

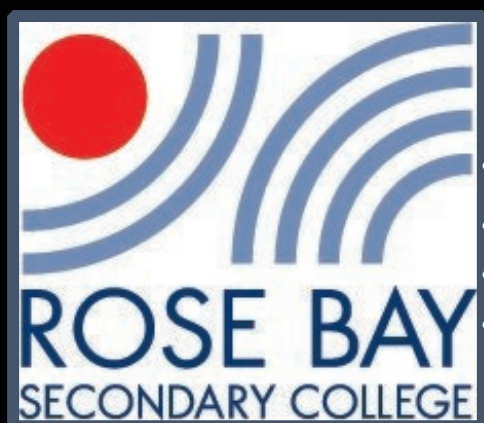
Rose Bay Secondary College

Stage 5 Curriculum

2025-2026

Year 9

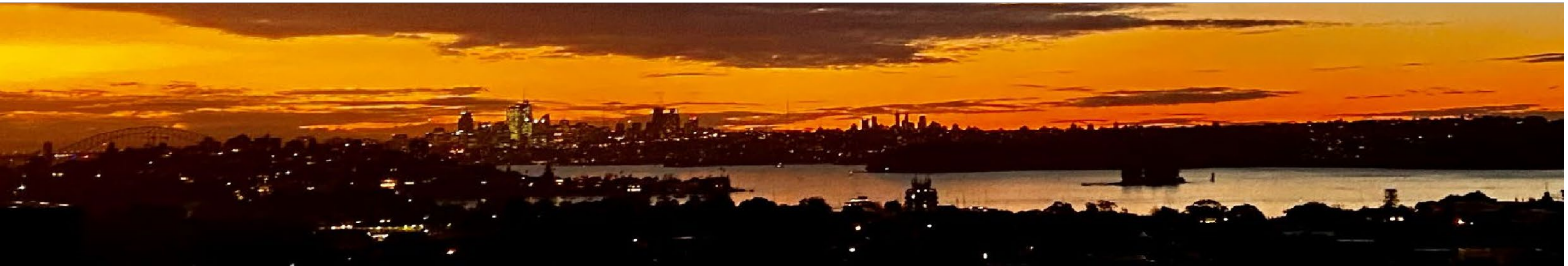
Year 10



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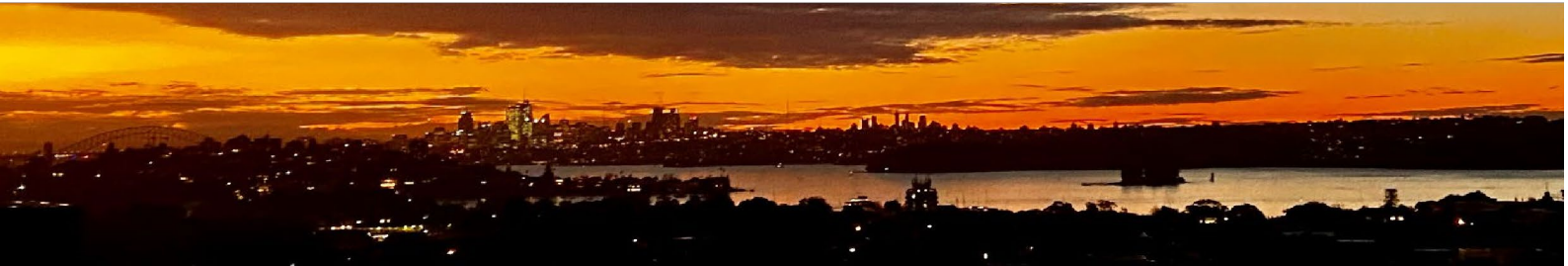
Education



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Welcome to Stage 5 of Your Academic Journey

Students and parents have come a long way in their schooling, from Kindergarten, Stage 1 (years 1 & 2), Stage 2 (years 3 & 4), Stage 3 (years 5 & 6), Stage 4 (years 7 & 8) and now here you are about to commence Stage 5 (Years 9 & 10).

The Importance of Stage 5 – Years 9 and 10

As you are aware in 2011, the NSW government announced the end of the Year 10 School Certificate accreditation. This means that Year 10 students no longer sit for external state-wide tests in English-literacy, Mathematics, Science, History, Geography and Computer Skills. The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12. This means that school-based assessment of student learning and achievement has never been more valued and meaningful. Years 9 and 10 is an excellent 'training ground' for students to develop their academic skills and capabilities in on-going performance based assessment of learning, a practice which mirrors that of the HSC. The Stage 5 curriculum, the knowledge and skills that students are expected to develop during Years 9 and 10, remain critically important for successful transition to Stage 6 senior education. Students at risk of not meeting the requirements of Stage 5 course will be issued an N-Warning Letter. NESA requires two warnings for a student in order for a Non-Completion or 'N' Determination to be made.

The School Leaving Age

All students must complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling, or
- in approved education or training (e.g. TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

What is different about Stage 5 (Years 9 & 10) from all the other stages of learning?

In Years 9 and 10, for the first time, students will have greater choice in what courses they want to study – the courses which allow for choice are called 'electives'. At RBSC, students choose electives from a wide variety of courses. Students will study these electives for the next 2 years, ie in year 9 and year 10.

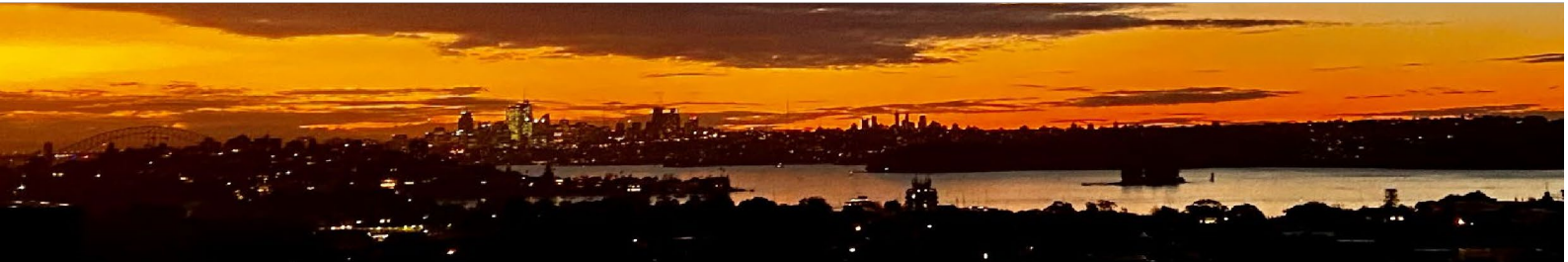


What is the same about Stage 5 (Years 9 & 10)?

Students must satisfactorily complete the mandatory courses of English, Mathematics, Science, History, Geography and PDHPE.

Stage 5 Curriculum (Years 9 and 10)

Key Learning Area	Mandatory Courses	Elective Courses
English	All students must study English	
Mathematics	All students must study Mathematics	
Science	All students must study Science	Marine Science
Human Society and it's Environment (HSIE)	All students must study History and Geography	Commerce Geography Elective History Elective Philosophy (will not show in the student's Record of School Achievement)
Personal Development, Health and Physical Education (PDHPE)	All students must study PDHPE	Physical Activity and Sports Studies
Creative and Performing Arts		Dance Drama Music Photographic and Digital Media-Moving Images Photographic and Digital Media- Still Images Visual Arts Visual Design
Languages		French, (other languages can be studied at either the Saturday School of Community Languages or the NSW School of Languages)
Technological and Applied Studies (TAS)		Food Technology Graphics Technology Industrial Technology -Timber Information and Software



Curriculum Structure

Course	Year 9	Year 10	NESA accreditation
English	8 periods / cycle	8 periods / cycle	200 hours
Mathematics	8 periods / cycle	8 periods / cycle	200 hours
Science	7 periods / cycle	7 periods / cycle	200 hours
History	3 periods/cycle/semester	3 periods / cycle	100 hours
Geography	3 periods/cycle/semester	3 periods / cycle	100 hours
PDHPE	5 periods / cycle	5 periods / cycle	100 hours
Elective 1	6 periods / cycle	6 periods / cycle	200 hours
Elective 2	6 periods / cycle	6 periods / cycle	

Life Skills Eligibility

For most students with special education needs, the regular course outcomes and content in the Years 7–10 NESA and NESA Endorsed courses will be appropriate.

For a small percentage of students with special education needs, in particular for those students with an intellectual disability, it may be determined that the regular outcomes and content in one or more NESA or NESA Endorsed courses are not appropriate. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program.

A decision to allow a student to undertake Life Skills outcomes and content in one or more Years 7–10 courses is made collaboratively with the student, parents/carers and the school. Information about collaborative curriculum planning is available at ACE 3004 Collaborative curriculum planning. NESA expects that the majority of students who undertake Life Skills outcomes and content in one or more Years 7–10 courses will be students with an intellectual disability.

The appropriate timing of the decision to access Life Skills outcomes and content in Years 7–10 course will be determined by the needs of the individual student and the collaborative planning process.

Schools are not required to seek permission for students to access courses based on Life Skills outcomes and content or submit planning documentation to NESA. Life Skills Syllabi can be accessed on the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include adjustments at a school level for course work and/or assessment tasks.

Advice for Students When Choosing Elective Courses

Deciding which elective courses to study for Years 9 and 10 is extremely important. The main factors to consider are:

- Your abilities and strengths – what courses in Years 7 and 8 were you good at?
- Your interests – what types of courses are you really interested in?
- Your goals for the future – what courses would I like to study for my HSC? To be successful in the HSC what courses will I need to study in Years 9 and 10?

It is **NOT ADVISABLE** to base your elective course selection on:

- Friends: Your friends often have different abilities, interests and motivations.
- Teachers: Don't select a course because your favourite teacher may be teaching it. There is absolutely no guarantee that they will be.

Further Information for Parents

The Parents Page on the NESA website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home> contains more information that might be useful to parents. It has links to descriptions of all the revised syllabuses, the syllabuses in full, support documents. This page also has information on the K–6 curriculum and the HSC, and the contact details of the peak school parent organisations in NSW.



ENGLISH

Course Description - Mandatory

English is the enabling language for all subjects and as such is compulsory for all students. Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In Stage 5, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Links to HSC courses

The achievement of Stage 5 outcomes prepares students to study the compulsory minimum of 2 units of English in Stage 6. Students choose either English Standard, English Advanced, English Studies or EAL/D (English as an Additional Language or Dialect). Students who excel in the study of English may also choose the additional English Extension 1 in Year 11 and 12 and English Extension 2 in Year 12, both of which are 1 unit courses.

What will students learn about?

Across Stage 5, students will work towards course outcomes through close reading, listening to or viewing the following:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts (including at least one Shakespeare play in Stage 5)
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experiences of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences
- a range of cultural, social and gender perspectives, including from popular and youth cultures
- texts chosen by students for personal interest and enjoyment.

By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

What will students learn to do?

The aim of English in Stage 5 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Course Requirements

Students will be assessed formatively throughout the course including class discussion, class work and group tasks.

Summative assessments reflect the range of tasks undertaken in Stage 6, including take-home tasks, class tasks and under examination conditions. Academic grading and ranking will be based on these results.

MATHEMATICS

Course Description

Mathematics is a mandatory course, divided into different parallel pathways leading to Stage 6 Mathematics. At the completion of the Year 8 mathematics course, students are assigned to classes according to their level of demonstrated understanding, taking into consideration all assessment procedures. All students complete the Core Mathematics focus area and sit the Core assessments. Students will follow different Paths, depending on their progress through the Core outcomes. The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to create pathways for students working towards Stage 6. Transition between pathways is possible throughout Stage 5 at Semester junctions, facilitated by the head teacher via a rigorous data analysis process.

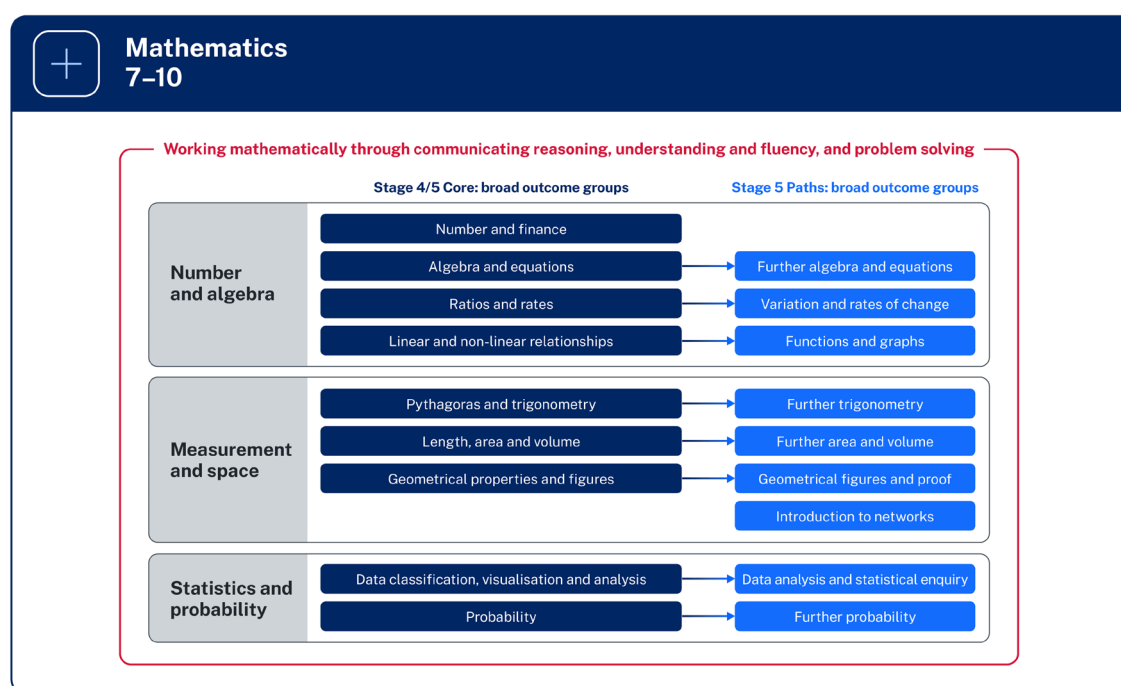
Links to HSC courses

Stage 5 contains 41 Focus Areas, used to create different parallel 'Paths' of mathematics in Year 9 and 10.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes can consider Mathematics Standard 1.

The Mathematics Standard Path provides further links to Stage 6 Standard Mathematics. Similarly, the Advanced Path links to HSC Advanced Mathematics. The Extension Path links to HSC Extension Mathematics, for those students who have completed the Advanced pathway.

What will students learn about?

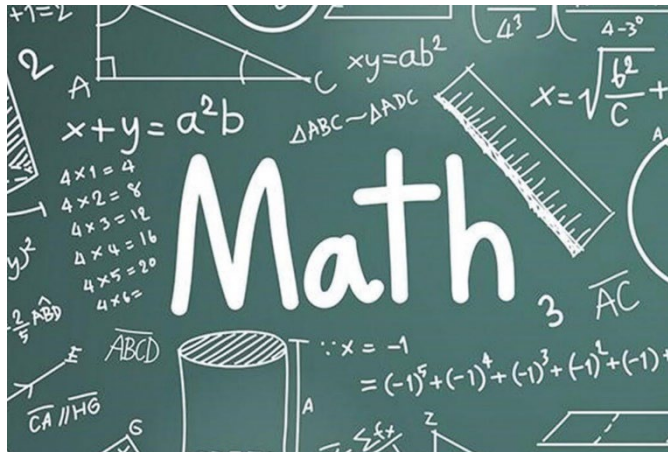


Course requirements

Students are assessed on a regular basis by class tests, common examinations and set tasks.

Required Equipment

All students are required to have a scientific calculator in class. Your classroom teacher can advise on Board-approved calculators.



SCIENCE

Course Description

Science is a mandatory course that is studied substantially in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. Science provides a distinctive way of thinking about the world. The study of Science has led to an evolving body of knowledge organized as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that Science provides explanations for a variety of phenomena and enables sense to be made of the biological, physical and technological world. An understanding of Science and its social and cultural contexts provides a basis for future choices and ethical decisions about local and global applications and implications of Science.



The aim of Science in Years 7-10 is to engage students in a range of learning experiences that build on prior learning which are set in meaningful and relevant contexts so that they are led to a more scientific understanding of their world and the way that scientists work. Through inquiry and investigation, students develop a deeper appreciation of scientific endeavour, of Science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas.

Links to HSC courses

The knowledge and skills gained in this subject allow students to pursue further study in Years 11 and 12 in:

Earth and Environmental

Biology

Chemistry

Physics

Investigating Science

Extension Science

What will students learn about?

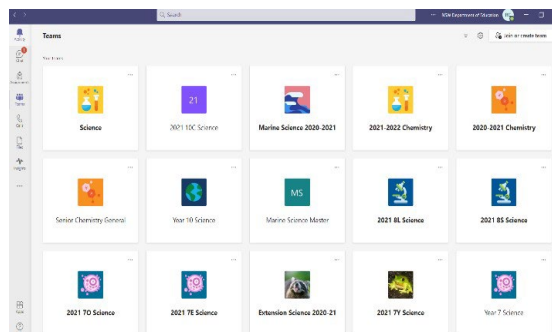


Through the study of Science, students investigate phenomena that occur over a range of scales, from the subatomic to the cosmological, from events that take place almost instantaneously to processes occurring over billions of years, from the origins of the universe to contemporary phenomena. As an important part of their Science education students examine the historical and ongoing

contributions of Australian scientists to international scientific research. The students examine the impact on their lives of scientific knowledge and its application to their communities and surroundings. This study enables students to become independent learners and promotes their development of informed attitudes towards Science and the environment.

Course Requirements

Students are assessed on an ongoing basis in areas such as group work participation, classroom discussions, designing and conducting experiments as well as through engagement with Microsoft Teams. Formal assessments include assignments, topic tests, practical skills test, common tests and half yearly and yearly examinations.



Course fees

There are no set course fees. From time to time, excursions are organised to enrich and extend students and parents will be informed of the costs associated with these activities.





HISTORY

Course Description

Mandatory History has been designed to provide students with study of the history of the making of the modern world from 1750 to the present day. Students will also develop the skills required for the effective study of History. History is studied for 8 periods per cycle in either semester 1 or 2 in Year 9. Year 10 students study History for 5 periods across the whole year.

The aim of History is to stimulate student interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

Links to HSC courses

History is relevant to the study of a range of HSC courses including; Modern and Ancient History, Society and Culture, Studies of Religion, Aboriginal Studies, Legal Studies, Business Studies, Geography and Economics.

What will students learn about?

Students will develop knowledge and understanding of significant developments in Australia's 20th century social, political and cultural history. This will include continuity and change in Australia's international relationships and an investigation of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. Students will also undertake a study of Australia's Social and Cultural History, this includes a decade study of the 1960s and Australia's involvement in the Vietnam War. Through this, students will value and appreciate history as a study of human experience and the contribution of past and present peoples to our shared heritage, creating the opportunity to develop a lifelong interest and enthusiasm for history. This provides the opportunity to contribute to a just society through informed citizenship.

Year 9 Topics: The Making of the Modern World including Progressive Ideas and Movements and Australia's Involvement in World War I and World War II

Year 10 Topics: The Modern World and Australia including The Changing Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples and Civil Rights in America. Students then learn about Australia's role in the Globalised World with a focus on Popular Culture

What will students learn to do?

The mandatory history course develops the skills to undertake the process of historical inquiry, including researching and investigating a topic and source analysis, to facilitate student understanding of the nature of history as reflecting differing perspectives and viewpoints. Students also develop skills in communicating their understanding of history in written, oral or graphic forms.

Course fees

Nil

GEOGRAPHY

Course Description



Stage 5 Geography incorporates learning related to processes that change features and characteristics of places and environments over time. Students analyse the interconnections between people, places and environments and global differences in human wellbeing. The study of Geography develops a wide range of skills such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork (excursion – see photos).

Links to HSC Courses

- Ancient History
- Economics
- Modern History
- Business Studies
- Geography
- Legal Studies
- History
- Society and Culture
- Studies of Religion



What will students learn about?

Sustainable Biomes – Students examine the physical characteristics and productivity of biomes.

Changing Places – Students examine the patterns and trends in population movements and the increasing urbanisation of countries.

Year 10:

Environmental Management and Change – Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability.

Human Wellbeing – Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries.



What will students learn to do?

- explains the diverse features and characteristics of a range of places and environments
- explains processes and influences that form and transform places and environments
- analyses the effect of interactions and connections between people, places and environments
- accounts for perspectives of people and organisations on a range of geographical issues
- assesses management strategies for environments for their sustainability
- analyses differences in human wellbeing and ways to improve human wellbeing
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- communicates geographical information to a range of audiences using a variety of strategies



Course requirements

Students will be required to participate in a range of assessment activities including: Inquiry-based research assignments and projects, fieldwork activities and presentations.

Course fees

There are no set course fees. However, excursions are organised to enrich and extend students and parents will be informed of the costs associated with these activities.

A vibrant banner at the top of the page features the letters 'PDHPE' in large, white, bold font. Behind the text, there are silhouettes of three people running across a field. The background is a warm, golden-yellow gradient with stylized orange and red leaves or petals floating in the air. The overall theme is health, movement, and vitality.

PDHPE

Course Description

PDHPE is a mandatory course that is studied substantially in each of Year 7-10 with at least 300 hours to be completed by the end of Year 10.

Links to HSC courses.

Studies in PDHPE provide an excellent foundation for further study in the Preliminary and HSC courses

- 2 Unit Personal Development, Health and Physical Education (PDHPE)
- 2 Unit Community and Family Studies (CAFS)
- 2 Unit Sport, Lifestyle and Recreation (SLR)

What will students learn about?

Learning in PDHPE develops students' knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. Learning in PDHPE also significantly contributes to students' health and wellbeing through the development of personal values based on an understanding of ethical and spiritual considerations. The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in managing their own health. Through learning in PDHPE, students have opportunities to develop personal coping strategies for everyday life. The knowledge, understanding and skills developed provide a foundation for a wide range of study pathways beyond school and also have applications in a number of vocational areas.

What will students learn to do?

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity.

Course Requirements

Student will be assessed in the following ways:

- | | |
|-------------------|--|
| • Movement tasks | • Examinations and tests (written and practical) |
| • Presentations | • Projects |
| • Group work | • Self-assessment |
| • Written reports | • Peer assessment |

Course fees

From time to time seminars and/or excursions are organised to enrich and extend the students learning.



Electives

SOCIAL SCIENCES

COMMERCE

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Links to HSC courses

Studies in Commerce provide an excellent foundation for further study in Years 11 and 12.

- Business Studies
- Economics
- Legal Studies
- Geography

What will students learn about?

Core study

Each Core Study topic should be 20–25 indicative hours.

Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures, and Law, Society and Political Involvement.

Options

Each Option topic should be 15–25 indicative hours

Our Economy, Investing, Promoting and Selling, Running a Business, Law in Action, Travel, Towards Independence and/or School-developed Option.



What will students learn to do?

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies. In examining these, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Course Requirements

Students will be required to participate in a range of assessment activities including: inquiry-based research assignments and projects, problem solving and simulation activities, practical activities, fieldwork activities and presentations.

Course fees – There are no set course fees. However, incursions/excursions are organised to enrich and extend students and parents will be informed of the costs associated with these activities.



GEOGRAPHY ELECTIVE

The Geography Elective course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth of study through a range of flexible approaches.

Links to HSC courses

Studies in Geography provide an excellent foundation for further study in Years 11 and 12.

[Ancient History](#) [Business Studies](#) [Economics](#) [Geography Extension](#) [Legal Studies](#)

[History](#)

[Modern History](#)

[Society and Culture](#)

[Studies of Religion](#)

What will students learn about?

In Year 9:

Physical Geography: The geographical processes that form and transform the physical world. The content provides opportunities for students to investigate learning across the curriculum content including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability

Global Citizenship: The role of informed, responsible and active global citizenship. Students will select one environmental, social or economic challenge at a global scale in which Australians play a global citizenship role. **In Year 10:**

Oceanography: The features and importance of the world's oceans and issues associated with them. This includes a field trip, whale watching off the coast of Sydney Harbour.

Australia's Neighbours: We will research ONE country in the Asia-Pacific region and look at its population, settlement, economy and international relations.

What will students learn to do?

The study of Geography Elective 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. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Course Requirements

Students will be required to participate in a range of assessment activities including:

Inquiry-based research assignments and projects, fieldwork activities and presentations.

Course fees- There are no set course fees. However, incursions/excursions are organised to enrich and extend students and parents will be informed of the costs associated with these activities.



HUMANITIES

HISTORY ELECTIVE

Course Description

Elective History provides students with an understanding of the construction of history through a series of ancient, medieval and modern societies and case studies. Students will also develop the skills required for the effective study of History.

The aim of history is to stimulate student interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

Links to HSC courses

Elective History is relevant to the study of a range of HSC courses including; modern and ancient history, society and culture, studies of religion, aboriginal studies, legal studies, business studies, geography and economics.

What Will Students Learn About?

Students will develop knowledge and understanding of past societies and historical periods. This will include an opportunity to study in depth the major features of ancient, medieval and modern societies, with an emphasis on historical causation and continuity and change.

Thematic studies offer the opportunity to enjoy the study of history for its intrinsic interest. Embedded within these units will be an emphasis on the construction of history, the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Students will undertake thematic studies, these may include; Myth and Legend, Great Killers in History and Historical Mysteries, Warfare and Terrorism, Great Dictators and Crime and Punishment. There may also be the opportunity to follow aspects of the Big History course. Big History examines our past, explains our present, and imagines our future. It is an idea that arose from a desire to go beyond specialised and self-contained fields of study to grasp history as a whole.

What will students learn to do?

The elective history course develops the skills to undertake the process of historical inquiry, including researching and investigating a topic and analysis of increasingly sophisticated sources, to facilitate student understanding of the nature of history as reflecting differing perspectives and viewpoints and foster student assessment of these. Students also develop skills in communicating their understanding of history in written, oral or graphic forms. This will include an emphasis on constructing arguments supported by evidence through writing evaluative essays and debate.

Through historical study, students will value and appreciate history as a study of human experience and the contribution of past and present peoples to our shared heritage, creating the opportunity to develop a lifelong interest and enthusiasm for history. This provides the opportunity to contribute to a just society through informed citizenship.

Course fees –

Nil



FRENCH

What will students learn about in French?

Stephen Wurm, former member of United Nations Assembly: “Multilingual people have access to a much larger volume of knowledge and, being used to switching languages, they have more flexible minds. They are less rigid in their attitudes and tend to be more tolerant, less hostile to the unknown and more inclined to regard other people’s cultural practices as acceptable and to be respected. They also have a greater ability than monolinguals to learn something entirely new, to fit into novel situations without trauma, and to understand different sides of a problem.”

Year 9 Course Content

The Year 9-10 French course extends and develops further students’ skills and knowledge acquired in Year 7. It aims, through the study of a range of topics, to enable students to:

- understand everyday French spoken at normal speed
- speak French and communicate effectively and at ever more complex levels in real life and simulated situations
- develop their capacity to read and understand French text of increasing complexity
- write in French in a range of text types such as messages, e-mails and letters
- gain greater precision in their use of French in both speech and writing
- acquire a broad and rich knowledge of vocabulary and idiom
- gain an understanding of French speaking cultures through their study of the language, and also an understanding of the interdependence of language and culture, thereby increasing their capacity to reflect on their own cultural heritage.
- increase their awareness of the nature of language
- make linguistic connections, particularly between English and French, and use this as a tool to facilitate their language learning
- develop their general literacy skills, thinking skills and creativity

What will students learn to do in French?

In Year 9, French students will learn to understand the main ideas and supporting detail in spoken and written texts and respond appropriately. The students will also learn to express own ideas in writing and communicate in familiar situation applying a range of linguistic structures and vocabulary and demonstrate accuracy in spelling and punctuation as well as knowledge of key features of the culture of French-speaking community.

Homework expectations for all Year 9 students in French?

Language students are expected to complete homework on a regular basis as an integral part of their studies.



PHILOSOPHY

N.B. Philosophy is a NSW Department of Education approved elective course that will allow students to meet the requirements of Year 9 and 10 but it will not appear on the student's Record of School Achievement ROSA.

Course description

Philosophical thought shapes what people think, value, and how they engage with others and the world around them. Philosophy is concerned with questions of ethics, knowledge, aesthetics and reality. It seeks to shed light on life's big issues, such as the nature of reality, how we should live and what it means to be human. Philosophy also grapples with the problems that lie at the foundation of issues of public debate such as artificial intelligence, human rights and freedom of speech.

In this course, students are actively engaged in exploring authentic ethical, social and political dilemmas in philosophy. They are challenged to think rigorously and discuss these issues in communities of inquiry. This engagement in philosophical discussion encourages students to think creatively, critically and collaboratively. This course will give students a basic orientation to what philosophy is and explain the ideas and arguments that have been developed over the centuries by great thinkers from Socrates to Sartre including names like Plato, Aristotle, David Hume, Descartes, Hobbes, Kant and Nietzsche.

Students engage with and attempt to answer some of the fundamental questions of human existence: Can we really know anything? What is the good? Is lying always wrong? Are we actually free? Are we just bodies, or do we have souls? Is time travel possible? Is there a God or an afterlife?

Links to HSC courses

Upon satisfactory completion of this course students will be provided with the background knowledge necessary to succeed in Year 11 and 12 HSC English Advanced, English Ext 1 and 2, Legal Studies, Ancient History, Modern History, Society and culture and Visual Arts courses.

What students will learn about?

Students will be introduced to major areas of philosophy such as Metaphysics, Epistemology, Ethics and Aesthetics and learn about inductive and deductive reasoning and philosophical concepts of Reality, Mind, God, Time, Truth, Knowledge, Belief, Morality, Love, Beauty and Justice as well as the history and development of this philosophical ideas. Also students will learn about the relationship between answers to philosophical questions and contemporary critical issues teenagers face.

What students will learn to do?

Students will learn to think independently, logically and critically and to articulate, examine and question ideas that they find puzzling and intriguing.

Also students will learn how to develop philosophical arguments, explore philosophical concepts, apply knowledge of lives and works of great philosophers to their own arguments, examine, analyse and discuss philosophical theories, interpret literary and visual texts in relation to philosophical theories, explain the impact made by the development of philosophical ideas on our society, construct and apply "Thought experiments" as a method of philosophical inquiry, use philosophical terminology, formulate their stances on social, political and moral issues, identify arguments for and against different philosophical theories, value and appreciate philosophy as a pursuit of understanding of human existence and the universe, assess the impact of the development of philosophical ideas in shaping the modern world and to become independent critical thinkers. **NB: As this course is an academically challenging one, students who select this course are expected to have an average of A/B in core school subjects.**

MARINE SCIENCE

Course Description

Marine Science provides students with an understanding of marine environments and their inhabitants. It emphasises the importance of our oceans to all of life on Earth, and investigates the sustainable use, and protection of all marine ecosystems. This course relies on effective student collaboration and first hand research to develop an understanding of the rich and diverse range of marine life and its importance to humans. This science-based course uses experimentation, observation and data collection to critically evaluate aspects of the marine environment. It gives students an opportunity to develop the necessary knowledge and skills to use, appreciate, explore and protect the marine ecosystems. It is a course best suited to individuals who enjoy science and are willing to work independently when conducting data analysis and research tasks.



Zooplankton: primary consumers in the marine food web

Links to HSC courses

The skills gained in this elective will be beneficial if a student is interested in the following HSC courses:

- Earth and Environmental Science
- Chemistry
- Biology
- Investigating Science

What will students learn about?

Students will learn about marine and aquatic environments on a local and global scale through research, experimentation and firsthand investigations in local ecosystems. Students will deepen their knowledge and skills in using the scientific method and investigate concepts such as:

- The safe, ethical and socially conscious use of marine environments.
- The geological, chemical and physical nature of oceans on a local and global scale.
- The evolution, biology, physiology and behaviour of a range of marine organisms.
- The ecology of local and global marine habitats.
- The life importance of planktonic organisms in our oceans
- Aquaculture and its implications.
- The sustainable use of our marine resources and the impacts humans are having on these resources



Three different species of urchin that were found during an ecological study of Bottle and Glass Rocks



What will students learn to do?

Students will learn a number of practical skills necessary for the marine course such as the marine safety and first aid as well as skills in caring for live organisms such as fish and crustaceans. Students will conduct regular field trips to local marine environments in which they will learn a number of techniques to collect scientific data which they will then learn to analyse and report on back at school.

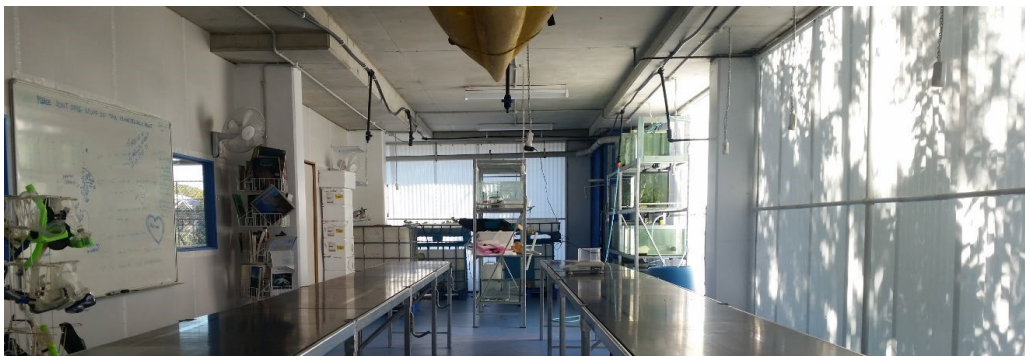


Course Requirements

Students are assessed in areas such as risk assessments, report writing, group participation, fieldwork activities, designing and conducting experiments, problem solving activities and projects.

Course Fees

There will be a charge of \$50 per student. As this subject has a practical aspect, excursions will be organised from time to time to enrich and extend students and parents will be informed of the costs associated with these activities.



The Marine Laboratory



Aquaponics tank, growing strawberries and silver perch



Yabby tanks situated in the marine lab to test growth rate throughout the year

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

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.

Links to HSC courses

Studies in this course provide an excellent foundation for further study in the Preliminary and HSC courses, Personal Development, Health and Physical Education, Sports Coaching (VET), Sports Lifestyle and Recreation (SLR) and can also assist in certain career pathways.

What will students learn about?

The subject is both theoretical and practical in its nature. The PDHPE Faculty at RBSC has developed an extensive Scope and Sequence of units that offer a vast array of differentiated learning experiences aimed to develop students' skills, knowledge and understanding. These units draw their content from three broad areas of study as dictated by NESA. The units are also designed to extend the develop students' skills, knowledge and understandings from Stage 4/5 PDHPE. The areas of study are:

Area of Study 1 Foundations of Physical Activity	Area of Study 2 Physical Activity & Sport in Society	Area of Study 3 Enhancing Participation & Performance
<p>Modules include:</p> <ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<p>Modules include:</p> <ul style="list-style-type: none"> • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport 	<p>Modules include:</p> <ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance • Strategies and techniques • Technology, participation and performance • Event management

In Years 9 and 10, students will take a pattern of study that draws from modules taken from all three areas of study.



What will students learn to do?

As a result of studying Stage 5 PASS at RBSC, students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.
- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

Course Requirements

Student will be assessed in the following ways:

- Movement tasks
- Presentations
- Group work
- Written reports
- Examinations and tests (written and practical)
- Projects
- Self-assessment
- Peer assessment

Course fees

No course fees

The course covers both practical and theoretical components, with both being weighted at 50% each for assessment purposes. Students are expected to apply themselves equally in both components.

The breakdown of lessons is as follows:

Stage 5	Year 9	3 x 60 minute theory lessons	3 x 60 minute practical lessons
	Year 10	3 x 60 minute theory lessons	3 x 60 minute practical lessons

Students are expected to bring their RBSC sports uniform (RBSC Sports Shirt and shorts) and suitable footwear for physical activity. As students will be participating in extra practical lessons in addition to mandatory PDHPE and Sport it is suggested they purchase an extra RBSC Sports shirt. Students who are unwell and unfit for participation must bring a note signed and dated by the parent/carer and accompanied by a Doctor's Certificate where appropriate.



CREATIVE & PERFORMING ARTS (CAPA)

DANCE

Course Description

Dance centres on three practices of performance, composition and appreciation of dance works of art. Equal emphasis is placed on the process of experience and the end products. Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of dance.

Links to HSC courses

This course will provide students with the foundations to continue studying Dance in Year 11 and 12. It also provides students with knowledge that will aid them in taking other senior subjects such as PDHPE, Maths, English, History, Visual Art and Drama.

What will students learn about?

Students will develop knowledge, understanding and skills about dance as an artform through:

- 1 **Dance Performance** as a means of developing dance technique and performance quality to communicate ideas
- 2 **Dance Composition** as a means of creating and structuring movement to express and communicate ideas
- 3 **Dance Appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

What will students learn to do?

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

Course Requirements

Students will be assessed on their ability to demonstrate their knowledge, understanding and skills in Dance Performance (Dance Technique and Safe Dance Practice), Composition (creation of their own works) and Appreciation (written analysis of their own and others work, historical understanding and an understanding of dance as an art form).

Assessment Items will include: Dance Performance in various styles, documentation in the Dance Logbook, Research tasks, written analysis and essays, creation of composition pieces, written exams, self- analysis, peer analysis and film projects.

Course fees

\$50 per year for consumables e.g. costumes, music, photocopying, lighting, props and excursions.



DRAMA

Course Description

Drama is an artform that involves the exploration of dramatic conventions, history, skills and methods of working. It is an integral aspect of our society and is taught in school curricula worldwide. Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this subject engages students in a creative process of sharing, developing and expressing ideas and emotions. In Drama, students can communicate in complex and powerful ways how they perceive the world. They investigate shape and symbolically represent ideas, concerns, attitudes, beliefs and their consequences. This syllabus draws on the contemporary drama and theatre practices of making, performing and appreciating drama. Drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

Links to HSC courses

This course will provide students with the foundations to continue studying Drama in the Year 11 and Drama HSC course. It also provides knowledge and experiences that will aid students in other senior courses such as, Dance, Visual Art, English and History.

What will students learn about?

Students will learn about Making Drama- Through the process of improvisation and contributing ideas in spontaneous and rehearsed improvisations. Students will explore the dynamics of relationships in scripted and non-scripted works. They will also explore a wide range of dramatic forms and performance styles in self devised and group-devised works.

Students will learn about Performing Drama - By focusing on the development of voice and movement skills and learning how to adopt actor – audience relationships appropriate to style. Students will perform in a variety of styles of drama including comedy, tragedy and a broad range of historical styles. They will learn about the production process and how to stage a production.

Students will learn about Appreciating Drama – By recording ideas and processes in the drama logbook. Students will also evaluate professional theatre through attending drama excursions. Drama students will learn the value of shared terminology and use this terminology when writing extended responses about drama that will aid senior study.

What will students learn to do?

- Develop focus, vocal control and movement skills appropriate to performance
- Learn experientially (through doing) about a variety of theatrical styles
- Develop an understanding of how meaning is conveyed in theatre
- Develop the ability to collaborate creatively with others
- Perform for a variety of audiences
- Evaluate and analyse their own and others work

Course Requirements

Students will be assessed throughout the course in all the components. Assessment activities include: Group and individual performances, process documentation, peer/self-analysis, research assignments, essays and presentations of work both formally and informally. There are also opportunities for students to participate in extra-curricular drama activities and learn about lighting, sound and costume design.

Course fees

\$60 per year for consumables e.g. costumes, texts, music, photocopying, lighting, props and excursions.



MUSIC

Course Description

Music elective is a continuation of skills developed in the mandatory course (Year 8). Students are required to develop further knowledge, understanding and skills in a range of musical styles through the study of a compulsory topic and a choice of other topics.

Links to HSC courses

This course will provide students with the foundations to continue studying music in year 11 and 12. There are 3 courses available:

- Music 1
- Music 2
- Extension Music (Year 12 Music students only)

What will students learn about?

All Music students will learn about the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through performance, composition and listening activities.

In addition to the mandatory topic (Australian Music) students will study two topics from each group below.

Group 1: Baroque, Classical, 19th Century, Medieval, Renaissance, 20th and 21st centuries, a culture, small ensembles or large ensembles. *Group 2:* Pop, Jazz, Radio-Film-TV-multimedia, theatre, rock, technology.



What will students learn to do?

- Perform music in a range of styles as a means of self-expression and developing solo and/or ensemble techniques.
- Compose original works using computers to notate, record and create professional standard scores.
- Develop improvisation techniques.
- Communicate ideas about music through listening activities.
- Develop an understanding of musical symbols

Course Requirements

Assessments in performance, composition, and listening are put in place periodically to monitor student achievement. These tasks will take the form of solo and/or ensemble performances, compositions using computer-based software to notate and record, tests to monitor theoretical knowledge and listening tasks.

Course fees:

\$80 per year (for consumables e.g. guitar leads, drumsticks, strings, print music, photocopying, microphone leads, CD's, scores).



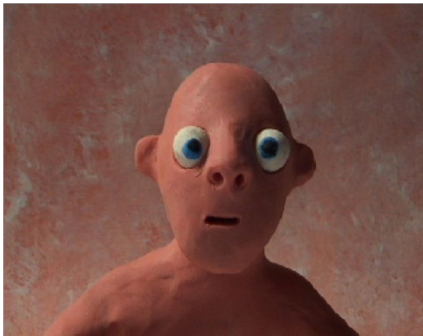
PHOTOGRAPHIC AND DIGITAL MEDIA – MOVING IMAGES

Course Description

In this course, students will develop knowledge, understanding and skills to make Photographic and Digital **Moving** works (Video and Stop-Frame Animation). The course is an elective and will be studied for two years.

What will students learn about?

Students will learn about the field of Photographic and digital media moving works comprising conventions, technologies, traditions and relationships. This includes camera craft, script writing, stop-frame animation production, digital editing and historical and critical practices of animators and filmmakers.



The course begins by investigating the conventions, activities, traditions and customs of screen culture, experimental cinema and animation. Students then build deeper knowledge and skills of the conventions and practice in photographic and digital media moving forms. The second year of the course builds on knowledge learnt in Year 9 in all areas of Video and Stop-Frame Animation Production. Students begin to make decisions about how to apply aspects of practice to making photographic and digital works to represent their intentions and communicate meanings. They will also explore the conventions of film genres. Year 10 culminates in the creation of sophisticated FILMS and ANIMATIONS.

What will students learn to do?

Develop skills and knowledge in video and stop-frame animation techniques, including video camera handling, editing techniques, movement in animation and sound production practice suited to individual intention and style. Also consider the significance of collaboration in the development of film and video work. Investigate and explore the historical and cultural significance of the moving image.

Links to HSC courses

This course leads to 2 Unit HSC course in Visual Art and Certificate III in Screen and Media (Vocationally accredited Course).

Course Requirements

Students will be assessed on their ability to demonstrate their knowledge, understanding and skills in video and stop-frame animation practices. Students will be required to develop autonomy in selecting and applying video conventions and procedures to make informed works.

Assessment Items will include: building a portfolio using a range of materials and techniques, group projects including films and animations and an individual show reel.

Course fees

\$80 per year (animation materials and general maintenance of equipment).



PHOTOGRAPHIC AND DIGITAL MEDIA – STILL IMAGES

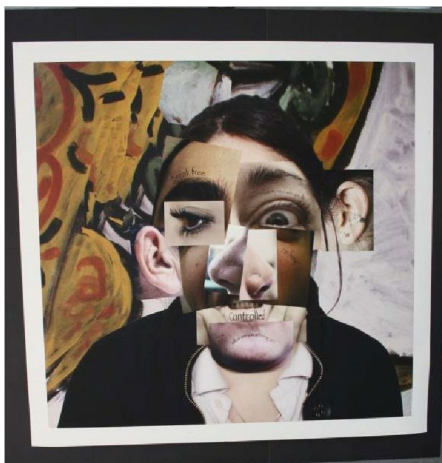
Course Description

In this course, students will develop knowledge, understanding and skills to make Photographic and Digital **Still** works. The course is an elective and will be studied for two years.

What will students learn about?

Students will learn about the field of photographic and digital media comprising of conventions, technologies, traditions and relationships.

The course begins by investigating digital photography and the digital darkroom as well as wet photography including technical codes, camera craft, wet processing and darkroom printing. Students will then develop deeper knowledge and skills of the conventions and practice in photographic and digital media. Students begin to make decisions about how to apply aspects of practice to making photographic and digital works to represent their intentions and communicate meanings. Year 10 culminates in the creation of a sophisticated production of a BODY OF PHOTOGRAPHIC WORKS.



What will students learn to do?

Students will develop skills and knowledge in photographic and digital technology, including darkroom techniques, camera craft and photographic digital editing programs (Photoshop). They will also investigate and explore the historical and cultural significance of the photographic image.

Links to HSC course

This course leads to 2 Unit HSC course in Visual Art, Photography, Video and Digital Imaging (Content Endorsed Course) and Certificate III in Screen and Media (Vocationally accredited Course).

Course Requirements

Students will be assessed on their ability to demonstrate their knowledge, understanding and skills in photographic practices. Students will be required to develop autonomy in selecting and applying photographic and digital media conventions and procedures to make photographic and digital works.

Assessment Items will include: Photographic and Digital Portfolios and Photographic exhibits.



Course fees

\$80 per year (covers the cost of the basic photographic package: paper & film, contribution to cost of chemicals, printer cartridges, printer paper, etc). Some students may choose to print digital colour photographs externally at their own cost.



VISUAL ARTS

Course Description

Students build on experiences from Stage 4 with more sustained and autonomous investigations of particular artmaking conventions, strategies and procedures and work towards a body of work. They begin to make decisions about how to apply aspects of practice to making artworks to represent their intentions and communicate meanings. **In Year 9** students will investigate all areas of the visual arts including painting, design, sculpture, ceramics, printmaking and photography to make artworks that are reflective and personal; investigating the physical and psychological world. Students will investigate how practice in the field of visual arts is shaped by values and beliefs about the individual, social structures and the artworld.



Critical and historical studies of artworks are provided with opportunities to investigate how and why artists make artworks, and how and why art historians and critics write about artworks.

In Year 10 the course focuses on Deeper Knowledge and skills of the conventions of Visual Arts practice in Art Making, Art Criticism and Art History through a broad or specialised investigation of all expressive areas including painting, design, sculpture, ceramics, printmaking and photography. The course builds on knowledge learnt in Year 9 in all areas of Visual Arts. Students begin to make decisions about how to apply aspects of practice to making Bodies of Work and how artworks represent their intentions and communicate meanings. Year 10 culminates in the creation of a sophisticated production of a BODY OF WORK.

Links to HSC courses

This course leads to 2 Unit HSC course in Visual Arts.

What will students learn about?

Students will learn about the conventions and practices of the Art world, the role of the artist and the audience. Students will also learn about the Historical and Critical practices of artists, designers, sculptors and photographers. Throughout the course students will learn about Critical and Historical Practice in terms of the FRAMES of study for artworks, including the conventions of the Visual image across time and place.

What will students learn to do?

- Make sophisticated artworks that represent an articulate view of their understanding of their physical world informed by understanding of artists and artworks.
- Demonstrate highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms.
- Students will learn to experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.

Course Requirements

Students will be assessed on their ability to demonstrate their knowledge, understanding and skills in artmaking practices. Students will be required to develop autonomy in selecting and applying artmaking practices and artmaking conventions and procedures to make art works.

Assessment Items will include:

Visual Portfolios, Artworks, Visual Diary, 2D, 3D and 4D works, group activities, exhibition evaluations and critiques, Design Portfolios and exhibits.

Course Fees

\$80 per year (for course booklets and most art materials).



VISUAL DESIGN

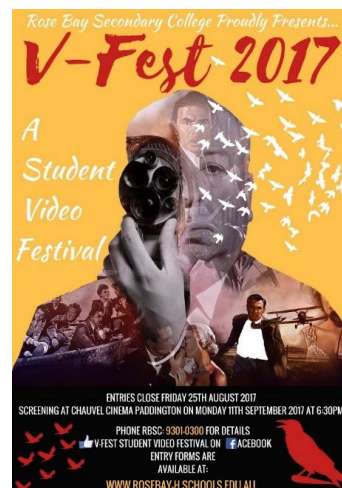
Course Description

Visual Design plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of visual design as a constantly changing field of artistic practice, conceptual knowledge, material and textual appearances.

The areas of print, object and space-time design are extremely relevant and of fundamental interest to students. Much of a student's knowledge of the world and concepts of identity come from the print, object and space-time design that surrounds them. This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate visual design in greater depth and breadth and these opportunities enable students to understand and explore the nature of visual design as a field of multiple disciplines grounded in artistic practice. Students will explore Illustration, cartooning, postcards, posters, advertising, games, wearables, interior design, fabric design, functional objects including ceramic design.

Links to HSC courses

This course leads to 2 Unit HSC course in Visual Arts, Photography, Video and Digital Imaging (Content Endorsed Course) and Certificate II in Screen and Media (Vocationally Accredited Course).



What will students learn about?

Students will learn about the conventions and practices of Designers and The Design world, The role of the Designer and the Audience. Students will also learn about the Historical and Critical practices of Designers, Graphic Designers and Design Works. Throughout the course students will learn about Critical and Historical Practice in terms of DESIGN and how the FRAMES of study for design works operate to build understanding and knowledge.

What will students learn to do?

- Make sophisticated DESIGN WORKS that represent an articulate view of design and their understanding of their immediate world informed by understanding of designers and design works.
- Demonstrate highly developed technical accomplishment and refinement in making and resolving sophisticated Design works in 2D, 3D and/or 4D forms. Including the areas of print, object and space-time design
- Students will learn to experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their design works.

Course Requirements

Students will be assessed on their ability to demonstrate their knowledge, understanding and skills in DESIGN practices. Students will be required to develop autonomy in selecting and applying design practices and design conventions and procedures to make DESIGN works.

Assessment Items will include:

DESIGN Portfolios, Design works, Visual DESIGN Diary, 2D, 3D and 4D works, print, object and space-time design works, Group Activities, Exhibition evaluations and Critiques, Design Portfolios and exhibits.

Course Fee

\$80 per year.

Technological and Applied Studies

INDUSTRIAL TECHNOLOGY – ENGINEERING

Course Description

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The Engineering module includes content and topic that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.



These are enhanced and further developed through the study of specialist modules in:

- Alternative Energy
- Control Systems
- School-Developed Module
- Transport

Practical projects reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- a range of devices and appliances
- electronic and mechanical control systems
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Career paths:

Architecture, Building, Structural Engineering, Mechanical Engineering, Electrical Engineering, Bio-medical Engineering.



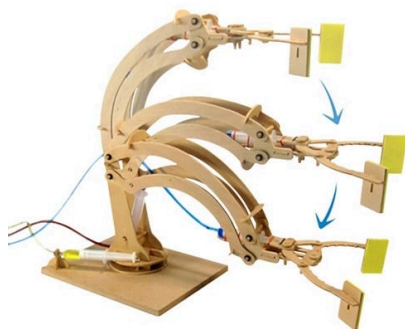
Links to the HSC

This course will build a foundation for the following HSC courses in:

- Engineering Studies
- Design and Technology
- Industrial Technology

What will students learn about?

WHS, Properties and Structures of Materials, Engineering Principles (bridges, building dams etc), Forces in beams and columns and Design Principles, Modification of Materials, Mechanical Advantage Systems.



Year 9

- Engineering Structure – Tower
- Engineering Transport - Rubber band car
- Alternative Energy – Solar

Year 10

- Hydraulic - Hydraulic Arm
- Alternative Energy – Wind turbine
- Engineering Mechanic – Solar powered car

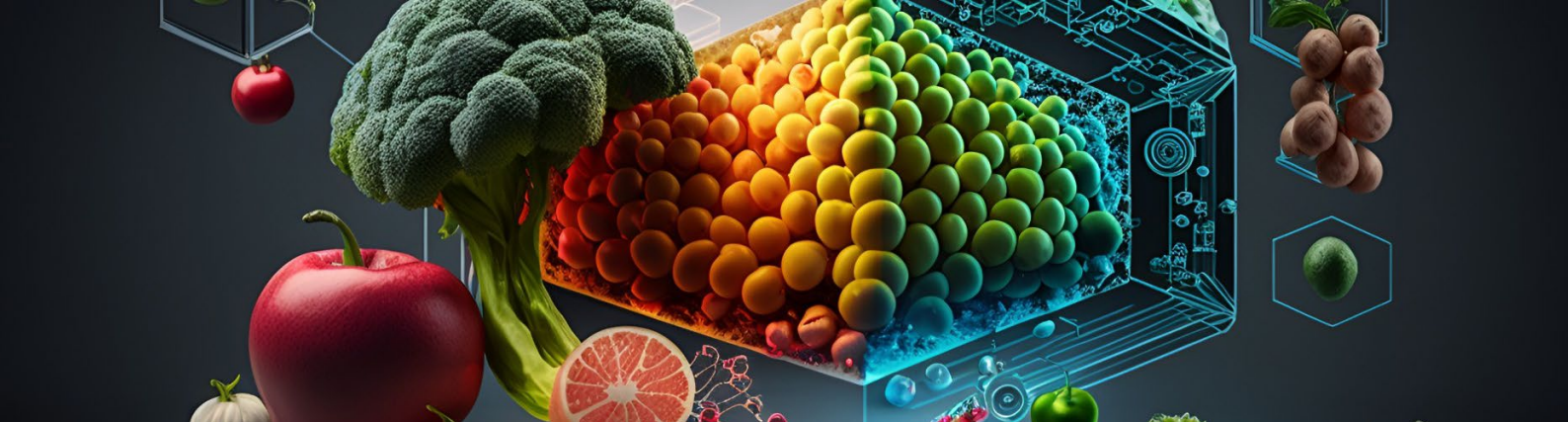
What will students learn to do?

- Safely use materials, hand and power tools.
- Design and construct mechanisms for specific purposes.
- Experiment with load applications on structures. Determine the effects of forces on engineered structures.
- Use an alternative energy system to power a mobile device.
- Use CAD programs (AutoCAD, Solid Edge) to produce 2D workshop drawings for projects.
- Use 3D printing and laser cutter technologies to produce prototypes and solve engineering problems.

Course fees:

Year 9: \$100.00

Year 10: \$100.00



FOOD TECHNOLOGY

Course Description

In this course students develop practical skills in planning, designing, preparing, presenting and evaluating food. Over 8 focus topics (4 per year), students develop and build knowledge of the relationship and impact of food on individuals, health, society, culture, the environment, our economy, history and industry.

Links to the HSC



This course will build a foundation for the following courses in the HSC:

- Food Technology
- VET Hospitality - Food and Beverage, Commercial Cookery - HSC and TAFE accredited

What will students learn about?

In each Year (9 & 10), four major focus areas will be studied:

Year 9:

- Food Selection and Health
- Food in Australia
- Food for Special Occasions
- Food Equity

Year 10:

- Food for Special Needs
- Food Trends
- Food Product Development
- Food Service and Catering

What will students learn to do?

- Demonstrate safe, co-operative and hygienic work practices.
- Plan, prepare, present & evaluate food solutions for specific purposes.
- Explore diet related disorders, under & over nutrition.
- Research historical & multicultural influences on the contemporary Australian diet.
- Design menus and plan food for special occasions.
- Examine food production, distribution & global inequities.
- Outline special food requirements for each stage of the life cycle.
- Analyse the nutritive value of foods.
- Identify trends in food service & presentation.
- Style food for photography and presentation.
- Examine the hospitality & catering industry & careers in Australia.
- Relate technology & development of new foods with their impact on society
- Course Requirements
- Students will be assessed on weekly practical activities, class work, homework, assessment tasks, written and practical exams.

Course fees:

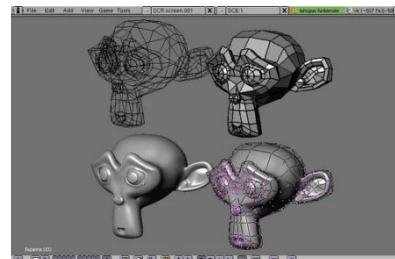
Year 9: \$120.00

Year 10: \$120.00

GRAPHICS TECHNOLOGY

Course Description

Students will engage in both manual and computer-based forms of image generation and manipulation. They will develop knowledge of graphics in a variety of contexts within an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.



Links top HSC courses

This course will be a foundation for the following in the HSC:

- Design and Technology
- Industrial Technology
- Construction
- Engineering Studies
- Information Processes and Technology

Career paths:

- Architecture
- Surveying
- Engineering
- Building
- Drafting
- Interior Designing
- Landscape Architect,
- Industrial Designer
- Animation
- Cartooning,
- Furniture designing

What will students learn about?

- Graphics Principles and Techniques (*Product Drawing, Computing Principles*)
- Design in Graphics (*Freehand design drawings, 3D computer graphics*)
- Planning and Construction (*Applied Geometry, Orthogonal Drawing, Pictorial Drawing*)
- Presentation (*rendering, product drawing*)

What will students learn to do?

- Create orthogonal drawings in third angle projection
- Recognise and apply appropriate AS1100 drawing standards.
- Use standard features of CAD software (**SketchUp and OnShape**) including layers, symbol libraries and page templates.
- Use manual and /or computer-based rendering techniques in a variety of 2D and 3D drawings
- Apply 2 and 3-point perspective techniques to the construction of pictorial views.
- Produce plans for a variety of architectural purposes including model construction.
- Produce drawings incorporating a variety of engineering features.
- Use rendering techniques to apply tone and colour to graphic
- Use 3D printing and laser cutter technologies to produce prototypes

Course Requirements

Students will be required to complete work sheets, research assignments, and written tests, projects including model making, product design and development. Students will be required to bring in their own laptop for every lesson. Please see the school website for Laptop requirements

Course fees:

Year 9: \$50.00

Year 10: \$80.00



INDUSTRIAL TECHNOLOGY – TIMBER

Course Description

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

Career paths:

Construction Management, Construction trades, Carpentry, Cabinetmaker, Furniture Restoration, Theatre and Stage Designing, Boat Building.

Links to HSC Courses

This course will build a foundation for the following HSC courses in:

- Design and Technology
- Industrial Technology
- Engineering Studies
- VET Construction
- VET Furnishing



What will student learn about?

OH&S, Materials and components, Equipment, Tools and machines, Techniques, Links to Industry, Design, Workplace Communication, Societal and Environmental Impact.

What will students learn to do?

- Select and use personal protective equipment. Consider basic timber working characteristics and use solid timbers in the production of practical projects.
- Use portable power tools and machines.
- Read and interpret simple workshop and pictorial drawings.
- Perform lathe machining operations.
- Identify and apply the factors influencing good design to the design and/or modification of projects.
- Use CAD programs (AutoCAD, Solid Edge) to produce 2D workshop drawings for projects.
- Use laser cutting technology to enhance timber projects.

Course Requirements

Students will be required to complete practical projects/exercises, research assignments and/or projects, and written tests.

Course fees:

Year 9: \$90.00

Year 10: \$110.00



Computing Technology 7 - 10

Course Description

Students will require highly developed levels of computing and technology literacy for their future lives. As a result, students will need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by the students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

Links to HSC courses

This course will build a foundation for the following HSC courses in:

- Software Engineering and
- Enterprise Computing

What will the students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain a focus in a range of interest areas at some depth.

The options to be studied within this course include:

- Enterprise information systems: Modelling networks and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software



Group and individual project based work will assist in developing a range of skills, including research, design and problem solving strategies over the chosen topics.

Course fees:

Year 9: \$50.00 Year 10: \$50.00

It is possible to choose one or two more subjects from:

- Industrial Technology – Engineer
- Food Technology
- Graphic Technology
- Industrial Technology Timber
- Computing Technology

What do I do now?



Talk to your teachers.

Talk to you parents.

IF THERE IS NOT ENOUGH STUDENT INTEREST SOME ELECTIVES MAY NOT RUN