaning and significance in visual design artworks.

What will students learn to do?

Students will learn strategies to communicate ideas in intuitive, direct and elegant ways, developing their independent thinking, problem solving skills and the ability to critically analyse and develop solutions to design problems in the real world. Students will design and create artworks that demonstrate their conceptual and technical accomplishments in a wide range of materials. They will learn the entire design process, from creating design briefs, to conceptual development and finally product development.

Cost: $60

ENGLISH FACULTY

MEDIA STUDIES

Course Description:
The media and communications industry is diverse and ever changing, connecting people across the globe. Those who work in this industry require advanced communication skills and must produce high quality work whilst conforming to tight deadlines.

This course will work on developing essential skills required for this industry, and that you can apply across your subjects in Stage 5 and 6. Students will gain experience in column journalism by adding to the school-based newsletter, marketing strategies and presentation skills. A large proportion of the course will focus on project-based and group style learning, and you will also be provided with the opportunity to write a personal interest story, based on any field on journalism that you are interested in.

What will students learn about?
- Current events in the media through a 'Have you Been Paying Attention' style lens.
- Podcasting
- The power and influence of social media and advertising
- Select a field of journalism to explore in an independent project.
  This may include; foreign and political journalism, fashion and popular culture journalism, sports journalism, feature writing and community journalism, investigative and forensic journalism. The list goes on!

Students will also develop a fundamental understanding of the purpose behind journalism and how to write in alignment with ethical framework standards.

What will students learn to do?
Students will acquire a portfolio of skills in media practice, equipping them with knowledge of how to execute tasks in print, radio, television and online media.

Students will learn how to create effective visual and written social media and marketing material. For example, how to create a blog or newspaper and promote it successfully.

To improve on their skills in English, students will learn to produce a range of written responses that are commonly used in the media industry. These include feature articles, columns, and discursive pieces (which are prescribed for the HSC).

Examples of activities include students analysing case studies of investigative/forensic journalism and creating a podcast which explores one of these case studies from a critical viewpoint.

Students will learn to organise an online platform that communicates the achievements and notable events occurring within the school and wider community.

Students are given a sense of agency in this course, as they are encouraged to research and report on an issue that is of interest to them.

Cost: NIL

HISTORY AND MEMORY

Course Description

Why do Holocaust survivors object to the novel 'The Boy In The Striped Pyjamas'? Why are streaming services suddenly pulling "black face" representations of African Americans and other marginalised people?

History and Memory as a course is very "now", providing students with an opportunity to dissect history, memory, and the contemporary world's impact on past texts. The course provides students with An opportunity to examine the role literature, film, and other art forms play in preserving memories of the past. Students will engage with a range of texts that explore a historical period e.g. The Holocaust (first year), The Civil Rights Movement (second year of the program), and critically appraise the ways composers explore Memory and History. Documented evidence is not enough to truly understand history and the emotional effect it has had on individuals. It is imperative to unearth the personal stories of individuals in order to fully appreciate the past. How history is shaped and represented impacts on our response to past events. Documented evidence is often official, seemingly rational and impersonal; memory is the power of retaining and recalling past experiences where the facts are filtered through personal memories. This can have a far greater emotive impact. Ethical concerns about how historical events and the cultural groups impacted are represented, allow for critical examination of what are appropriate and inappropriate representations of history.

What will students learn about?

- learn about important historical contexts and how literature can be used to preserve memory as a valid source of history and knowledge
- delve deeply into significant historical events The Holocaust (first year) and The Civil Rights Movement (second year) and learn about various important texts created as a response to these events
- examine the role of literature and film in teaching future generations the importance of "never again"
- develop an understanding about key historical events and how they have influenced literature
- have an opportunity to experience worlds beyond their own through literature, film and art
- the ethical concerns about how historical events and the cultural groups impacted are represented, allowing for critical examination of what are appropriate and inappropriate representations

What will students learn to do?

- gain critical literacy skills, further refining their understanding of how composers use a range of literary and visual techniques to convey powerful meaning
- be given an opportunity to refine their imaginative and essay writing skills
- be provided a rich opportunity for students to examine the role literature, film, and other art forms play in preserving memories of the past.
- become more confident with textual analysis through engaging with a range of texts that explore a historical period e.g. The Holocaust (first year), The Civil Rights Movement (second year of the program),
- gain critical thinking skills through examining the ways composers explore Memory and History.

Documented evidence is not enough to truly understand history and the impact it has had on individuals. It is important to unearth the personal stories of individuals in order to fully appreciate the past. How history is shaped and represented impacts our response to events of the past, personal memories and can have a far greater emotive impact.

Cost: NIL

WORLD CINEMA

Course Description

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study film characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies and in particular “World Cinema” will consequently make an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium whereby a wide variety of films from different cultures will be studied in order to broaden students’ knowledge of the world and understanding of film and the range of responses films can generate. This course therefore will offer opportunities for students to study films drawn from major cinematic movements spanning the globe such as German Expressionism, Italian Neorealism and some the film movements that arose out of Asia.

This course has been designed with the strong multicultural makeup of the students at Caringbah high school in mind. Storytelling is a powerful form of communication and the medium of film is not only an evocative but also an easily accessible form for students to immerse themselves into a variety of different cultures, spanning the 20th century.The course will aim to enable students to demonstrate knowledge and understanding of a diverse range of film, including documentary, film from the silent era, experimental film and short film.

What will students learn about?

World Cinema will explore films drawn from major cinematic movements spanning the globe allowing students to learn about

- Films from around the world delving into not only their contextual, subject and thematic concerns but also their stylistic and technical features
- Significant film movements such as German Expressionism, Italian Neorealism and the film movements that arose out of Asia in the 20th century
- The ways the social, historical and political developments over the last century have shaped the content of modern films and film industries in general
- The way global forces have influenced their understanding of the world and how this has been shaped by counter cultural movements.

What will students learn to do?

- broaden and challenge their ways of thinking about the value of film as text and how film and the arts often reflect counter cultural movements
- be able to make meaningful connections to their increasingly global, diverse and transnational existence
- examine and reflect on these films and critically assess their significance and relevance to their own understanding of the world as well as their ability to act as pathways of influence into the 21st century
- Analyse the significance of film and film practice in national, global and historical contexts
- Analyse film and its key contexts (including social, cultural, political, historical and
- technological contexts)
- Analyse how films as an aesthetic medium generate meanings and responses enabling responders to apply critical approaches to film and apply knowledge and understanding of film through either filmmaking or screenwriting.

Cost: NIL

COMPASS SUBJECTS

Critical & Creative Thinking; Opportunity; Metacognition; Personal & Social Capability; Agility & adaptability; Self-regulation; Self-reflection

SHAPING WORLD VIEWS

Course Description

This is a cross-disciplinary course based on critical thinking, problem solving strategies, logic and reason. The course nurtures curiosity, open-mindedness and intellectual challenge through the exploration of powerful ideas that have shaped our world. Students can explore and express their own perspectives, build on each other's thinking and learn to recognise their own perceptions, ideas and thought processes.

What will students learn about?

Opportunities will be provided to research, analyse, argue and evaluate a range of topics.

Examples include: philosophy and its place in modern day issues and long standing debates; contemporary individuals of influence and current affairs issues; future scenario writing.

Alongside the exploration of content will be an explicit focus on learning about *how* we learn, including the 'anatomy' of:

- communication
- collaboration
- problem solving
- critical thinking routines
- learning processes
- study organisation.

Students will have opportunities to co-design assessment and learning processes and engage in learning modes such as collaboration, small and whole group discussion, real world applications, feedback, reflection and guided, explicit and independent learning.

What will students will learn to do?

Students will learn to think reflectively, critically and creatively - the skills universally recognised as the key to success at school, university and the workplace.
Students will learn:

- *how* to think, not *what* to think, through systematic and critical thought strategies
- how to relate effectively with others and improve oral and written communication skills for the better understanding of their ideas
- how to plan, manage, monitor, reflect on and evaluate their learning
- how to analyse, evaluate and present arguments in a logical, reasoned, engaging and well- structured way
- how to research effectively and cite resources.

Cost: NIL

FUTURE READY

Course Description

Future Ready provides students with opportunities to develop knowledge, understanding, skills and attitudes that will assist them to take their place in adult society, and to engage in fulfilling and productive work and play. Students prepare for the world by developing an understanding of their individual talents and potential, and an appreciation of the role of lifelong learning in career development and managing transitions. They will develop transferable life and work-related skills, and learn how to use their individual talents for greater productivity and life satisfaction.

What will students learn about?

Students will develop an understanding of the dynamic nature of the world and work, how and why it may change, and what this may mean for their future.

Examples of topics set for study include:

- Communication and Technology
- Technology at work and at home
- Transitions to post-school pathways
- How to 'adult'
- Managing Finances
- Enterprise and entrepreneurial behaviours
- Workplace environments and issues
- Professionalism

What will students will learn to do?

The course will focus on preparing students to face a rapidly changing world with confidence and resilience through the development of high-level transferable 'future-ready' skills:

- effective written and verbal communication (including public speaking)
- effective use of technology (including touch-typing and technical digital skills)
- initiative and entrepreneurial behaviours
- how to work in a team
- leadership styles and behaviours
- balancing work and social life through productivity
- problem-solving
- sourcing, interpreting and analysing information/data.

The course will allow for high levels of student agency and personalisation. Assessment will focus on the development of 'real-world' scenarios, texts and skills that can be readily used in future years.

Cost: NIL

MOOCS – MASSIVE OPEN ONLINE COURSES

What are MOOCs?

MOOCs – or **massive open online courses** are online courses aimed at unlimited participation and open access via the web. MOOCs engage students in traditional course materials such as filmed lectures, readings and problem sets as well as provide interactive courses with user forums to support community interactions among students and professors as well as immediate feedback to quick quizzes and assignments.

Course Description

Autonomy. Versatility. Flexibility. This elective represents a unique opportunity for our gifted and high potential students to tailor their learning and follow whatever subjects and interests they may have, at a university level.

The MOOCs elective allows students to take control. Students are able to choose from any online course available from quality universities from across the world and complete them during their timetabled MOOCs elective lessons, under the guidance of a teacher. The teacher will be the coordinator who will offer advice and support and track student progress and record their results, but it is the students who are in charge of their learning.

Students can choose subjects as diverse as: Chemistry, How the Solar System Works, The World of Physics, The Greatest Unsolved Mysteries of the Universe, Tutor England, Shakespeare's Tragedies, Python Programming, Synapses Neurons and the Brain, Java Programming For Beginners, Questioning Everything, Medieval China, The World of Wine, Future Cities, Data Science Orientation, Empire: The Controversies of British Imperialism, Spanish for Beginners: People and Places, Maths Puzzles: Cryptarithms, Symbolologies and Secret Codes, IoT Networks and Protocols, Global Health Governance, Genetic Counselling, Governing Religions: European Challenges and Asian Approaches, to name just a few.

Universities offering MOOCs include:

Harvard, University of Kentucky, University of Virginia, Australian National University, Caltech, ETZ Zurich, University of Adelaide, Kyoto University, University of California, Stanford, Yonsei University, UC Berkley, Harvey Mudd College, University of Copenhagen, Nanyang, Bux, Technological University, University of Arlington, Georgia Tech, University of Rochester, Cave of Programming, University of Edinburgh, Microsoft, University of Michigan, WelleseyX, Hebrew University, European University Institute, Saint George's University of London, EIT InnoEnergy, Anglia Ruskin University, UNESCO, Curtin University, University of Southampton, The British Society for Antimicrobial Chemotherapy, University of Exeter, Duke University, University of Illinois, John Hopkins University, Cambridge University, Oxford University, Princeton University and many more**.**

Cost: While most courses are free, students may choose to pay fees for individual courses that have a cost.

HSIE FACULTY

COMMERCE

Course Description
Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. Every student should be skilled in financial literacy before leaving school. Commerce develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

This is a NESA developed course and each year contributes 100 hours towards the student's ROSA.

What will students learn about?

Year A
All students study ***Consumer Choice*** **and** ***Personal Finance***. In this topic they learn about making responsible spending, saving, borrowing and investment decisions.

Students also study ***Employment and Work Futures,*** in which they will develop an understanding of the issues relating to earning an income and the impact of work in our economy. This is particularly relevant in the current experience of the COVID-19 global pandemic.
They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Year B
Students study ***Law, Society and Political involvement***. In this topic they learn about how laws affect individuals, groups and society and how individuals and groups participate in the democratic process. They also consider how strategies are used to resolve contentious legal and political issues.

Students also study ***The Economic and Business Environment*** in which they will develop an understanding of issues relating to the economic environment including markets and businesses in a globalised economy They also learn to investigate issues relating to major economic events such as COVID-19 and those affecting Australian consumers and businesses, such as Virgin Airlines.

Students also have the opportunity study optional topics selected from: Investing; Promoting and Selling; e-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses. They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace and society.

Cost: NIL

HISTORY ELECTIVE: THE ANCIENT WORLD

Course description

This course encourages students to look to the past to understand fundamental ways that societies and people have engaged with their surroundings. In 2021 we will be offering History Elective A: The Ancient World (100hr ROSA course), and in 2022 we will be offering History Elective B: The Modern World (100hr ROSA course).
In 2021 we will focus on 3 areas of study: Archaeological Sites (Troy and Valley of the Kings), The Minoans and a thematic unit on Forensic History with a focus on bog bodies and human remains. Other topics that may be looked at in the future include South American cultures, history mysteries.

What will students learn about?

Students will learn about the changes and developments over time of human society and how to identify the roles of different groups and perspectives.

What will students learn to do?

Develop their research and analysis skills and understanding by using sources and factual information to understand the decisions and actions of past societies. Additionally, the inclusion of a thematic unit will allow students to engage with historical enquiries and research spread over a broad area of interest.

Cost: NIL

BARACK AND BACK: A HISTORICAL JOURNEY OF LEADERSHIP

Course description

This course looks at some of the most interesting people who have led the world, and changed it from that point on. From ancient building programs and religious wars to stretching the accepted cultural norms of leadership, this course will not only explain the actions of influential people but challenge you to do the same in your own life.
Each personality will be examined in light of:

- Historical context
- Background
- Rise to Prominence
- Significance and Evaluation

Some of the personalities we will study include: Hatshepsut, Empress Wu, Saladin & Richard I, Elizabeth I & Mary Queen of Scots, Pemulwuy, Lincoln, Mandela, Thatcher and Obama. We designed this course to balance male and female, non-European and more recent leaders to provide students with strong and positive role models for their futures.

What will students learn about?

This is personality driven course. While studying these leaders we will also encourage discussion on what leadership is and how it should be used and developed.

What will students learn to do?

Look at leadership and how those in the far and recent past have risen from aversity to become leaders, with this in mind students will establish their own leadership criteria to evaluate leadership potential in both themselves and others.

Cost: NIL

PEOPLE Vs PLANET

Course Description

People vs Planet is the study of the world today: people interacting with each other and their environment. This course emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

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

This is a NESA developed course and contributes 100 hours towards a student's ROSA.

What will students learn?

Year A	Year B
• Disasters: Natural and human • American Road Trip: Patterns along the country's transect • Fail to Plan, Plan to Fail: Town planning	• World in Crisis: Politics, Propaganda and Problems • Just Keep Swimming: Oceanography • Everybody Needs Good Neighbours: Australia and the Asia-Pacific

What will students learn to do?

Geographical inquiry in People vs Planet involves students acquiring, processing and communicating geographical information to a variety of audiences, developing skills in succinctly and creatively communicating complex phenomena. Through an inquiry approach, involving several individual and collaborative projects, students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings in different modes and media; and reflecting on their inquiry and responding, through action, to what they have learned. Students will have the opportunity to engage with some of the latest geographical software, which is used by world-leading universities as recently as the COVID-19 pandemic. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

Cost: NIL

LANGUAGES OTHER THAN ENGLISH (L.O.T.E.)

Please note: It is expected that students undertaking a language in Year 9 will continue with the course in Year 10. Languages are the only subjects that have prerequisite hours of study for the HSC continuer courses. Students in Year 9 who want to undertake a one year course in a language are permitted to do so, but will not be able to enroll in the HSC continuers course.

JAPANESE

Course Description

Enjoyment: Meeting and conversing with Japanese native speakers, playing language games, acting out role plays, undertaking cultural craft activities, participating in school trips abroad, cooking and visiting restaurants, hosting exchange students, writing to foreign pen pals.

Challenge: Evidence shows that undertaking a long-term study of a Language has a very positive impact on learning in general, due to the need for hypothesising, problem solving and divergent thinking.

Achievement: The skills gained through the study of Languages are tangible and enhance the self-esteem of the learners. These skills are often pre-requisites for jobs in fields ranging from tourism to marketing, to the diplomatic corps. Traditionally, a knowledge of another language was regarded as one of the attributes of an "educated" person. Given the globalisation of Australia's economy, it is also an attribute of a successful one.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in Japanese. They will explore the nature of languages as systems by making comparisons between English and Japanese. 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 Japanese. They will listen and respond to spoken language. They will learn to read and respond to written texts in Japanese. Students will establish and maintain communication in familiar situations using Japanese.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Cost: Student workbooks of $45 and Language Perfect registration of $40.

FRENCH

Course Description

Enjoyment: Meeting and conversing with French native speakers, playing language games, acting out role plays, making short films, undertaking cultural craft and computer activities, celebrating major festivals, participating in school exchange to our sister school in Loches, France, cooking and visiting restaurants, writing to French/Belgian pen pals.

Challenge: Evidence shows that undertaking a long-term study of a Language has a very positive impact on learning in general, due to the need for hypothesising, problem solving and divergent thinking.

Achievement: The skills gained through the study of French are tangible and enhance the self-esteem of the learners. As French is spoken in more than 44 countries, these skills are often pre-requisites for jobs in fields ranging from tourism to business and marketing, to the diplomatic corps. Traditionally, a knowledge of another language was regarded as one of the attributes of an "educated" person. Given the globalisation of Australia's economy, it is also an attribute of a successful one.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in French. They will explore the nature of languages as systems by making comparisons between English and French. Students will also develop intercultural understandings by reflecting on similarities and differences between their own and French culture. Topics include School/Finding your way around a French town/Food and shopping/ Department stores/Going on Holidays/Hobbies and leisure etc.

What will students learn to do?

Students will develop the skills to communicate in French. 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 French.
Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Cost: Student workbooks of $45 and Language Perfect registration of $40.

LATIN

Course Description

Since 753 BCE Latin has been in continuous use: it was the language of a small region of Italy as it grew to encompass the entire Mediterranean basin and beyond. One of the largest empires the world has ever seen, the Roman Empire, ran on this orderly language which became the Romance languages (French, Italian, Spanish…) and heavily influenced English (around 60% of English words come from Latin). It went on to be the language of the Renaissance and the international language of European culture until around 1800. Latin is entwined in everything else you study: the sciences, mathematics, literature, the arts, music… Learn Latin, it's a classic!

Enjoyment: Playing language games and Roman sports, acting out role-plays, making short films/animations, singing songs, visiting museums, undertaking cultural craft and computer activities, celebrating major festivals, cooking, writing to Latin students in other countries.

Challenge: Learning any language is hard but amazingly rewarding. It is like learning a whole new way to think. FMRI studies show that it exercises the whole brain more than any other kind of learning. In Latin, we learn language on a very deep level with a focus on how language works and how vocabulary is built. Learn to think like an ancient Roman!

Achievement: Latin will unlock English on a nuts-and-bolts level, help understand and write it at a sophisticated level, and greatly accelerate later learning of other languages (particularly the Romance languages). Completion of both Year 9 and Year 10 of Latin will allow students to proceed to Stage 6 and the HSC courses Latin Continuers and Extension.

What will students learn about?

Although some speaking, listening and writing of Latin will be used to enliven our classes, play games and activate more brainpower, learning Latin is primarily about learning to read it, and read it at a high literary level. In the process students will gain extraordinary insight into the workings of languages in general and of English in particular.
Latin is about Roman culture and history too. Topics (over two years) will include: Pompeii, Roman Britain, daily life, love and marriage, slavery, the economy, theatre, dining, gladiators, bathing and exercise, oratory, religion, mythology, art, philosophy, science, medicine, law, history, the military, and their empire. Students will develop intercultural understanding by comparing modern life with a complex and historically influential culture which is the parent of our own.

What will students learn to do?

Students will gain skills in linguistic analysis: understanding the components of language, phonology (a language's system of sounds), word formation, syntax and vocabulary. They will understand how language functions as a system by comparing Latin with other languages, primarily with English. Students will begin to understand how languages change over time and are interrelated.
By studying a culture from long ago, but which has heavily influenced many later civilisations including our own, students will learn dispassionate analysis of society and improve their critical thinking.

Cost: $20

CLASSICAL GREEK

Course Description

The Greek Language stretches back into the mists of time, onto cryptic clay tablets from Bronze Age Cyprus and Mycenae, through Homer's brilliant *Iliad* and *Odyssey* (an oral tradition only written down centuries later), Athenian comedy and tragedy (Aristophanes, Sophocles, Euripides), history (Herodotus, Thucydides…), and the earliest true philosophy (Plato, Aristotle…). It became the language of empire under Alexander the Great, and is the original language of the New Testament of the Christian Bible. With many more twists and turns it became Modern Greek as spoken today. Learn the Greek Alphabet (widely used in mathematics and many sciences), learn the language, history and culture that began Western Civilisation, gain direct access to the New Testament, learn how an ancient religion functioned and how its mythology still speaks to us today. Dead languages have so much life in them!

Enjoyment: Playing language games and Greek sports, acting out role-plays, making short films/animations, singing songs, visiting museums, hearing guest speakers, undertaking cultural craft and computer activities, celebrating major festivals, cooking.
Challenge: Learning any language is hard but amazingly rewarding. It is like learning a whole new way to think. FMRI studies show that it exercises the whole brain more than any other kind of learning. In Classical Greek, we learn language on a very deep level with a focus on how language works and how vocabulary is built.

Achievement: Classical Greek will unlock English on a nuts-and-bolts level, help understand and write it at a sophisticated level, and greatly accelerate later learning of other languages (particularly the Greek and Slavic languages). This one year elective will **not** allow a student to progress to the HSC in Classical Greek.

What will students learn about?

Although some speaking, listening and writing of Classical Greek will be used to enliven our classes, play games and activate more brainpower, learning Classical Greek is primarily about learning to read it. In the process students will gain extraordinary insight into the workings of languages in general and of complex English vocabulary in particular. Many modern languages are part of a large family called Indo-European. This family stretches from northern India, through the Middle East, to Europe, Russia and Scandinavia. Students will learn the history of this family, charted back to 10,000 BCE in modern Turkey.
Classical Greek is about Ancient Greek culture and history too. Topics will include: Bronze Age Greece, daily life, love and marriage, slavery, theatre, exercise, oratory, religion, mythology, art, philosophy, science, medicine, law, history, the military and democracy. Students will develop intercultural understanding by comparing modern life with a complex and historically influential culture which is the grandparent of our own.

What will students learn to do?

Students will gain skills in linguistic analysis: understanding the components of language, phonology (a language's system of sounds), word formation, syntax and vocabulary. They will understand how language functions as a system by comparing Classical Greek with other languages, primarily with English. Students will begin to understand how languages change over time and are interrelated.
By studying a culture from long ago, but which has heavily influenced many later civilisations including our own, students will learn dispassionate analysis of society and improve their critical thinking.

Cost: $20

CLASSICAL MYTHOLOGY

Course Description

The myths of Ancient Greece and Rome are fascinating in their ingenuity and illogic. They have held our interest for literally thousands of years. They appear in art and literature created three thousand years ago and yesterday, and at all times in between.
We will read original Greek and Latin texts (in English translation), compare Greco-Roman mythology with that of the Norse, of Egypt, of India, of China, of Indigenous Australia, and beyond, find ancient mythology in modern art and literature, and even read some modern scholarship to get at what mythology is all about. Learn these timeless stories, but learn also how they came about and why. Look at the imprint they have left on our own culture and history. See how we still make myths today.

Enjoyment: Acting out role-plays, making short films/animations, visiting museums, hearing guest speakers, undertaking cultural craft and computer activities, and recreating major festivals. We will also write our own myths.

Challenge: Mythology is more than just a collection of stories. Learn to look through the stories to truths about the societies that create them. Rather than just belonging in prehistory, we continue to create myth today. See this process at work and understand its workings. Mythology is core to humanity.

Achievement: Classical Mythology underpins vast amounts of our artistic and literary culture. It is a vital component of Art History, and indispensable for the understanding and analysis of European literature. Other cultures' myths similarly affect their art and literature. Students will learn to use modern scholarship critically to understand mythology.

What will students learn about?

Students will learn the major stories of Greco-Roman mythology. They will analyse them and find parallels and differences in other major myth systems. Myths come about for many different reasons, and fulfill different functions within ancient religion. Students will learn that mythology is a gateway to studying society as a whole.

What will students learn to do?

Students will study myth as a system of belief intertwined with religion. They will learn to identify mythological tropes (common themes), and the influences of mythology on art and literature. They will practise research skills. Students will learn to read modern scholarship (academic papers) critically and write research papers of their own. They will also improve their skills at turning research into a presentation.

Cost: $20

PHYSICAL ACTIVITY & SPORTS STUDIES

Course Description
Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.
Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

What will students learn about?

The course will include modules which are selected from each of the following three areas of study. Modules will differ between alternate years.

Foundations of Physical Activity

- Physical fitness
- Body systems and energy for physical activity
- Fundamentals of movement skill development
- Participating with safety
- Nutrition and physical activity
- Physical activity for health

Physical Activity and Sport in Society

- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity
- Issues in physical activity and sport
- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups

Enhancing Participation and Performance

- Technology, participation and performance
- Enhancing performance – strategies and techniques
- Event management
- Coaching
- Promoting active lifestyles

What will students learn to do?

Throughout the course students will develop skills that enhance their participation in and enjoyment of physical activity. These include:

- working collaboratively with others
- displaying management and planning skills to achieve personal and group goals
- performing movement skills with increasing proficiency
- analysing and appraising information, opinions and observations to inform physical activity and sport decisions.

Cost: $20

DANCE

Course Description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Cost: $25.00

SCIENCE FACULTY

MARINE STUDIES

Course Description

Marine Studies will develop a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments. This course provides a scientific educational context linked to our position on the coast and the opportunity for students to develop the necessary knowledge and skills to use and protect the unique marine ecosystem, and at the same time, communicate their appreciation to the community. They will be involved in both practical and theoretical learning through project development, relating to coastal areas and other water-related environments, as well as water-related enterprises and leisure activities.

What will students learn about?

Students learn about:

- marine and aquatic environments, water safety, general first aid and the maintenance of aquatic equipment
- economic sustainability of aquaculture and marine environments
- the ethical and sustainable use, management and protection of marine environments
- a range of industries and organisations that use, manage and regulate the marine environment
- how to research, experiment and communicate in relation to marine and aquaculture activities.

Students will visit and learn about our local estuarine, coastal and ocean ecosystems.

What will students learn to do?

Water-based activities and a focus on practical investigations are an essential part of this course. There will be several excursions/field trips to marine or estuarine environments and each student will be required to complete a swim test which involves swimming 200m continuously and performing CPR. **It is strongly suggested that students are able to swim comfortably if selecting this course.**

Marine Studies A requires the completion of 1 core subject, and 5 option modules. Learning experiences will be dependent on the option modules chosen by the course coordinator based on class interest. The Marine Studies A course involves Core 1, Dangerous Marine Creatures, Marine Disasters, Maintaining Water Quality, Fish Biology and Fish Harvesting subjects.

Practical experiences that emphasise hands-on activities will occupy a substantial amount of course time. In Marine Studies A, students will visit several local waterways to collect water samples, visit the local beach and waterways for fishing and kayaking and visit the Sydney Aquarium and Maritime Museum.

Cost: $45 plus field trip costs

TECHNOLOGICAL & APPLIED STUDIES FACULTY

GRAPHIC DESIGN

Course Description

The study of Graphic Design develops an understanding of the significance of graphical design and communication as a universal language and the techniques and technologies used to convey ideas and information. Students will learn how to produce graphical presentations that communicate information using a variety of techniques and media.

Students will learn to produce a wide range of images, pictures and drawings and media using industry standard practices. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting and design (CAD). Students will model their designs using the laser cutter and 3D printers. This is a project-based learning course where concepts are integrated in the design and development of practical activities or projects.

What will students learn about?

Graphic Design B: Computer Aided Design (2021)

- Computer-Aided Design (CAD)
- Modelling Laser cutting and 3D printing
- Graphic Design and Communication
- Product modelling and Technical Illustration

Graphic Design A: Product Design & Illustration (2022)

- Drawing & sketching
- Pictorial & Orthogonal Drawing
- Product Drawing and Rendering
- Logos and symbols
- CAD - An introduction
- Perspective Drawing
- Product Modelling - An introduction

What will students learn to do?

Students would develop essential design-thinking skills of observing, empathising, team building, communicating, and analysing in order to imagine and create innovative solutions. The major emphasis of the course is on students actively planning, developing and producing quality graphical presentations using manual and computer-based technologies.
They will also develop an understanding of the use of graphics in industrial, commercial and domestic applications. The course is designed for students who consider careers in Architecture, Product Design, Graphic Design and Furniture Design.

Cost: $60

ENGINEERING

Course Description

Students will be actively involved in the planning, development and construction of projects applying engineering principles. Students will apply engineering theory through a range of practical experiences that occupy the majority of course time.

Engineering is delivered through the NESA endorsed iSTEM course. It provides students with good opportunities to apply their knowledge and skills from Mathematics and Science to solve real-world problems and to develop their critical / creative thinking skills.

What will students learn about?

Engineering B: Alternative Energy and Automation (2021)

- Materials, tools, and engineering principles
- Introduction to Photovoltaic Engineering
- Alternative energy and electronics
- Model solar car challenge
- Control systems and robotics
- Automated system development
- Engineering computer aided design

Engineering A: Mechatronics and Space Exploration (2022)

- Materials, tools and engineering principles
- Introduction to Mechanical Engineering
- Astronomy and space exploration
- Mars Rover challenge
- Rocket design and orbit calculations
- Space habitat design including advanced materials analysis
- Virtual reality VR systems and autonomous drones

What will students learn to do?

Students will learn about engineering materials and their application, and will study a range of engineering equipment, tool and machines used in domestic and industrial applications. Students will also learn about principles & processes used in different disciplines of Engineering such as: civil, mechanical, electronic, control systems and alternative & sustainable energy generation. They will also learn about design and communication and the impact of engineering on society and the environment.

This course provides relevant and engaging opportunities for students who are interested in studying Engineering Studies, Design & Technology, Software Design & Development, Physics, Chemistry and Mathematics in Years 11 & 12.

Cost: $60

CHILD PSYCHOLOGY AND DEVELOPMENT

Course Description

Students will be given a brief overview of issues related to the development of children and the psychology associated with their development from 0-5 years of age. We will investigate strategies required to foster positive growth and development in young children and how they interact through nurturing, safe and challenging environments.

What will Students Learn about?

Child Psychology and Development B (2021) will include:

- Introduction to Developmental Psychology II (extension of the theories explored in Child Psychology and Development A
- Conception to Birth – genetics and pre-natal development
- Family Interactions - their effect on cognitive development
- Media and Technology in childhood - The contribution and the influence of the media and technology on child psychology and development.
- Children and Culture - cultural influences on health and well -being of children.
- Childcare services and career opportunities - exploring their contribution to the social and cognitive development of the child.

Child Psychology and Development A (2022) will include:

- Introduction to Developmental Psychology I
- Newborn care- its influence on the developing infant
- Growth and development (including nature vs nurture)
- Play and the developing child.
- Socialisation – social cognition, discipline and imitation and reinforcement.
- The Diverse needs of children – understanding of diverse needs of children for example; physical disability, intellectual disability, gifted and talented and identify support and resources available to optimise health and well-being.
- Health and Safety in Childhood.
- Career opportunities and related occupations.

Other experiences may include:

Visit childcare centres and have guest speakers to help reinforce content learnt. This course will involve the development of a case study research project of your choosing that fits in with the child psychology unit of study.

What will Students Learn to do?

This course would be useful for students interested in studying in psychology, law (eg. child and family), social work or various health related areas (eg. medicine, nursing). It would also be useful if you deal with young children through extra- curricular activities such as baby-sitting, coaching a team, etc. or even if you are a youth group leader where you require skills and strategies to motivate and encourage young children.

Cost: $40

COMPUTING

Course Description

Students will develop skills in the use of computing technologies and the opportunity to become developers of digital solutions which might be applied to a range of industrial, commercial, domestic and recreational settings. Students will have the opportunity to apply computational, design and thinking skills to develop computer-based solutions from a strong technological base.

Students investigate the role of hardware and software in managing, controlling and securing the movement and access of data in networked systems, and are encouraged to responsibly and ethically use computing technologies and will consider issues related to cyber security, digital footprints and the need to manage the sharing of personal information online

This is a project-based learning course where concepts are integrated in the design and development of practical activities or projects. Integrated Computing is delivered through the Information Software & Technology (IST) syllabus.

What will students learn about?

Integrated Computing B: Software Design (2021)

- Coding using an industry standard language
- Building mechatronics and automated systems
- Creating intelligent systems
- Lego Mindstorms international competition
- Game Development

Integrated Computing A: Applications (2022)

- Connecting people with computers
- Designing for user experience and entertainment
- Modelling with data
- Developing software solutions for business and industry

What will students learn to do?

Students will become increasingly confident, creative, productive and discriminating in the development and use of a range of computing technologies in computing and computer-related industries. In addition, students will develop an understanding of related work environments while developing skills and understanding that equip them for further education, vocational pathways, and leisure and lifestyle activities.

Students will appreciate how computing technologies are used across a range of enterprises, including agriculture, commerce, community organisations, education, engineering, finance, public relations, human resources, entertainment, media and communication.

This course provides relevant and engaging opportunities for students who are interested in studying Software Design & Development in Years 11 & 12.

Cost: $60

ARCHITECTURE

Course Description

This is a course for those students with a passion for architecture, interiors, design or interested in becoming a design professional. Students will learn how to create innovative concepts for buildings and interior design projects, explore spatial, structural and material elements and develop an understanding of the interaction between people and spaces.

The course would include practical activities and projects with students solving problems through drawing, model making and use of computer software and laser cutter.
This is a project-based learning course where concepts are integrated in the design and development of practical activities or projects.

What will Students Learn about?

Architecture B: Designing for Disaster (2021)

- Architectural drawing
- Physical forces
- Natural hazards – assessing risks
- Innovative engineering solutions
- Model making
- Presentation techniques

Architecture A: Architectural Design (2022)

- Architectural drawing
- Landscape design
- Planning an interior/ playground/ café/ tiny house
- Drawing to scale
- Interior styling with colour
- Specifying finishes and furnishings
- Model making
- Presentation techniques

Other experiences may include:

- incursion workshops Australian Centre for Design UTS / Design Centre Enmore
- excursions to Sydney Design Week, UNSW Faculty of the Built Environment

What will Students Learn to do?

Students would develop essential design-thinking skills of observing, empathising, team building, communicating, and analysing in order to imagine and create innovative solutions. Students would work independently and in teams that mimic professional roles, collaboratively developing design solutions for a real-world scenario with links to further study in Interior Design or Architecture at university.

This course provides relevant and engaging opportunities for students who are interested in studying Design & Technology and Engineering Studies in Years 11 & 12.

Cost: $60

TIMBER

Course Description

Learn design and both traditional and modern construction techniques used by skilled woodworkers past and present! This course will enable all students to achieve practical outcomes which will be both functional and aesthetically pleasing, utilising timber as a sustainable resource in a responsible manner. Student-centred, project-based learning opportunities will empower students to take responsibility for their own learning and progression and encourage problem solving and collaboration in the workshop to ensure all projects are completed to a high standard.

This is a project-based learning course where concepts are integrated in the design and development of practical activities or projects. Timber B is delivered through the Design & Technology syllabus.

What will students learn about?

Timber B (2021)

- Timber puzzle
- Jewellery / games box with laser cut marquetry lid

Timber A (2022)

- Small furniture items such as side table or stool
- Turned bowl or small platter

What will Students Learn to do?

Students will learn traditional joinery and turning techniques to design and construct small timber projects using hand and power tools and machinery such as the wood lathe. Modern design and manufacturing tools such as the laser cutter and CNC router will also be used to produce high quality projects. Students will learn about how trees grow, sustainability of timber as a building material, designing projects for maximum strength and longevity, practical skills and finishing techniques.

This course provides relevant and engaging opportunities for students who are interested in studying Design & Technology in Years 11 & 12.

Cost: $60

FILM & VIDEO

Course Description

Students will be trained and equipped to produce a short film. In the process students will develop their creative expression, project management, and skills in film production and editing technologies. By successfully completing this course students will be given authentic insight into the entertainment industry and the career possibilities it offers. Students will also gain relevant and useful skills if pursuing design, film or digital media courses after high school.

This is a project-based learning course where concepts are integrated in the design and development of practical activities or projects. Film and Video B is delivered through the Design & Technology syllabus.

What will Students Learn about?

Film and Video B (2021)

- Screen writing, script writing & story boarding
- Sound and video production and editing
- Cinematography
- Film production
- Chromakey (Green Screen)
- Projects to promote global, social, ethical & environmental issues

Film and Video A (2022)

- Screen writing, script writing & story boarding
- Sound and video production and editing
- Cinematography
- Digital photography- Photoshop
- Directing a film production
- Film advertising campaign
- Project based Learning – TropFest
- Mini projects – film posters
- Excursions to highly acclaimed Animal Logic

What will Students Learn to do?

There's already a societal and cultural expectation that students are literate in the production of digital media and of, specifically, film. This is currently demonstrated by the many video competition opportunities running for school students across a range of subjects.

This course provides relevant and engaging opportunities for students who are interested in studying Design & Technology in Years 11 & 12.

Cost: $60

FASHION DESIGN

Course Description

This course offers students the opportunity to explore the relationship between cultural innovation and the impact of historical and contemporary fashion cultures. Students will explore a range of experimental fashion and textile techniques such as pattern making, fashion illustration, dyeing, and embroidery, upcycling, to create both original fashion and costume garments. Students will market their fashion garments digitally in a portfolio and exhibit to the school community.

This is a project-based learning course where concepts are integrated in the design and development of practical activities or projects. Textiles is delivered through the Textiles Technology syllabus.

What will Students Learn about?

Textiles B: Fashion and Textile Art (2021)

- Costume design for film and television
- Textile art, embroidery
- Design elements and principles
- Upcycling, recycling fashion and textiles
- Experimental design

Textiles A: Fashion Design (2022) will include:

- Contemporary textiles technology
- Fashion design hands on
- Sustainable and ethical design
- Fashion Illustration
- Fashion advertising & communication (blogging/fashion shoots)
- Designing a sustainable garment from recycled materials

Other experiences may include:

- Excursion to Enmore TAFE, Costume Fashion Show
- Excursions to The Powerhouse Museum, contemporary designer's exhibitions
- Competitions relevant to topic with established criteria and time entry i.e. 'Wool for Schools' competition

What will Students Learn to do?

Students would research the global world of fashion & textiles and the impact of social media on contemporary design. Students would investigate ethical, sustainability and environmental issues through designing and producing fashion & textiles garments. They would also study specific design criteria and the cultural and historical influences of design.

Cost: $60

FOOD TECHNOLOGY

Course Description

Students will develop a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns.

Students will also learn the importance of hygiene and safe working practices and legislation in the production of food. Food-specific skills will be applied in a range of contexts enabling Students to produce quality food products. An opportunity to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences is also provided.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

Food Technology B (2021)

- Food in Australia
- Food selection and health
- Food for special occasions
- Food trends

Food Technology A (2022)

- Food service, catering and for special occasions
- Food for special needs
- Food equity
- Food product development

What will students learn to do?

The major emphasis is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food for enjoyment and good health.

Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. Students will learn to select and use appropriate ingredients, methods and equipment safely and competently.

This course provides relevant and engaging opportunities for students who are interested in studying Food Technology in Years 11 & 12.

Cost: $80

ACCELERATED 2 UNIT HSC
INFORMATION PROCESSES AND TECHNOLOGY

Course Description

This is our accelerated learning HSC course in Information Processes and Technology (IPT) studied in Year 9 and 10 which is **designed for gifted and talented Information Technology students** to maximise their potential in the HSC. IPT (Accelerated) is a unique program designed to offer students the opportunity to undertake the Preliminary and HSC courses in IPT in Stage 5, Years 9 & 10. This is an HSC course that provides two units towards the HSC credential in Year 12.

Completing this HSC course in Year 10 also gives students the opportunity to select Software Design & Technology in Stage 6, maximising their Information and Communication Technology learning.

The IPT (Accelerated) program leads to the opportunity to enrol in **first year university Computing Science units through the UNSW COMP1917 program** in Year 11.

IPT is the study of computer-based information systems. It focuses on processes performed by these systems and the information technology that supports those processes. Students will have the opportunity to apply their learning to practical projects in Web Design, Multimedia products, eCommerce systems and Animation.

What will students learn about?

Preliminary Course (Year 9 2021)

- Intro to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

HSC Course (Year 10 2022)

- Project Management
- Information Systems and Databases
- Communication Systems
- **Options:**
    - Decision Support Systems
    - Multimedia

What will students learn to do?

Through this course, students will gain knowledge and skills of the key concepts of interactive information and systems through the study of current and emerging information technologies. The social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright are considered.

Students will gain communication, teamwork and project management skills needed to develop an information systems solution appropriate to users' needs.

NOTE: Students **cannot** select both **Integrated Computing** and Information Processes & Technology (Accelerated) as separate electives in Year 9.

Cost: $60

ACCELERATED 2 UNIT HSC INVESTIGATING SCIENCE

Course Description

The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. The course complements the work done in Stage 5 Science and Stage 6 Biology, Chemistry and Physics and will provide opportunities for students to develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. Investigating Science encourages the development of a range of capabilities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape.

The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

As this is an accelerated HSC course, students must have performed at a high level in Stage 4 Science and must have demonstrated a strong understanding of the Stage 5 skills. Students must possess well developed organisational skills, and have demonstrated a commitment to their own learning.

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any TWO other HSC science course(s) studies in Yr 11 and 12. Students studying Investigating Science may also elect to study Science Extension in Year 12.
IMPORTANT: Students may only study a maximum of six units of Year 11 Science courses and seven units of Year 12 Science to satisfy pattern of study requirements for the HSC.

What will students learn about?

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 11 course consists of four modules:

Module 1 Cause and Effect – Observing, Module 2 Cause and Effect – Inferences and Generalisations, Module 3 Scientific Models and Module 4 Theories and Laws

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

The Year 12 course consists of four modules:

Module 5 Scientific Investigations, Module 6 Technologies, Module 7 Fact or Fallacy? and

Module 8 Science and Society

The course promotes interdisciplinary science, by allowing students to investigate a wide range of STEM concepts in depth. Students will examine the relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

What will students learn to do?
In this course students and teacher can select content from any scientific discipline to develop skills in Science. These skills lay the foundation for all Stage 6 Science courses. Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

Cost: $15

ACCELERATED 2 UNIT HSC
MATHEMATICS ADVANCED and EXTENSION 1

Students will complete the Stage 5 Mathematics course (Year 9 and Year 10 content) in Year 9. Year 9 have six periods of mandatory Mathematics lessons per cycle. This, combined with the Accelerated Mathematics elective (an additional four periods per cycle) will enable two years of content to be covered in one year.

Students will begin the combined Stage 6 Mathematics Advanced and Mathematics Extension course in Year 10, completing the Preliminary course in Year 10 and the HSC course and HSC examination in Year 11.

Course Description:

- The Mathematics Extension 1 Preliminary course includes the Mathematics Advanced Preliminary course. The Mathematics Extension 1 HSC course includes the Mathematics Advanced HSC course

The study of Mathematics Advanced and Extension 1

- Enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- Provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- Provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

What will students learn?

Mathematics Advanced:

Year 11	HSC
Topic: Functions **Topic: Trigonometric Functions** **Topic: Calculus** **Topic: Exponential & Logarithmic Functions** **Topic: Statistical Analysis**	**Topic: Functions** **Topic: Trigonometric Functions** **Topic: Calculus** **Topic: Financial Mathematics** **Topic: Statistical Analysis**

Mathematics Extension 1:

Year 11	HSC
Topic: Functions **Topic: Trigonometric Functions Identities** **Topic: Calculus** **Topic: Combinatorics**	**Topic: Proof** **Topic: Vectors** **Topic: Trigonometric Functions** **Topic: Calculus** **Topic: Statistical Analysis**

Individual Learning Plan

Accelerated Stage 6 Study

Name: _____ Year:_____

Intended Accelerated Course: _____

I undertake to:

- ❒ Manage my time appropriately so that other courses are not neglected
- ❒ Break down project/research work into manageable stages
- ❒ Balance my study and co-curricular activities
- ❒ Work consistently and regularly
- ❒ I agree to attend classes outside normal school hours

I understand that:

- ❒ I am expected to achieve a Band 6/E4 at the HSC in this course
- ❒ If I fail to meet my obligations for acceleration, I may be withdrawn from the course by the Principal.

Why I want to do this course:

_____

_____

_____

_____

_____

My understanding of the aims and benefits of accelerating in the course:

_____

_____

_____

_____

My ATAR Target/Tertiary Study and Intentions:

_____

_____

_____

_____

_____

What I understand are potential issues I might encounter if I accelerate in a subject and how I plan to minimise any issues faced:

_____

_____

_____

_____

_____

What I plan to do with my time if I complete a HSC subject in Yr 10 or 11:

_____

_____

_____

_____

_____

Student declaration:

❒ I agree to undertake the necessary research/project study to excel in the course

❒ I agree to undertake the necessary vacation work to excel in the course

Student: _____

Signed: _____

Parent declaration:

I have discussed the proposed pattern of study in Years 11 and 12 with my child and give my permission for my child to participate in this accelerated Stage 6 subject course.

Parent/Guardian (Name): _____

Signature: _____

Date: ____ / ____ / ____

Please note, this is an expression of interest to undertake an accelerated subject only. It does not guarantee the course will run or entry into the course. The Head Teacher of the faculty will review marks, speak to class teachers, interview the student and may require an additional entrance assessment before permission to accelerate is granted.