2024

SYDNEY SECONDARY COLLEGE
LEICHHARDT
STAGE 5 SUBJECT COURSE GUIDE

RESPECTFUL   RESPONSIBLE   LEARNER

Table of Contents

*note these Department Approved Electives do not appear on the RoSA and maximum of ONE can be selected

Section Two-100 Hour Various Interest Based Electives (VIBE)

*note these VIBE electives do not appear on the RoSA

Code of Conduct

Our Purpose
Sydney Secondary College provides excellent public education based on quality, opportunity and diversity.

Our Values
Sydney Secondary College promotes the values:
- Quality
- Opportunity
- Diversity
- Learning
- Respect
- Responsibility
- Cooperation
- Safety
- Achievement
- Fairness
- Integrity
- Participation
- Care
- Democracy

Our Expectations
Students at Sydney Secondary College are expected to:
- Respect yourself, others and the community
- Act responsibly
- Participate productively in learning

Our Goals
At the end of their education at Sydney Secondary College, students will be:
- Successful lifelong learners
- Positive participants in a changing society
- Resilient, responsible and independent people
- Advocates of social justice who respect diversity
- Good communicators, creative thinkers and problem solvers

Core Rules
Student discipline in NSW Government Schools.

All students in NSW government schools are expected to:
- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers, other school staff helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kindly will not be tolerated.

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Leichhardt Campus Directory

Principal	Mrs Tracey Casey
Deputy Principals	Mr Vincent O'Donnell - Years 8 & 10
	Ms Cher Ellis (Relieving) - Years 7 & 9

Head Teachers

English	Ms Stephanie Ward
Creative and Performing Arts	Mr James Raxworthy
Human Society and Its Environment	Ms Lisa Hartemink
Mathematics	Mr Mahmut Yanar
Science	Ms Voula Georgelos
Technological and Applied Studies	Ms Trish Johnson
PD/H/PE	Mr Angus Glynne
Administration	Mr Michael Parker
Support	Ms Lyn Robinson
Learning and Enhancement	Ms Olivia Rothwell - Relieving
Teaching & Learning	Ms Yasmin Bhamjee
Wellbeing	Ms Janine Ahie - Relieving

2023 Student Advisers

Year 7	Ms Rebekah Cullen and Mr Clinton Ngo
Year 8	Ms Ashley Bell and Mr Daniel Chigwidden
Year 9	Ms Jennifer Baker and Ms Teagan Cairns
Year 10	Ms Eleni Stratigos and Ms Tasnim Khaleque

Careers Adviser	Mr Anthony Brien
School Counsellor	Ms Christie Kenny
	Ms Kristina Baker
	Ms Kathy Hooper
Student Support Officer	Ms Jenny Nguyen and Ms Roxanne Munoz
Sports Coordinator	Mr Michael Parker/Mr Aron Lawford

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INTRODUCTION

At Sydney Secondary College Leichhardt Campus stage 5 students are required to satisfy the compulsory curriculum requirements mandated by NSW Education Standards Authority (NESA). In addition, students must actively and regularly participate in Sport (150 minutes per week) and complete 400 hours of additional studies – Electives.

At Leichhardt Campus this will include students choosing two 200-hour NESA developed courses and one 100-hour VIBE elective in addition to:
- English
- Mathematics
- Science
- PD/H/PE
- Australian History/Australian Geography.

Elective Subjects:
Students will elect to study two 200-hour subjects from the list of subjects provided in the table of contents. This booklet gives a brief description of the content area of each of these subjects. The Various Interest Based electives (VIBE) promote student engagement and enrichment. The VIBE courses are designed to engage students in inquiry-based projects that develop extraordinary creativity, critical thinking, communication, collaboration, and reflective thinking skills.

Department approved courses
The department has developed a selection of Stage 5 elective courses that can be delivered in schools. Department approved elective courses can make up a maximum of 200 hours of the mandatory 400 hours of electives.

At Sydney Secondary College Leichhardt campus, we offer:
- International Studies
- iStem

> **NB:** The 100 Hour VIBE electives and Department of Education Approved Courses are not listed on the Record of Student Achievement. (ROSA)

Once Year 9 subjects are finalised and teaching has begun it is **not school practice to allow subject changes** as courses must be taught for mandated hours to be accredited for the RoSA. Students will continue studying the two 200-hour elective subjects commenced in Year Nine and one VIBE elective (which must be a different VIBE elective to the one studied in Year 9).

RoSA CREDENTIAL FOR SCHOOL LEAVERS
While formal RoSA credentials are for school leavers, all Year 10 and 11 students will be able to access their results electronically and print a transcript of their results through NESA. Students who leave school and satisfy eligibility requirements for the RoSA will receive their formal credential. Students who leave school and are not eligible for a RoSA will receive a transcript of study at their departure. The transcript of study contains the same information as the RoSA for courses satisfactorily completed.

SATISFACTORY COMPLETION OF YEAR 10

The satisfactory completion of Year 10 at Sydney Secondary College Leichhardt campus is a prerequisite to the progression to the senior school and eligibility for the Preliminary and Higher School Certificate accreditation issued by NESA. Progression into the senior school will be at the discretion of the Principal and based on the student's sustained effort and diligence, evidenced by their achievement and commitment to learning. The successful completion of the NESA Stage 5 Record of School Achievement (RoSA) is a basic prerequisite.

TO SATISFACTORILY COMPLETE YEAR 10 A STUDENT MUST HAVE:

a) **participated** in and completed the required pattern of study.

b) **completed** any assessment, examinations or course work required by the school.

c) **attended** school until the final day of Year 10 as determined by the Department of Education.

d) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the courses offered by the school.

e) **achieved** some or all of the course outcomes.

SCHOOL ATTENDANCE

The principal may determine that due to absences course completion criteria may not be met. A requirement of the RoSA is that a student must attend until the final day of Year 10 at school.

STUDENTS WHO DO NOT COMPLETE THE REQUIREMENTS FOR A COURSE

Students who do not complete the requirements for a course are issued with 'N' (non-award) determinations.
Unsatisfactory completion of courses in Year 10 may mean that a student is unable to progress into Year 11.

PLEASE NOTE: COURSE FEES
Course fees are included as a table in this booklet. Course fees are applicable where students are using consumables and are **compulsory as these costs are incurred by the student completing the course**. There are many courses which do not incur course fees. Please use these fees as a guide only. Fees are correct at the time of printing, but variations may occur should course requirements change.

Compulsory Subjects

English

In their study of English in years 9 and 10, students will continue to develop their skills in critical analysis and imaginative expression, as well as broadening their social and cultural understanding. English programming in Stage 5 is also designed to give students solid preparation for the transition into their Stage 6 studies. At SSC Leichhardt students engage in a wide variety of learning experiences designed to build their capacity in critical and creative thinking, communication and reflection.

The English faculty's units are framed by a conceptual focus that aims to create cohesion in the development of students' skills and understanding. Students in Stage 5 will learn about the influence of context on the creation and reception of texts as well as understand literary value by engaging personally and critically with a range of texts. These are chosen to suit a variety of learning needs and preferences, including spoken, print, visual, multimedia and digital texts. These texts become increasingly sophisticated as students move into Stage 5 and aim to give students an experience of quality literature and cultural expression. Student will also examine Shakespearean drama and persuasive texts to enhance their understanding of our literary history as well as navigate the world around them.

In line with the changes to the HSC syllabus, there will also be a focus on the craft of writing and units that promote and assist with the development of imaginative thinking, creative and discursive writing. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing, using different appropriate technologies. Students reflect on their composing process and how it has affected the final version of their text.

Science

In year 9 Stage 5 Science, students will develop both content knowledge and scientific skills to gain an appreciation of how the world around us works and this will include the importance of scientific advancements in our daily lives. This will allow students to become familiar with the scientific process and using scientific skills, critically engage and question the world around us.

Students will develop a range of working scientifically skills both independently and collaboratively, allowing them to value the importance of the scientific process in their lives. Science skills covered include the skills required to plan, conduct and interpret scientific investigations as well as questioning, problem solving and communication. These transferable skills can be used across the stage 5 science syllabus to engage with first and second hand findings. Throughout the course, students will look at each of the science content areas; physical world, earth and space, living world and chemistry. Each unit studied is contextualised to allow students to engage with contemporary and local examples.

In Stage 5 Science, students:

- Formulate questions or hypotheses to be investigated scientifically.
- Individually and collaboratively, plan and undertake a range of types of first hand investigations to accurately collect data.
- Process, analyse and evaluate data and information from first-hand investigations to draw conclusions.
- Apply models, theories and laws to explain phenomena and situations involving energy, force and motion.
- Describe changing ideas about the structure of the Earth, origins of the Universe and the diversity of life on the Earth.
- Explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global system
- Explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms.
- By the end of Stage 5 students use scientific inquiry by actively engaging in using and applying the processes of working scientifically to increase their understanding of and about the world around them. By engaging in scientific inquiry, students develop their understanding of science ideas and concepts.

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

The aim of stage 5 PDHPE is to develop the knowledge, understanding, skills and attitudes that are important for our students to take positive action to protect and enhance their own and other's health, safety and wellbeing.

Throughout stage 5 PDHPE students learn how to evaluate a broad range of factors that shape identity and have an impact on their health decisions, behaviours and actions. They will engage in learning that will explore their ability to respond to challenging situations and what protective skills they can employ. Furthermore, they will investigate the impact of changes and transition in relationships. They will also explore the actions that cannot only enhance their own but also enhance the movement experience of others, leading to developing strategies to participate in lifelong physical activity.

Contexts that will be covered throughout the stage include:

- Alcohol and other drugs
- Food and nutrition
- Personal identity
- Mental health and wellbeing
- Relationships
- Sexuality and sexual health
- Safety
- Health benefits and physical activity
- Fundamental movement skills
- Rhythmic and expressive movements

- Individual/group/team physical activities
- Initiative/challenge physical activities
- Aquatics
- Lifelong physical activities
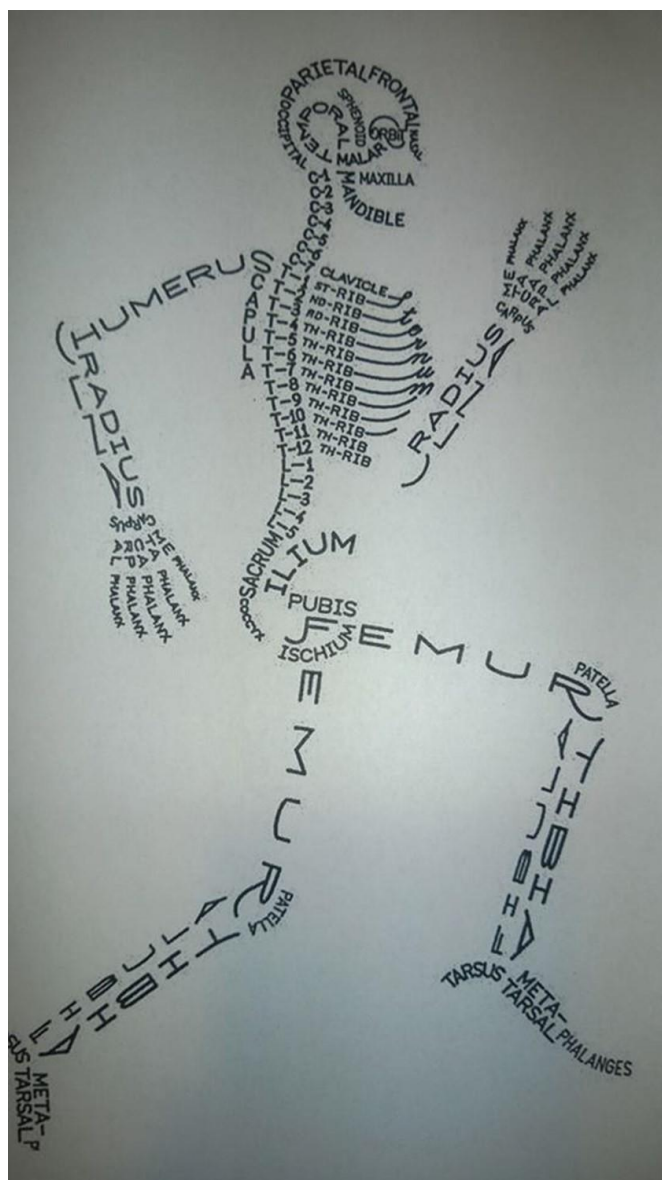
Mathematics

All students in Stage 5 (Years 9 & 10) will cover content in the strands of Number and Algebra, Measurement and Geometry, Statistics and Probability, with the components of Working Mathematically integrated into these strands.

By the start of Stage 5, students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts. Other students may seek to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and Year 12.

Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three substages, Stage 5.1, Stage 5.2 and Stage 5.3.

These substages are not designed as prescribed courses, and many different 'endpoints' are possible. As well as studying the Stage 5.1 content, at our Leichhardt Campus the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, some students will study some or all of the Stage 5.3 content.

For further information about the Mathematics K-10 Syllabus, please refer to the Syllabus document.
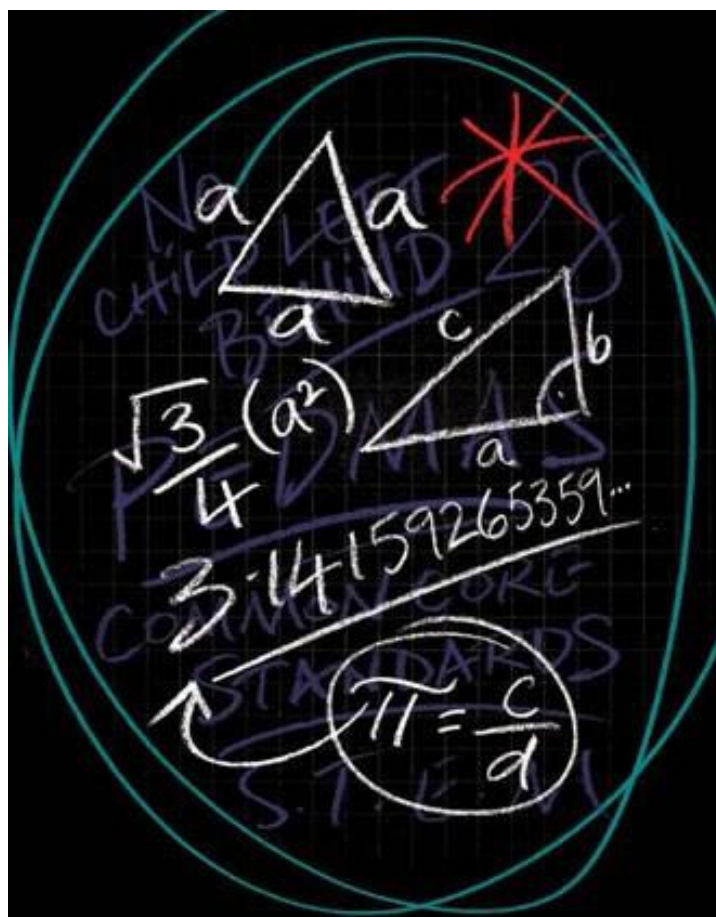
Geography (Mandatory)

During Stage 5 students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions and take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

History (Mandatory)

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

Students learn why the twentieth century was a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during this time of political turmoil, global conflict and international cooperation provides a necessary context for the understanding of Australia's development, its place within the Asia-Pacific region, and its global standing.

The following historical concepts will feature throughout the History course:
- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

Section One - 200 Hour Electives

Students will choose **TWO 200 hour** electives from the list printed below. This will cover the mandatory 400 hours of Additional Studies. Students will also choose TWO separate 100 VIBE electives to be completed across Stage 5 (explained in a separate section). The school's expectation is that students will continue their study through the 2-year period of Stage 5 (Years 9 & 10). It is unlikely students will be given permission to change a 200 hour elective as they will be required to meet the 400 mandatory hours of Additional Studies.

SUBJECT	FEES (per annum) as at August 2023
Aboriginal Studies	N/A
Child Studies	$20
Chinese	N/A
Commerce	N/A
Computing Technology	$50
Drama	$20
Food Technology	$160
French	N/A
Geography (Elective)	N/A
History (Elective)	N/A
Industrial Technology - Engineering	$70
Industrial Technology - Multimedia	$50
International Studies (not listed on RoSA)	$20
iStem (not listed on RoSA)	$50
Music	$30
Photographic and Digital Media	$80
Physical Activity and Sports Studies	$20
Visual Arts	$40
School Contribution	$95
Information Technology Access	$50
Sport Levy (does not include transportation costs)	$25
P & C Contribution	$50

Monies are used to purchase consumable items accessed by students doing specific subjects. These fees are compulsory as they are costs incurred by the individual student.

Aboriginal Studies

Aboriginal Studies Years 9–10 provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, South America and North America, their cultures and lifestyles. It is designed to be inclusive of all students both Aboriginal and non- Aboriginal.

Aboriginal Studies students are empowered through exploring and celebrating their cultural and social heritage. They gain pride and cultural affirmation through the study of their local/regional/national community and through the study of Aboriginal cultural diversity throughout the globe.

All students are able to develop an appreciation of Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes equality. Students can develop an appreciation of the unique value of Aboriginal Peoples and their cultures to both Australian identity and the global community. Students develop recognition of the fundamental importance of land and spirituality to all Aboriginal Peoples. They also develop an understanding of the importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people. In these ways, students become active and informed advocates for a just and inclusive society.

The core topics studied are Aboriginal Identities and Aboriginal Autonomy.

Other topics studied include:

- Aboriginal Visual Arts, Aboriginal Performing Arts
- Aboriginal Peoples and the Media
- Aboriginal Oral and Written Expression
- Aboriginal Film and Television
- Aboriginal Peoples and Sport

Links to Stage 6 subjects can include:

Aboriginal Studies Society and Culture Studies of Religion 2.

Child Studies

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

This course reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They can reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts, (NESA, 2019).

Students will study elements from the following modules throughout their study:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

Links to Stage 6 subjects can include:
PDHPE
Exploring Early Childhood
Community and Family Studies

Chinese

The stage 5 Chinese course develops student's linguistic skills in the four key areas of listening, reading, speaking and writing. It takes the key concepts and skills taught in stage 4 and builds on them. The course also has a large focus on Chinese culture.

Chinese has become one of the most popular languages in Australia and the world. With a large portion of Australia's future business and tourism moving between Australia and China. A good knowledge of Chinese will provide future job opportunities for both working in Australia and China.

- Students will learn how to confidently use the language and understand cultural beliefs.
- Students will use technologies to assist with their language learning and develop the skills required for a 21st century workplace.
- For students who have Chinese background, this course will enhance their pride in their cultural heritage.

Students who study Chinese gain a great sense of personal achievement at the end of this stage 5 course. The challenging, high expectations learning environment encourages students to become both strong independent and collaborative learners. Stage 5 Chinese students often get the chance to become mentors to our stage 4 Chinese students. To study Chinese in years 9 and 10 there are no prerequisites, you do not have to have studied Chinese in stage 4 or speak the language at home. You just require a strong passion for Chinese language and culture.

Links to Stage 6 subjects can include:

Chinese Continuers

Commerce

This course gives students the opportunity to develop their understanding of commercial and legal processes and personal financial management. Students develop financial literacy which enables them to participate in the financial system in an informed way. An understanding of the relationships between consumers, businesses and governments in the overall economy is also developed.

The core content studied includes:

- Consumer Choice
- Personal Finance
- Law and Society
- Employment issues

Students also study two of the following options in each year:

- Investing
- Promoting and Selling
- E-Commerce
- Global Links
- Towards Independence
- Political Involvement
- Travel
- Law in Action
- Our Economy
- Community Participation
- Running a Business

Links to Stage 6 subjects can include:

Economics

Legal Studies

Business Studies

Business Services

Work Studies

Computing Technology

This course enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial, and recreational contexts.

When studying Computing Technology, students will have the opportunity to build on their ICT skills both practically and theoretically. They will develop knowledge and understanding in how to design, prototype, test, implement, document and evaluate computing technology-based solutions. Students will also learn to use hardware and software to manage and secure data. They will investigate the social, ethical, and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Options of study include:

- Analysing data
- Designing for user experience
- Building mechatronic and automated systems
- Creating games and simulations
- Developing apps and web software
- Implementing privacy and security protocols

Links to Stage 6 subjects can include:

- Design and Technology
- Enterprise Computing
- Software Engineering
- Industrial Technology Multi-Media

Drama

Drama is a dynamic course that activates students' imaginations and awakens their own self-discovery. Through a range of investigative methods, students learn to make theatre, appreciate live performance and perform in a range of contexts. They will gain skills in communication, critical thinking, investigation and collaboration.

The Drama course combines practical activities, research and self-reflection. Several field trips to live performance are a compulsory element of the course.

Working independently and collaboratively in groups, the students will study

- Contemporary Australian Theatre
- Greek Theatre
- Play building
- Shakespeare
- Set and costume design
- Political theatre
- Commedia Dell'Arte
- Character and Movement

Links to Stage 6 subjects can include:
Drama
Entertainment

Food Technology

The study of Food Technology provides students with an understanding of food properties, nutrition and the role of food in society. It gives students an opportunity to learn important food preparation skills while highlighting the importance of hygiene and safe work practices, allowing them to produce quality food products. They also explore the richness, pleasure and variety food adds to life.

Integral to the course are the skills students develop in designing, producing and evaluating foods for specific purposes. These skills are transferable to other areas of study, work and life.

In Food Technology students graduate being able to:
- Justify their food choices.
- Independently prepare food under a range of conditions safely and hygienically.
- Demonstrate an awareness of global and local food issues and trends.

Units:
Year 9
Food Selection and Health -
Students Learn about the nutrients, their food sources and their functions in the human body. They explore the nutritional needs of individuals and groups, and examine a range of dietary disorders.

Food for Special Needs -
Students develop two meals designed to meet the nutritional needs of a specific individual. They make these meals in class.

Food in Australia -
Students explore the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures. Students investigate the effects of migration on modern Australian cuisine. Students are provided with opportunities to plan and prepare safe foods that reflect the diverse nature of Australian cuisine.

Year 10

Food Service and Catering -
Students learn about catering and how to design menus and events. They demonstrate their learning by designing a Food Truck and record their learning in a folio.

Food Trends -
Students learn about Food trends and then create a meal kit based on a food trend of choice.

Product Development -
Students learn about the product development process then design packaging for a food of their choice. They create a prototype of the packaging.

Links to Stage 6 subjects can include;
Food Technology

Hospitality

This course has safety equipment requirements that students must comply with. There is also a compulsory fee for this course.

French

French is the most popular foreign language for Australian school students. Its linguistic richness is attractive for all learners who are interested in French sportsmanship, cuisine, film, fashion, art, and the French way of living.

Studying French is challenging, and it requires commitment, dedication and a serious approach. Communicating in French and understanding the French lifestyle is the biggest reward. A good knowledge of French presents many employment opportunities in the fields of business, diplomacy, international law, hospitality and more. It especially provides personal satisfaction.

The stage 5 French course is designed to enable students to develop a level of communicative competence in the French language, including translation skills, and a critical understanding of fundamental areas of French culture: literature, film, philosophy, politics and social sciences. Students will develop reading, writing and research skills appropriate to their level and the program is intended to facilitate increasingly independent abilities with the language. French can be studied from introductory level up to an intermediate level.

Students successfully completing this course will be able to:
- Analyse the structure and understand the context of authentic, formal and colloquial language
- Read and interpret a range of French texts
- Draw upon a range of important themes relating to modern French and Francophone culture.
- Respond to French texts in English
- Converse in French

Links to Stage 6 subjects can include:
French Continuers

Geography (Elective)

Elective Geography enables students to develop an informed perspective on global issues, which equips them to be life-long learners. Geography contributes to greater knowledge and understanding about current global issues. Students will be able to explain patterns and evaluate problems and consequences associated with the human use of environments. Fieldwork is undertaken to identify issues and focus on research and problem solving skills. The focus of the Year 9 and 10 Elective Geography is global geography.

This course appeals to those interested in current issues, travel and our global connections.

Topics for study will include:

- **Physical Geography** - This unit explores in detail the geographical processes that form and change our world. Plate tectonics, erosional processes, mass movement, climate change, the weather, and biogeography are all investigated to give a greater understanding of the ecosystems, landforms and overall physical environment in which we live in.
- **Oceanography** - Oceanography uncovers the secrets of the deep and explore global issues relating to our oceans. Case studies into a marine ecosystem and current issue (whaling, fishing, tourism, piracy) relating to the use of oceans will enable students have a deeper

understanding behind the complex issue of natural resource management.

- **Development Geography** - This unit is studied in relation to a country profile. Causes of inequality and the attempts to reduce poverty in countries around the world are examined.
- **Political Geography** - Political Geography allows students to develop an understanding of political tension and conflicts that are in our world today and strategies to try and resolve these issues. Interesting case studies are drawn from a variety of locations such as North Korea, former Kurdistan, Afghanistan, or wherever global current events are profiled.
- **Interactions and Patterns along a Continental Transect** - An investigation of the Tropic of Capricorn is used to show the amazing variation of environments along this line of latitude.
- **Geography of Crime** - In this unit students investigate the linkages between geographical location, environmental quality and crime. They will study a range of criminal activities and the extent to which they can be affected by or reduced through management of geographical features.

Links to Stage 6 subjects can include:
Geography
Society and Culture

History (Elective)

Elective History enables students to appreciate and enjoy the human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations.

Elective History provides opportunities for students to explore human actions in a range of historical contexts and encourages them to develop understanding of motivation, causation, consequence and empathy. Elective History also enables students to understand, deconstruct and evaluate differing interpretations of the past. Students will have the ability to understand and evaluate the political, cultural and social events and issues that have shaped the world around them. Students will focus on large range of topics from the Ancient, Medieval and Early Modern worlds.

Topics for study will include:

- Film and History
- Roman Republican Society
- Crime and Punishment
- Family History
- Myths and Legends
- The Americas
- Archaeology and the Ancient World
- Medieval and Early Modern Europe.

Links to Stage 6 subjects can include:

Ancient History
Modern History

Industrial Technology Engineering

In Industrial Technology Engineering students develop working solutions to a range of challenges that escalate in complexity. Working in teams, in roles designed to reflect different engineering fields, students develop critical and creative thinking skills as they develop and communicate solutions to challenges.

Students will have the opportunity to explore coding, engineering materials, manufacturing techniques, ethics, energy and forces as well as rapid prototype printing (3D Printing).

A significant focus in the course is for students to develop skills and knowledge in applying Work Health and Safety and conducting risk assessments and hazard identification. To assist with this students are instructed to have the correct safety equipment for this subject.

Students explore a range of materials, including: metal, timbers, manufactured timber products, electronics, robotics, plastics and smart materials.

There are focus areas for this subject:

- Engineering Structures, with students building and testing model structures.
- Mechanisms, where students develop mechanical devices and test them.
- Control Systems and Robotics, which will have students building and programming robots and exploring simple hydraulic control systems.
- Alternate Energy, a unit of work that will have students investigate energy needs and produce a working alternate energy model.
- Communication and documentation in projects will include folios, engineering reports, engineering sketching and project management through goal setting and other techniques.

Links to Stage 6 subjects can include:

Design and Technology

Engineering Studies

Industrial Technology – Timber Products

This course has safety equipment requirements that students must comply with

Industrial Technology

Multimedia

In this course, students can independently develop deep skills in creating innovative multimedia projects using a range of software and techniques. They finish the course with a multimedia folio that can be used beyond the school setting.

Working in teams, and through making a variety of student directed practical projects, students will develop an understanding of the interrelationships between technology, the individual, society and the environment. Their ability to think creatively and critically to devise safe solutions to problems will be developed by opportunities to work on problems that reflect a deeper understanding of the impact of technology.

Core modules include Web Design and Video Production and lead students to develop knowledge and skills in the use of tools and techniques related to multimedia which are enhanced through further study in Apps, Games and Simulations.

Practical projects reflect the nature of the Multimedia Industry and will include projects that help the students develop their folio of work for future employment and develops their ability to work with real world clients.

As students explore the use of Multimedia to solve real world problems, they will also have the opportunity to define the impact the work has on society and the environment. Developing deep skills in risk assessment and hazards as they learn and create content in a variety of settings will allow them to film and create safely.

Throughout the course students will explore a range of content including coding, e-commuting, animation, special effects, CGI, Intellectual Property Rights, drones, user experience, legal and ethical consideration.

The software used by the students will change as new innovations in the field occur and it is recommended that students have a laptop or a two in one device for their BYOD for this course. The Adobe Suite, available as a free download to students, will also be used.

Links to Stage 6 subjects can include:
Design and Technology
Software Design and Development
Industrial Technology -
Multi-Media Industries Visual Design.

Music

The Year 9 and 10 Music course provides students with the opportunity to extend their skills on an instrument of their choosing – including singing! Students will learn to collaborate and work within an ensemble, as well as develop their technical skill and perform as a soloist. They will continue to build their musical literacy through listening and analysing the influence and development of various styles of music. Students will engage in song writing, classical composition as well as working on their own arrangements on selected musical pieces.

Performance, composition, musicology and aural will be assessed within each topic studied. Students are expected to practice regularly on their chosen instrument to support their performance activities in class.

Year 9 Musicology topics will be:
- Tribal music of West Africa and popular music in South Africa - Pentatonic music.
- Music of the 'CLASSICS" Baroque, Classical and the Romantic Period Music of the 20th century and Jazz.

Year 10 Musicology topics can be:
- Australian Music
- Film Music
- Popular Music

Links to Stage 6 subjects can include:

Music 1

Music 2

Ext. Music

Photographic and Digital Media

The aim is to enable students to:
- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works
- understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

Objectives:

Students will develop knowledge, understanding and skills:
- to make photographic and digital works informed by their understanding of practice, to the conceptual framework and the frames
- to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

Students will value and appreciate their engagement in the practice of the photographic and digital media and understand how photographic and digital media, as a field of practice and understanding, is subject to different interpretations.

Links to Stage 6 subjects can include:

Visual Arts Photography

Video and Digital Imaging

Visual Design

Physical Activities and Sports Studies (PASS)

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 aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement (NESA, 2019).

Physical activity and Sports studies has a strong emphasis on learning through movement. Therefore, where appropriate movement applications will be utilised to explore areas of study.

The course will include modules selected from the three areas of study:
- Foundations of physical activity
- Physical activity sport and society
- Enhancing participation and performance as well as school developed modules.

Foundations of Physical Activity
- 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

Physical Activity and Sport in Society
- 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

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

Links to Stage 6 subjects can include:
PDHPE
Sport Lifestyle and Recreational Studies

Visual Arts

Students will:

- experience a variety of art media to develop skills in drawing, painting, printmaking, sculpture
- investigate art history and criticism to develop meaning in artworks
- explore the world and other artists as a source of inspiration for art making
- observe actual artworks on display at exhibitions virtual and live.
- have a variety of opportunities to exhibit their own artworks
- explore surfaces, textures and Abstract Expressionism
- study the Archibald Portrait Prize, create portrait drawings and paintings
- experiment with a variety of printmaking techniques – lino and screen printing
- make art works influenced by different cultures
- gain an appreciation for differing interpretations and points of view through critical and historical study of places, events and time.

Links to Stage 6 subjects can include: Visual Arts Visual Design Photography Video and Digital Imaging

DEPARTMENT APPROVED COURSES

(NB: Are not listed on RoSA and students can select ONE only)

International Studies

The aim of this course is for students to know and understand the significance of culture in their own lives and appreciate the culturally diverse, yet interconnected, world in which they live and to develop skills and values to view their own and other's cultures from different perspectives.

Students are encouraged to develop their knowledge and understanding of the complexity and diversity of cultures and the different beliefs that underpin them. Students examine and analyse stereotypes and recognise the increasing interdependence and interconnectedness of different people and cultures in the contemporary world.

Some of the topics available for students to study include:

- Understanding Culture and Diversity in Today's World
- Culture and Beliefs
- Culture and Gender
- Culture and the Media
- Culture and the Performing Arts
- Culture and Sport
- Culture and Family Life
- Culture in Food

Links to Stage 6 subjects can include:

Aboriginal Studies Society and Culture Studies of Religion 2

iSTEM

iSTEM stands for integrated Science, Technology, Engineering and Mathematics. At Leichhardt, iSTEM is delivered using Project Based Learning (PBL). This provides students with the opportunity to engage in meaningful experiences that integrate STEM learning areas and that reflect the skill requirements of the future Australian workforce. iSTEM follows the model that students experience in Stage 4 technology units- group based work with individual assessment.

The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75% of the fastest growing occupations require STEM knowledge and skills.

Topics:
- STEM fundamentals
- STEM Project Based learning
- Aeronautical Engineering
- Problem based learning
- Megotronics and Robots
- Sustainable transport

iSTEM is designed to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises problem based learning where students are encouraged to learn by doing.

iSTEM activities may include:
- Designing, building and testing aircraft made from balsa wood
- Incursions from Engineers without Borders
- Participation in transport design competitions e.g. Metro Minds
- Learning python coding language
- Mars Rover challenge
- Coding sensors to collect and analyse data

Links to Stage 6 subjects can include:
Engineering Studies
Design and Technology Mathematics 2
Information and Design Technology
Physics
Senior Science
Software Design and Development

Various Interest Based Electives (VIBE)

The VIBE electives seek to increase the breadth and challenge of learning and offer an ideal opportunity for talent development and advanced learning for all students. Sydney Secondary College Leichhardt has developed a variety of VIBE electives to engage students in enrichment opportunities in Stage 5. The VIBE electives are designed to engage participants in inquiry-based project learning that develop creativity, critical thinking, communication, collaboration and reflective thinking skills. At SSC Leichhardt campus we call these skills 4C's +R.

These courses will run as one year 100 hour courses (one to be completed in Year 9 and a separate course to be completed in Year 10). It is important to note that the VIBE elective will NOT be listed on the Record of School Achievement (ROSA).

To help students make their choice we have created short video introductions for each elective on offer. Click on the link to access. **https://bit.ly/43xAuWA**

Outcomes assessed

EL51-think creatively	EL55-use communication and interpersonal skills
EL52-think critically	EL56-work independently
EL53-think reflectively	EL57-demonstrate learning to an audience
EL54-work collaboratively	

Courses Offered and Cost

Accord	Nil	Philosophy	Nil
After the fall	Nil	Psychology	Nil
Bean to Barista	$90	The Great Outdoors—Survive & Thrive	$50
Cook like a Chef	$160	Script Writing for Stage and Screen	Nil
Creative writing for Publication	Nil	Short Film Making	Nil
CSI - True Crime	Nil	Song Writing and Production (SWAP)	Nil
Cultural Explorations - Celebrating Inclusiveness withMulticulturism - CIM	Nil	Stage Production	Nil
Dance and Creative Movement	Nil	Success in Ceramics	$80
Leichhardt TV	Nil	Tinkering With Timber	$70
Marine & Aquaculture Technology	$10	Upcycle Me	$50
Navigating Life	Nil	Visual Design	$40
Opportunities and Pathways in Physical Activity and Sport	Nil	Work Education (Year 10 only)	$20

ACCORD - Ambition Creativity Challenge Opportunity Risk Do

This unique elective subject focuses on highly personalised learning within a project-based framework. The subject builds the 21st century skills of creative thinking; critical thinking; reflective thinking; collaborative and independent inquiry and communication and inter-personal skills. To demonstrate achievement of course outcomes, students work on a four student designed inquiry based learning projects over one year. The purpose of ACCORD is to develop a student's capacity to use their personal interests to drive their own learning, establish concrete skills for approaching HSC courses (especially those involving a major work) and most importantly to become successful lifelong learners.

Students who choose this subject are independent learners. It requires dedication and those who succeed can take responsibility and challenge themselves to engage in creative projects that use research to solve problems. Highly motivated students have the opportunity to connect their learning with the real world by 'showing what they know' with a public audience.

Students in this course will be able to pick their own topics to learn about and teachers will advise and guide them throughout the process to project completion. Students will write a driving question, produce a project portfolio, hold an exhibition of their work and then reflect on their process.

Examples of past driving questions developed by students for ACCORD projects:

- Why is the human brain still deceived by magic?
- How powerful is the media in shaping our perception of the world around us?
- What can we do to improve transport in Sydney by 2040?
- How can we help teenage girls develop positive attitudes to body image?
- What are the relationships between religion and conflict?
- Why does America have the highest rate of serial killers?
- How can we design theatre costumes using only recycled materials?
- Are we alone in the universe?
- Why are young people homeless?

**To structure learning, students will engage with the following driving questions:**

- How can we work collaboratively to develop a sophisticated answer to a provided driving question?
- How can I turn quality secondary research into an engaging and insightful inquiry project?
- How can we use the power of campaigning to increase awareness in our school about a real- world issue?
- How can we use our ACCORD experience to design and self-direct awesome projects?

After the Fall

Writers and filmmakers have long speculated on the future and fate of mankind. In this elective you will get the opportunity to critically and creatively engage with films, novels and graphic novels of the speculative fiction genre. You will discover how historical events act as catalysts to influence and inspire apocalyptic and dystopian fiction and how humanity uses storytelling to face our greatest fears.

Throughout the course you will work on four inquiry projects linked to common end of the world narratives/mythologies linked to the following driving questions:

- How do writers use zombie mythologies to represent real world issues? Students study the novel "World War Z" and clips from various zombie films to see the evolution of this mythology in popular culture and its roots in real world concerns)

- How essential is freedom to humankind? Students study the way totalitarian and fascist regimes gave rise to dystopian texts.

- How can humanity withstand the end of the world as we know it? Students study various texts which speculate on interplanetary conflict and environmental catastrophe such as 'War of the Worlds' and compose their own.
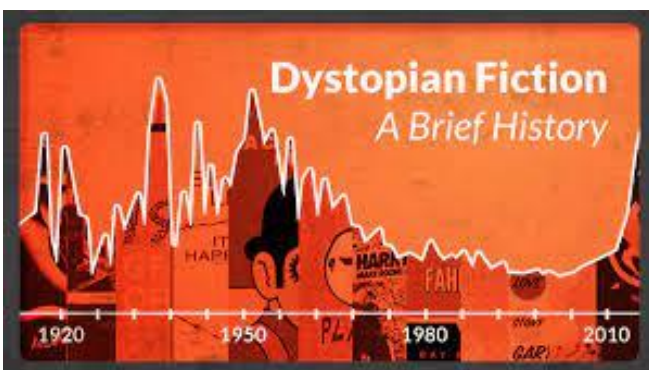
Bean to Barista

In Bean to Barista, students develop both coffee making skills and 21st Learning Skills.

Students learn to work collaboratively and develop their communication skills by working in pit crews to run the school coffee cart. They are provided with the opportunity to further develop these skills by running the coffee cart at various events throughout the school year.

They learn techniques to generate creative ideas and use these to develop a unique cafe proposition that includes a signature bakery product.

Students learn about the impact of coffee on culture, culture on coffee and the health impacts of coffee, then develop critical thinking skills via a project where students research a coffee related topic.

To structure learning students will engage with the following driving questions:

- What impact has coffee had on culture?
- What impact has culture had on coffee?
- Is coffee ethical?
- What makes a unique café?
- How can I create a bakery product that represents my unique idea?

Cook Like a Chef

In Cook Like a Chef, we explore the hospitality industry and develop the skills that successful chefs need. Through inquiry and practical based learning, students develop skills in hygienic food preparation, menu/recipe development, time management, collaboration, and communication.

They will complete a research project to develop an understanding of the hospitality industry and the many and varied roles that are available. They will learn food preparation skills and use reflection skills to develop a continuous improvement approach to their cooking. Finally, the class will work together to provide catering for a school event.

To structure learning students will engage with the following driving questions:

- How can we work as a team to create and serve food?
- What communication and inter-personal skills do I need to be a successful hospitality worker?
- How can I reflect on my performance in the kitchen to improve my food preparation skills?
- How can I use my creative thinking skills to develop tasty food items that cater for diners needs?

Creative Writing for Publication

This course is designed to develop and strengthen your creativity, communication skills and reflective thinking, with a focus on the power of language and the creative writing process along with the intention for publication. You will explore a wide range of quality sample texts to improve your own creative writing in different forms including short story, micro-fiction, poetry, scripts and journalism. Learn key skills to write in engaging ways, enjoy producing works for publication and unlock your creative writing potential.

To structure learning students will engage with the following driving questions:

- How can I work collaboratively to develop a school Magazine?
- How can you move people through poetry and capture an audience's attention?
- How can I learn from the masters to develop my own creative expression?
- How can you create an online, on-demand podcast that makes great conversations and storytelling that connects to the real world?

Cultural Explorations - Celebrating Inclusiveness with Multiculturism

The aim of the Cultural Explorations course is to celebrate our cultural diversity. On completion of this course students will have a deeper understanding of the benefits of living in a multicultural society and develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. The Cultural Explorations course involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Australia is the most successful multicultural country on earth and we should celebrate this and work to maintain it. Cultural Explorations stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open- mindedness and critical awareness. Cultural Explorations provides students with engaging opportunities to explore multiculturalism in Australia and learn to celebrate our amazing cultural diversity.

Throughout this course students will apply their learning and activism to improve our school community. During the year students work together to: promote Harmony Day; research and develop strategies to overcome racism and learn about food as a way to celebrate cultural diversity. Students will also choose a personal project that results in a product created by them that that promotes understanding and appreciation of diversity.

To structure learning students will engage
with the following driving questions:

- How can we work together to celebrate harmony day and the diverse cultural backgrounds of our students?

- How can I create a product that promotes understanding and appreciation of diversity?

- How can we raise the awareness of anti- racism among students at our school?

- How does food help cultural understanding?

CSI - True Crime

The focus of this course is to explore the concept of true crime through a diverse set of lenses, including anthropology, psychology, the investigative processes, the issue of true justice and ethical practices. Students will be provided with the opportunity to learn about true crime, social justice and why we do the things we do. Students will investigate the role of media in shaping how people view crime and tackle questions such as are criminals born or made, what is the role of nature versus nurture in shaping criminal tendencies and is there such a thing as a perfect crime? Students will undertake extensive research into modern scientific technologies used in crime solving, and will then apply this knowledge to establish their effectiveness in solving real world crimes.

To structure learning students will engage with the following driving questions:

- How can we better understand the role of true crime media perspectives in shaping our attitudes towards crime?
- To what extent should a legal system allow for the nature vs. Nurture debate when establishing guilt or innocence?
- How could someone commit the perfect crime - even with the technologies available today?
- How can the criminal justice system in Australia be reformed to ensure that there is equal justice for all?

Dance and Creative Movement

In the Dance and Creative Movement elective, students engage in an authentic learning experience where they will create a dance performance that tells a story. This process will allow them to engage with the 4 Cs + R. Students will collaboratively produce a performance through active learning and workshops. They learn techniques, shapes, sequences and choreography before devising their own performance showcase. Students will learn about the historical significance of dance, its role in contemporary society and engage with the concept of dance and creative movement as a form of communication. All levels of experience of dance and creative movement are welcome in this elective.
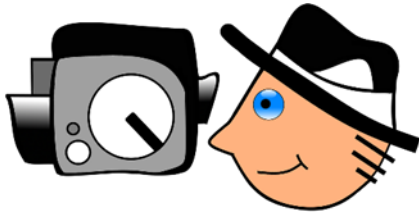
To structure learning students will engage with the following driving questions:

- How do I use movement and shape to tell a story?
- How can I use sequence and music to express and evoke complex emotions?
- How can dance and creative movement be used as a universal language?

Leichhardt TV

This elective is designed as a collaborative experience where students work together in small production units to develop their skills in acting, writing and video production. They will work towards creating small segments for episodes of Leichhardt TV. Through inquiry based student led learning opportunities students will work as writers, directors and production crew working collaboratively through writer's room scenarios to enhance communication and creativity in the development phase of television production, take turns as directors and various production roles to ensure that they learn skills across the entirety of the filming process. They will make real world connections through sharing their work on school assembly and contributing to film festivals. Students will use feedback from audience responses to reflect on and improve their work across the year.

To structure learning students will engage with the following driving questions:

- How can we work collaboratively to generate scripts for the screen?
- How does the director steer the creative ship on screen production?
- How can I enhance my skill set across the elements of screen production to become an all-rounder on set?
- How can I take what I have produced this year into the real world and showcase my new skills?

Navigating Life

In Navigating Life, students will explore the financial aspects of daily life, including the impact of income on an individual's quality of life, the process and requirements involved in purchasing a property and how to plan a holiday given a budget to meet the needs of a select audience. Students carefully consider how, as an independent adult, the extent to which their quality of life would be affected having chosen a select profession and income of their choosing. They are encouraged to explore the vast multitude of factors involved in shaping an individual's quality of life and the extent to which financial constraints/freedoms affect this. The course also delves into the suitability of properties based on the income of a profession of students' choosing. Students explore essential key terms and concepts that will equip them with the knowledge and understanding of the process involved in purchasing a property. In addition, students learn to cater for a select audience and plan a holiday given real-world constraints and context.

To structure learning students will engage with the following driving questions:

- How might your income affect your quality of life?
- How do you navigate the property market and what do you need to know about buying a house?
- What is involved in organising a holiday, given a budget and audience?

Marine and Aquaculture Technology

Marine and Aquaculture Technology is an elective science subject which focuses on a range skills in the context of marine and water related environments. This course is designed for students with an inquisitive scientific mind and provides students with the opportunity to plan and carry out a range of practical investigations and inquiry based projects.

Modules include areas such as: biology, ecology, leisure, aquaculture, employment, management and general interest.

To structure learning, students will engage with the following driving questions:

- How do the contribution and impact of innovation in marine and aquaculture technology benefit future generations?
- What is the importance of biodiversity in marine and aquatic environments?
- How can students use their skills and understanding to develop solutions to personal, social and global issues?
- What does the finite nature of marine and aquaculture resources mean for their impact and use on the environment and society?

Opportunities and Pathways in Physical Activity and Sport (OPPAS)

This stage five elective provides students with an opportunity to explore a select few occupations within the field of sport and health and become familiar with future work possibilities. Over the course of a school year the following occupations may be explored: physiotherapy, chiropractic science, strength and conditioning, event management, sports management and sports journalism.

OPPAS is not a physical activity subject but rather a theory-based elective with a vigorous academic approach to learning. The elective consists of four modules comprising of two individual and two group based assessments, aligning with the 4Cs+R.

Students in this course will be able to pick their own topics in terms two and four and the topics for the remaining two terms will be determined by teachers. Teachers will also advise and guide students to project completion.

To structure learning students will engage with the following driving questions:

- How does nutrition impact performance in physical activity?
- What skills are necessary to be successful in sports media?
- How can I create a coaching resource to support player skill and development?
- What role does progressive mobilisation play in the rehabilitation of sports injuries?

Philosophy

In the Philosophy elective students explore how people developed many of the thoughts and beliefs that are still prominent in today's society. Using the 4C's + R skills and process students will study and compare various philosophies and philosophers from indigenous, European, Middle Eastern and Asian cultures. The information will be broken down to provide students with easy to understand sequenced content and will progress from foundations of basic value systems into explorations and studies of ancient to contemporary philosophers and philosophies, and considerations for the future. Through project-based learning students will produce a case study, an integrated presentation and a final project exploring a topic of their interest.

To structure learning students will engage with the following driving questions:
- What purpose has philosophy served society?
- Why have some philosophers been so influential?
- How is philosophy shaping our modern world?
- How could human beings use philosophy to prepare for the future?

Psychology

The human mind is a fascinating realm equally as scary as it is mysterious. In this course you will learn not only about how our mind works but why it works and what happens when it doesn't work exactly the way we want it to. Based on their interests, students will research and develop questions around the four main categories of psychology that will be explored; abnormal, social, behavioural, and cognitive psychology. Students will gain a better understanding of the processes involved with conducting experiments related to psychology and the design limitations they will inevitably face from individual biases. Students will engage with future focused skills in line with Leichhardt's 4C's + R scaffolds, to think critically, be creative, work collaboratively and communicate their ideas with audiences as well as reflect on these skills in the context of psychology.

Topics and ideas within this course include: what is psychology; comparing psychology and psychiatry; being ethical in psychology; clinical psychology; comparing normal and abnormal psychology; social animals; bystander effect; behaviour in a group; individual biases; behavioural psychology; reinforcement and punishment; applied behavioural analysis; reinforcement and punishment; conditioning; cognitive psychology; personality; motivation and memory.

To structure learning students will engage with the following driving questions:
- What does it mean to be normal?
- Why do we do what we do?
- Is psychology a science?
- What is reality?

The Great Outdoors - Survive and Thrive

This is a creative course that lets students develop skills that will enable them to be active and contributing members of society. This course helps to develop an understanding of our relationships with the environment, others and ourselves. This course emphasises practical activities that cater to individual interests within sport and recreational industries. The areas of sport and recreation are widespread and varied industries within Australia. This course aims to provide a framework that enables students to engage in these industries now and into the future.

Suitable students for this course should be highly driven and interested in a wide range of outdoor recreational pursuits. Students will be engaged in learning that provides opportunities for developing 21st century skills in critical thinking, communication, creativity and collaboration skills through completion of basic first aid, water sport activities including bronze star or medallion, outdoor challenge events, orienteering, bike safety, outdoor survival and international sports.

To structure learning students will engage with the following driving questions:

- How do we create a campaign to promote water safety in different environmental conditions?
- How can we create and put on successful outdoor challenge events?
- How can participation in physical activity promote a connection between the individual and society?
- How can we decrease Australia's high drowning rate statistics?

Script Writing for Stage and Screen

Script writing for stage and screen is a course designed to give students the skills required to create original scripts for stage and screen. Students will build their understanding of the elements of scripts and the process of script development through completing a range of writing tasks. They will also work in a collaborative environment which supports them to share their work with the other students, allowing each student to build dramaturgical tools and develop a language that can be applied to giving feedback to peers.

This practical work will be complimented with group reading sessions which will explore and analyse a range of contemporary theatre and film scripts as well as specific industry investigations.

With a foundation of skills and collaborative tools established, each student will embark on a major writing project; to be developed over two terms during which it is refined through a detailed and structured drafting process.

In the final component of the course, the class will collectively curate an event where excerpts of their major writing projects are read aloud to an audience in the college community. This event will further allow students to collaborate as they plan and realise a public event which in turn will result in the informative learning that arises when writing intended for an audience is shared live.

To structure learning students will engage with the following driving questions:
- What is the role of a script writer?
- What skills and tools do I require?
- Who is my audience and how do I write for them?
- Who are the artists who inspire me?
- How do I turn my idea into a script?
- How do I effectively and generously collaborate with others?
- How do I effectively and generously collaborate with others?
- How do I learn from being in the audience when my work is on stage?
- What am I learning and how is it informing the work I am creating?

Short Film Making

What are the benefits of using outdoor activities to develop social competencies and engagement? Short Film Making is designed to get students to take an idea that starts in their imagination, build it from the ground up and then ultimately see it realised on the screen. Through an interactive and hands on approach, students will be taught all the fundamentals of basic film production. Over the course of a year students will make four short films. Emphasising creativity and team work students will learn to appreciate the multiple roles and skills required to make a film. Students will learn to script, storyboard, shoot, edit and make a soundtrack. They will shoot their films on a mobile phone or device (like an iPad or Android equivalent) and learn to use film editing software such as Adobe Premier Elements. They will explore different genres of film making including animation, documentary and horror and create work designed to be entered into student film competitions such as Tropfest Jnr and Bloodfest. Through this course students get to enter the world of film and discover the magic of movie making!

To structure learning students will engage with the following driving questions:

- How can I create a one minute stop motion animation film?
- How can I create a mini documentary?
- How can we create a 5 minute short film in the horror/thriller genre?
- How can we create a 7 minute short film worthy of entry in the Tropfest Jnr short film competition?

Song Writing and Production

SWAP is a project based music elective where students explore their creativity and be able to produce songs to demonstrate their understanding of the song writing process through the 4C's +R skills and capabilities. Students will work individually and collaboratively throughout the process of critically analysing the musical structure of melody and harmony.

By studying different song genres, styles of writing, thematic influences and lyrical techniques, students will be able to compose and reflect on their own song writing. They will also gain the experience of self-managing their own creativity resulting in a portfolio of original material. Students will have the opportunity to share their songs with an audience, through performance and/or recording.

Students are guided through the song writing process via the following course topics: What Do I Have to Say? What Does That Sound Like? What Style Is That? and A Star Is Born. The main purpose of SWAP is to enable students to develop and refine the real-world skills of collaboration and communication, while reflecting on their own process journey.

To structure learning students will engage with the following driving questions:

- How can I work collaboratively to develop a set of complete lyrics and melody for a provided backing track?
- How can I turn quality secondary research into a unique, original chord progression that aligns with a genre and theme?

Success in Ceramics

Ceramics is the art of forming various useful products and artworks from clay and hardening them with heat.

Ceramics has played an integral role throughout human history by exploring and capturing the richness of traditional customs, fashion, artistic expression and culture in a single pot or sculpture. Throughout the course, students will learn traditional and complex clay building processes and practices, used by ceramicists across history, to conceive, create and resolve their own products and artworks. Students develop understandings of the histories, conventions, traditions and contemporary applications of ceramics to inform their own practice, with an aim to create functional and detailed ceramic works.

In *Success in Ceramics*, students use the frames to learn about ceramics, its development and history. Students develop their knowledge and skills through a broad range of ceramic art making techniques and use a process diary to develop their ideas and creations. Students will experiment with various processes, techniques and skills adapted from various artistic ceramic styles.

To structure learning, students will engage with the following driving questions:
- How can we create a functional useful ceramic object?
- How can ceramics be used to communicate and capture culture?
- How have artists explored personal identity with ceramic sculpture?
- How have artists used elements of the environment to create evocative artworks?

Tinkering with Timber

In Tinkering with Timber, we enhance Twentieth Century Learning through practical-based education. The course equips students with carpentry and DIY skills, enabling them to become confident builders of timber projects. While accessible to all, those who thrive on hands-on learning will benefit the most. Through inquiry-based learning, students develop critical thinking and independent work skills. They explore the societal and historical significance of timber-based products, incorporating Indigenous perspectives. Students also foster creative and reflective thinking by designing and building a folding camp stool with an accompanying folio.

Numeracy skills are honed using timber offcuts to create scale models, and collaborative work practices and communication skills are developed through class showcases. All timber projects prioritise teaching sustainability as a core value. The subject also uses the 4 C's of learning: critical thinking, creativity, communication, and collaboration. Our hands-on projects and inquiry-based approach foster critical thinking, encourage creative expression, enhance communication skills, and promote collaborative work practices.

To structure learning, students will engage with the following driving questions:

- What role has timber played in human society?
- How can we use the skills learnt in class to design a folding stool made from pine? How can we use reflective thinking skills to improve our work?
- How can we make a scale model from timber offcuts? How can we use our collaboration skills to show off our project work?

Stage Production

In the Stage Production elective students engage in an authentic learning experience where they undertake the process of creating a production company that will allow them to develop 4Cs + R skills and capabilities. Students will collaboratively produce a play or musical through active learning and workshops. They will be provided with hands on experience and industry professional guidance in directing, casting, principle cast, lighting, sound, set design, audio visual, stage management, production management, and marketing and promotion. Students will then choose one of these roles and commence an action research project resulting in the term three school production. This elective will directly align with the extra-curricular elements of school productions that involve students across the campus thus providing an opportunity to apply their knowledge and skills in a broader setting.

To structure learning students will engage with the following driving questions:

- How do professional theatre companies use the elements of production to create meaning for an audience?
- How can I collaborate to create a design concept that delivers the director's vision?
- How can I collaborate in my production roles to produce a high quality production?
- How can I reflect on my experience to guide better practice in the future?

Upcycle Me

Australia is one of the most wasteful nations on earth. More than ½ million tonnes of textiles and leather end up in landfill each year- that's 6000kg every 10 minutes! In "Upcycle Me", students will explore the scale and impact of textile waste on Australia. They will learn skills to allow them to upcycle unwanted clothing and other textiles into new, fun and fashionable items. These could include dog clothing/accessories, toys, clothing, bags, cushions, face masks, jewellery, rugs etc, etc. As well as learning textile skills, students will engage with 21st Century, future focused skills; critical thinking, creativity, collaboration, communication and reflection. They will design a collaborative, cohesive collection and make items from the collection. At the end of the year, student will collaboratively organise and promote an Upcycle Fashion show to demonstrate the products they have produced during the year.

To structure learning students will engage with the following driving questions:

- How does textile waste impact society, the environment and the economy?
- What skills do I need to upcycle unwanted clothing and textile products?
- How can we collaborate to design a cohesive collection?
- How can we plan, promote and deliver a successful fashion show?

Visual Design

Visual Design provides students with opportunities to connect aspects of both art and design through various projects that students will develop and create. Students will make and design images and objects that have both an aesthetic value and conceptual meaning. This course is designed to enable students to gain an increased sense of accomplishment and independence in their representation of ideas in different fields of design. This elective builds on aspects of the Stage 4 mandatory Visual Arts course. It provides opportunities for students to use and expand on their skills developed in visual art whilst also developing skills and understanding of the design process. Visual Design as an artistic practice plays a significant role in the contemporary world and this course gives students the chance to explore the interesting connection between art and design. The areas covered in this course provide students with opportunities to make active connections to aspects of their world. The principal aims of this course are to develop students creative and critical thinking processes in a collaborative environment, promoting communication and reflection. To demonstrate their achievement of course outcomes, students will work on a series of inquiry-based design projects.

To structure learning students will engage with the following driving questions:
- How can we use a zine to inspire and connect youth?
- How can recycled materials change our fashion industry?
- How can we use visual design to build an effective brand?

Work Education (Year 10 only)

Year 10 Work Education is a comprehensive program designed to equip students with the essential skills and knowledge necessary for a successful transition into the world of work. This engaging and practical course provides students with a solid foundation in various aspects of the professional world, empowering them to make informed career choices and develop important employability skills.

Throughout the year, students delve into a range of engaging topics, including resume writing, interview techniques, workplace etiquette, and financial literacy. They gain valuable insights into different industries, exploring diverse career pathways and understanding the requirements and expectations of various professions and the HSC. By engaging in real-world scenarios and hands-on activities, students develop critical thinking, problem-solving, and teamwork skills, which are vital in today's dynamic work environments.

Year 10 Work Education also emphasises the importance of self-reflection and personal development. Students are encouraged to identify their strengths, interests, and values, enabling them to align their passions with potential career opportunities and subjects for Year 11 and 12.

Year 10 Work Education prepares students for the challenges and opportunities that lie ahead, equipping them with the tools necessary to thrive in the ever-evolving world of work. By combining practical skills, career exploration, and personal development, this program empowers students to make informed decisions about their future, setting them on the path towards a fulfilling and successful transition to senior school and beyond.

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