

2020

**SYDNEY SECONDARY
COLLEGE
LEICHHARDT**



STAGE 5 SUBJECT COURSE GUIDE

RESPECTFUL

RESPONSIBLE

LEARNER



**Sydney
Secondary
College**
Leichhardt

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THE 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
- Co-operation
- 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 kind will not be tolerated.

LEICHHARDT CAMPUS DIRECTORY

Principal	Ms Belinda Conway- Relieving
Deputy Principals	Ms Chantelle Phair Years 7 & 8 - Relieving Mr Vince O'Donnell Years 9 & 10

210 Balmain Road, Leichhardt 2040

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HEAD TEACHERS

English	Ms Stephanie Ward
Creative and Performing Arts	Mrs Marimar Salerno - Relieving
Human Society and Its Environment	Ms Lisa Hartemink
Mathematics	Mr Mahmut Yanar
Science	Ms Voula Georgelos
Technological and Applied Studies	Mr David Springbett
PD/H/PE	Ms Liz Jones
Administration	Mrs Sally Bury
Support	Ms Lyn Robinson
Learning and Enhancement	Ms Cheryl Ellis
Teaching & Learning	Ms Emily O'Connell
Welfare	Ms Janine Ahie - Relieving

2019 STUDENT ADVISERS

Year 7	Ms Leanne Jamieson and Mr Dominic Tintner
Year 8	Mrs Jennifer Duncan and Ms Olivia Edwards
Year 9	Mr Chris Matos and Ms Lani Grey
Year 10	Mr Matt Harris and Mr Mark Crasti

CAREERS ADVISER	Mr Brendon Bearman (Relieving)
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SCHOOL COUNSELLOR	Ms Jo Rynsaardt Ms Suzy Owens Ms Andrea Smith
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SPORTS CO-ORDINATOR	Mr Michael Parker
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COMPULSORY SUBJECTS

To earn a **Record of School Achievement (RoSA)** at the end of Year 10, all students are required to study English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), Australian Geography and History. In addition, students must actively and regularly participate in Sport (150 minutes per week) and **complete 400 hours of Additional Studies-Electives**. At our Leichhardt Campus, this will include choosing two 200 hour Board Developed or Content and School Developed Board Endorsed courses. In addition to this, for the first time, we are offering 100 hour Various Interest Based Electives (VIBE) with an inquiry based learning focus. Students will choose two 100 hour VIBE electives to complete in Stage 5, one in Year 9 and one in Year 10.

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.

Students will respond to and compose a range of texts that suit a variety of learning needs, styles and preferences, including spoken, print, visual, media, 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, cultural expression – including the cultures of Asia, Australian literature and Aboriginal experiences – and

environmental and social sustainability.

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.

The English faculty's units are framed by a conceptual focus that aims to create cohesion in the development of students' skills and understanding. The focus for Year 9 2020 is the representation of perspective and values in the texts they study.

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 and creative writing.

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 systems.
- 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.

Students participating in this subject must wear enclosed black leather school shoes for safety reasons. This is mandated by the Department of Education and Communities "Equipment Safety in Schools" policy.

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 (NESA, 2019).

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 transitions 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 (NESA, 2019).

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 sub stages, Stage 5.1, Stage 5.2 and Stage 5.3. **These sub stages 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:

[http://
syllabus.nesa.nsw.edu.au/mathematics/
mathematics-k10](http://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10). Parents are welcome to contact our Head Teacher Mathematics, Mr Yanar, for any questions you may have about the course and how our classes are structured at our Leichhardt Campus.

GEORGRAPHY (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 understanding 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 that includes Board Developed or Content and School Developed Board Endorsed courses. *Students will also choose TWO separate 100 VIBE electives to be completed across Stage 5 (explained in 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 only 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 2019
Aboriginal Studies	N/A
ACCORD (Critical Thinking)	N/A
Child Studies	\$20
Chinese	N/A
Commerce	N/A
Drama	\$20
Food Technology	\$90
French	N/A
Geography (Elective)	N/A
History (Elective)	N/A
Industrial Technology - Engineering	\$60
Industrial Technology - Multimedia	\$40
Industrial Technology - Timber	\$60
Information and Software Technology	\$20
Italian	N/A
International Studies	N/A
iStem	\$30
Music	\$30
Photographic and Digital Media	\$80
Physical Activity and Sports Studies	\$20
Visual Arts	\$40
School Contribution	\$90
Information Technology Access	\$45
Sport Levy (does not include transportation costs)	\$20
P & C Contribution	\$40

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. In the following pages an asterisk * will be next to the course name if it requires a fee.

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 have the opportunity to 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



ACCORD
(Critical Thinking)
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 seven student-designed inquiry based learning projects over the two years. 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 are able to 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 Year 9 and 10 students for ACCORD projects:

- What is the relationship between gender roles and fashion?
- Why is the human brain still deceived by magic?
- How can we redesign our education system to benefit 21st century learners?
- 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?
- How can scientific inventions be applied to the world's future problems?
- Is it possible to make a real life Jurassic Park?

Links to Stage 6 subjects can include:

Society and Culture
Design and Technology
English Extension 1
History Extension
Engineering Studies
Investigating Science
Entertainment
Textiles and Design
Visual Design
Information & Technology

CHILD STUDIES (Content Endorsed Course) *

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 have the opportunity to 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

Society and Culture

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. This is a fantastic leadership opportunity for 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

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
- Playbuilding
- Shakespeare
- Set and costume design
- Political theatre
- Commedia Dell'Arte
- Character and Movement

Links to Stage 6 subjects can include:

Drama
Entertainment



FOOD TECHNOLOGY *

Food Technology is a practical Project Based Learning course that allows students to independently manage their own learning goals to solve engaging real problems and issues. Students learn in a differentiated environment and develop skills in communication, collaboration, critical and creative thinking

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
Food for Special Needs
Food in Australia

Year 10

Food Equity
Food Trends
Product Development

Links to Stage 6 subjects can include

Food Technology
Hospitality

This course has safety equipment and fee requirements.



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 effected 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 and fee requirements.



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.

INDUSTRIAL TECHNOLOGY

TIMBER *

This course assists students to develop their knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

The course, through the making of a variety of practical projects, aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Students will develop:

- knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of wood based practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications

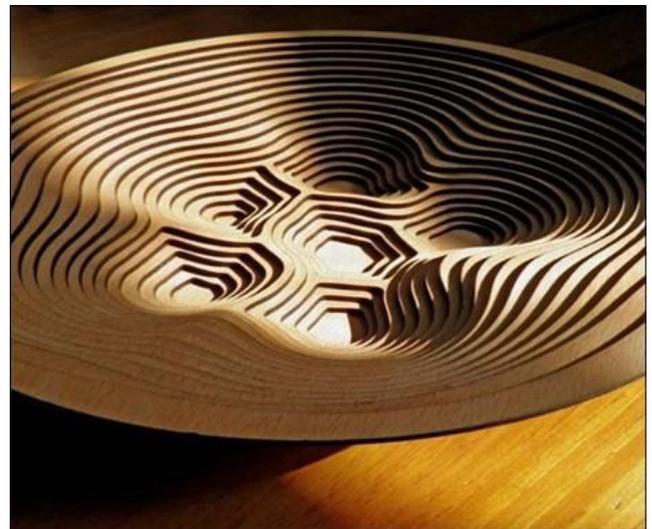
- skills in communicating ideas, processes and technical information with a range of audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in the timber industry and their impact on society and the environment.

Links to Stage 6 subjects can include:

Design and Technology

Industrial Technology – Timber

VET Construction



INFORMATION AND SOFTWARE TECHNOLOGY *

This course assists students to develop knowledge, understanding and skills to solve problems in real life contexts. Students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. They develop solutions through project work, individually and collaboratively.

Options of study include:

- authoring and multimedia using graphics, audio & animations
- digital media including movie making & digital photography robotics and automated systems
- software development and programming
- internet and website development

Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. Through approaches such as modelling and prototyping, and other student-centred activities, students will develop knowledge and understanding of both practical and theoretical concepts of the course.

Links to Stage 6 subjects can include:

Design and Technology
Information Processes and Technology
Software Design and Development
Industrial Technology
Multi-Media
Industries Computer
Applications



ITALIAN

The stage 5 Italian course is a vibrant program that develops linguistic competence in the four skills of listening, reading, speaking and writing. At the same time, it expands knowledge of important areas of Italian culture: literature, film, history and society.

Italian at Leichhardt prepares students from beginner to intermediate levels. Each proficiency level sequence has a cultural component as well as a language component and the two are embedded in each lesson.

Students successfully completing this course will be able to:

- analyse the structure and understand the context of authentic, formal and complex language
- have an awareness of a range of important themes in Italian culture, including familiarity with the social and historical context of the country.

The study of Italian is interesting and challenging. Students who learn Italian gain a sense of personal achievement, satisfaction and confidence as they master valuable communication skills.

Competent speakers of Italian are a great asset to Australian society in the areas of commerce, tourism, education, community services and international law. Italian is also a major community language in Australia.

There are no pre-requisites for the course, just the:

- love of Italian food, music, film and culture
- willingness to actively participate in reading, writing, speaking and listening exercises
- willingness to use various computer technologies

Assessment is continuous and outcomes are determined by assessment tasks, assignments and homework.

Links to Stage 6 subjects can include:
Italian Continuers



INTERANTIONAL STUDIES

(Board Endorsed Course)

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.

The main purpose of this board of Studies endorsed course is to better engage students in science, technology, engineering and mathematics. Pure mathematics and science topics are not included in this course, it is not intended as being a vehicle to increase the number of hours in which students study pure science or mathematics in Stage 5. Instead students learn about technological and engineering concepts which, by their very nature, are scientific and mathematical.

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



MUSIC *



In this course, students are encouraged to extend their skills on the instrument of their choice, to further develop their vocal skills through singing and sight-reading, to increase their knowledge of musical literacy, and to analyse the development of various styles of music. Composition in these styles is a mandatory component of the course using music software “Finale” and “Muscore” on computers. Performance, composition, musicology and aural will be assessed within each topic studied. Students are expected to practice regularly on their instruments with their tutors 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

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 ACTIVITY and SPORTS STUDIES (PASS)*

(Content Endorsed Course)

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 in order 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:

1. Foundations of physical activity
2. Physical activity sport and society
3. 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

PDHPE

Sport Life 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



SECTION TWO-100 Hour Various Interest Based Electives (VIBE)

For 2020 and 2021, Teachers at Sydney Secondary College Leichhardt have developed courses (VIBE Electives listed below) to offer engagement and enrichment opportunities for students in stage 5. These courses will run as a **one year 100 hours course (one will be completed in Year 9 and a separate course in Year 10)**. **This interest/enrichment elective will not form part of the Record of School Achievement.** The VIBE engagement and enrichment electives are designed to engage participants in inquiry-based projects that develop extraordinary creativity, critical thinking, communication, collaboration and reflective thinking skills. At SSC Leichhardt we call these skills the 4Cs+R.

To help students make their choice we have created short video introductions for each elective on offer. Click on the link to access. <http://bit.ly/VIBE100>

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

SUBJECT	COMPULSORY FEES (per annum)
ACTIVISM	Nil
AFTER THE FALL: ZOMBIES, THE APOCALYPSE AND HAVING FUN WITH OUR FEAR	Nil
BEAN TO BARISTA	\$40
CELEBRATING INCLUSIVENESS WITH MULTICULTURALISM – CIM	Nil
CREATIVE WRITING FOR PUBLICATION	Nil
CSI – TRUE CRIME	Nil
DANCE AND CREATIVE MOVEMENT	Nil
ENVIROMATHS	Nil
LEICHHARDT TV	Nil
NAVIGATING LIFE	Nil
OPPORTUNITIES and PATHWAYS IN PHYSICAL ACTIVITY and SPORT	Nil
OVERLORDS - DRONES and ROBOTS	\$50
PHILOSOPHY	Nil
PSYCHOLOGY	Nil
THE GREAT OUTDOORS – Survive and Thrive	\$100
SCIENCE INQUIRY	\$50
SHORT FILM MAKING	Nil
SPOKEN WORD POETRY	Nil
SMARTY PANTS- COMBINING ELECTRONICS, CODING AND TEXTILES	\$50
SONG WRITING AND PRODUCTION (SWAP)	Nil
SPORT SOCIOLOGY	Nil
STAGE PRODUCTION	Nil
VISUAL DESIGN	\$40

ACTIVISM



This course empowers students to be the change they want to see in society. Student's develop 21st century skills in collaborative and critical thinking processes that promote creativity, communication, reflection and self-directed learning. Students explore projects of passion and apply strategies of activism to change reality. Through the course students will enact change in themselves, their school and the world. The course provides students with the opportunity to explore different means of protest and strategies that then promote deep and significant learning. Activism uses the SSC Leichhardt 4Cs+R rubrics to assess students' capabilities as they engage in project based learning. This course appeals to those interested in current issues, changing the world and doing something meaningful. Topics for study may include the following. A module called Change Yourself, Change Your Place that involves students making change on a personal level and using communication to change their home and school. A module called Local Activism/Direct Activism where students work collaboratively and use critical thinking to find a solution to an issue in their community and explore a range of ways they can affect change at a local level through direct action, such as: protest, sit-ins, civil resistance, strikes, hacktivism and boycotts. A module called Human Activism that explores protest and change at a global scale and has students identify current issues and research creative solutions and develop strategies for change. To demonstrate their achievement of course outcomes students work on three inquiry-based learning projects.

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

- HOW CAN WE USE COMMUNICATION TO PROVOKE CHANGE IN OUR SCHOOL/HOME?
- THROUGH WHAT MEDIUM CAN WE USE THE POWER OF ACTIVISM TO AFFECT PROGRESS AT A LOCAL LEVEL?
- HOW CAN RESEARCH PROVIDE INSIGHT FOR REVOLUTIONARY CHANGE?

AFTER THE FALL: ZOMBIES, THE APOCALYPSE AND HAVING FUN WITH OUR FEAR



In this exciting elective you will engage in critical inquiry exploring films, novels and graphic novels that speculate on the future and fate of mankind. Throughout the course you will work on four inquiry projects linked to common end of the world narratives including: the mythology of the zombie plague and other humanity-destroying viruses; nuclear apocalypse and dystopian regimes that destroy human freedom; and environmental catastrophe and interplanetary conflict. You will discover how historical events act as catalysts to influence and inspire apocalyptic and dystopian fiction. Working individually and collaboratively you will learn about the origins and features of the genre, how these stories reflect universal fears and why these narratives have enduring status in popular culture. You will develop your critical and creative thinking skills to create your own end of the world texts in different forms.

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

- CAN HUMANKIND EVER CO-EXIST WITH THE UNDEAD?
- HOW CAN HUMANKIND SURVIVE WITHOUT A CIVILISED SOCIETY?
- HOW CAN HUMANITY SURVIVE THE END OF THE EARTH AS WE KNOW IT?

BEAN TO BARISTA



In Bean to Barista we look into the foundations of what it takes to become a small business entrepreneur. The course provides students with the opportunity to explore what it is like to be a coffee shop owner and design and create their own school café. Through inquiry and practical based learning students develop skills in crafting the perfect commercial quality coffee and a range of other cafe items. Students will develop and design their own cafe by investigating and surveying how local businesses operate successfully. They will work in teams to create their own unique business identity and demonstrate it to our school community in a real life situation. Students will learn about: barista skills; communications and interpersonal skills; hospitality skills; business management; food production; graphic and interior design; commercial appliances and machinery; marketing; health and safety; customer service and sustainable work practices. The final product will be a school run coffee cart.

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

- WHAT KNOWLEDGE, SKILLS AND TOOLS DO I NEED TO RUN A COFFEE ENTERPRISE IN MY SCHOOL SAFELY?
- HOW WOULD I BECOME A SUCCESSFUL COFFEE SHOP OWNER OR ENTREPRENEUR?
- WHAT COMMUNICATION AND INTER-PERSONAL SKILLS DO I NEED TO BE SUCCESSFUL IN MY ENTERPRISE? JACINDA OR TRUMP...WHO'S MAKING YOUR COFFEE?
- HOW CAN I MAKE MY PLAN COME ALIVE?

CELEBRATING INCLUSIVENESS WITH MULTICULTURALISM – CIM



Multiculturalism is one of the greatest achievements of Australian society. We live it every day: in our cities and suburbs, in our schools and workplaces, on our buses and trains. In all these places, Australians mix with those from different backgrounds. Almost half of our current population was either born overseas or has at least one parent born overseas and we come from every culture, every race, every faith, every nation. This course provides students with engaging and creative opportunities to connect with cultures, learn to celebrate our amazing cultural diversity and use personal and family experiences to develop an appreciation of the benefits of living in a multicultural country. As global citizens it is crucial that our students are able to embrace and respect diversities. Australia is the most successful multicultural country on earth and we should celebrate this and work to maintain it.

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 at SSC Leichhardt; 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 promotes understanding and appreciation of diversity. Projects to choose from include: a photo essay about multiculturalism in a chosen Sydney suburb; a filmed interview of a family member or friend talking about their cultural background and experience of migrating to Australia; a picture book or video that teaches little children about multiculturalism; a podcast series of first-hand accounts of culturally diverse people living in the Australian community; a how do you say hello project where students learn basic greetings from at least 20 different languages; symbols of peace - an infographic that communicates symbols of peace used across different cultures and finally a presentation on the representations of Australians in film that communicates the dangers of a single story.

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 CAN WE USE FOOD TO PROMOTE CULTURAL DIVERSITY IN OUR SCHOOL COMMUNITY?

CREATIVE WRITING FOR PUBLICATION



Improve your creative writing skills with the Creative Writing for Publication course. 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. 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 ON-LINE, ON- DEMAND PODCAST THAT MAKES GREAT CONVERSATIONS AND STORYTELLING THAT CONNECTS TO THE REAL WORLD?

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 culture in shaping how people view crime and punishment 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 CULTURAL PERSPECTIVES IN SHAPING ATTITUDES TOWARDS CRIME AND PUNISHMENT?
- 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

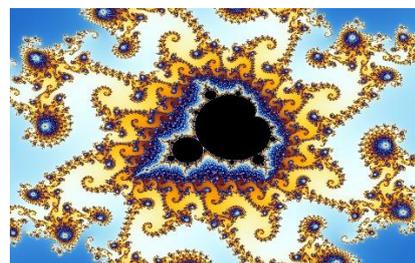


In the Dance and Creative Movement elective students engage in an authentic learning experience where they will create a dance performance that tells a story, this process will allow them to engage with the 4 Cs + R. Students will collaboratively produce a performance through active learning and workshops. 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?

ENVIROMATHS

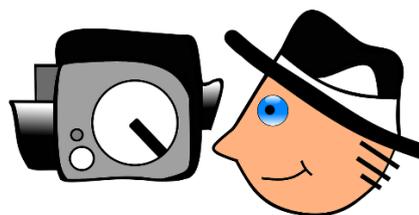


Enviromaths delves into the complex mathematical modelling that underpins decisions about humans and their impact on the environment, exploring environmental consequences and deriving solutions to local and global issues confronting the world. Students explore concepts such as the maths behind climate change, why did they choose the magic number of 2 degrees of climate change, and how do they know that if we stay under two degrees that everything will be ok? This is a mathematical course based on the impacts of human behaviour on the environment. Students consider various environmental scenarios and generate mathematical models to predict the impact of humans on the environment. Students will learn about environmental consequences and be asked to derive solutions to local and global issues confronting the world. Throughout the course students will study various areas such as climate change, natural resources, deforestation, human population and its impact on infrastructure, transportation and food sources. Students will learn to think critically, creatively and collaboratively by engaging in inquiry based learning with a mathematical perspective.

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

- WHAT ARE THE MOST EFFECTIVE CHANGES THAT CAN BE MADE AT AN INDIVIDUAL AND/OR COMMUNITY LEVEL?
- CAN WE MODEL A BETTER FUTURE?
- CAN WE AFFORD TO CONTINUE AS WE ARE?
- WHAT ROLE AND TO WHAT EXTENT SHOULD COMPULSION PLAY IN THE FUTURE?

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?

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 CAN ONE ACTIVATE SPECIFIC RESPONDERS THROUGH DIET TO PERFORM AT OPTIMUM EFFICIENCY IN PARTICULAR TRAINING TYPES?
- HOW CAN EFFECTIVE COACHING PRACTICES ASSIST ATHLETES IN ACHIEVING ULTIMATE PERFORMANCE IN A VARIETY OF SPORTING CONTEXTS?

OVERLORDS - DRONES and ROBOTS



In 2016 a magazine called Careers in STEM published the claim that “today, computer science skills are required across business, art, humanities, design, biology, health, sustainability, sports, physics and more”. In 2019, technology has expanded even more and the reality of computational thinking being important in every industry is even more obvious. Once things of science fiction, robots and drones are now integrated components within a range of industries, from real estate photographers taking to the air with drones to mining trucks driven by autonomous systems. Robots and drones are here to stay!

The aims of this course are for students to build their own robots to address concerns over the changing role of drones and robotics in society. Students will engage in projects that ask them to explore what the future might look like in robotics and how we can design real robots to solve problems in our school and community. The drones and robots built will help students develop their computational thinking skills and the deeper skills needed for the future of work. Students will develop the 21st century skills known as the 4Cs+R throughout the course and be assessed using formative assessment methods. Practical projects will focus on real world solutions to problems that students discover or identify. The conclusion of the course will be the presentation of student devised solutions to a panel of STEM experts.

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

- HOW CAN WE EXPLAIN TO OUR COMMUNITY WHAT THE FUTURE OF ROBOTS LOOKS LIKE?
- HOW CAN WE DESIGN A REAL ROBOTIC SYSTEM TO SOLVE A PROBLEM AT SCHOOL?
- HOW CAN I CONVINCED MY TEAM THAT MY ‘BIG PROBLEM’ TO SOLVE IS WHERE WE INVEST OUR EFFORTS?
- HOW CAN WE DESIGN A REAL ROBOTIC SYSTEM TO SOLVE A PROBLEM THAT MATTERS TO STUDENTS AT OUR SCHOOL?

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

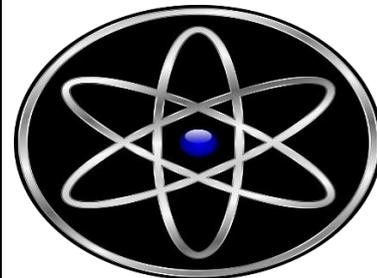


This is a creative course that lets students develop skills that will enable them to be active and contributing members of society. This course helps to develop an understanding of our relationships with the environment, others and ourselves. This course emphasises practical activities that cater to 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, orienteering, bike safety, outdoor survival and international sports arena.

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 DECREASE AUSTRALIA'S HIGH DROWNING RATE STATISTICS?
- HOW CAN PARTICIPATION IN PHYSICAL ACTIVITY TO PROMOTE A CONNECTION BETWEEN THE INDIVIDUAL AND SOCIETY?
- WHAT ARE THE BENEFITS OF USING OUTDOOR ACTIVITIES TO DEVELOP SOCIAL COMPETENCIES AND ENGAGEMENT?

SCIENCE INQUIRY



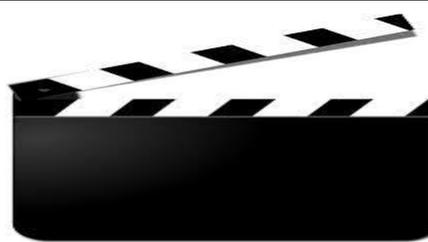
Science Inquiry is an exciting, hands-on learning experience. The course is designed for students with an inquisitive mind for science and provides students with the opportunity to plan and carry out a range of highly practical based investigations. Students will investigate the scientific reasoning used to develop past, current and developing scientific technologies. This course will develop skills in communicating ideas to audiences and problem solving real world issues.

Modules include: kitchen science; communicating science; sustainable solutions and an individual interest project.

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

- HOW CAN YOU USE SCIENTIFIC SKILLS TO INVESTIGATE FOOD RELATED CONCEPTS?
- HOW CAN WE EFFECTIVELY COMMUNICATE SCIENTIFIC CONCEPTS IN ORDER TO EDUCATE YOUNGER STUDENTS?
- HOW CAN YOU GENERATE CHANGE AROUND ENVIRONMENTAL ISSUES USING THE SCIENTIFIC PROCESS?
- HOW CAN YOU SOLVE A REAL WORLD PROBLEM USING THE SKILLS OBTAINED DURING THIS COURSE?

SHORT FILM MAKING



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?

SPOKEN WORD POETRY



This is a creative and expressive course that not only takes you on a journey through the history of spoken word poetry but also supports and scaffolds you to unlock your voice and express your thoughts and ideas in spoken word form. From spoken word to rap to slam poetry Spoken Word Poetry provides students with the opportunity to appreciate the power and beauty of words crafted carefully in writing and then spoken out loud and performed for an audience. Today slam poetry is considered an artistic movement as well as a genre of poetry and slam poetry competitions are held all over the world. In a class of encouraging and like-minded creative people, students will listen to and watch spoken word and slam poetry being performed and use this as inspiration to write their own slam poetry, both individually and in groups. They will learn techniques and prompts that will help them to ignite their poetic spark and distil personal stories into captivating performances. Students will be supported in this process by workshops provided by external experts and develop skills in one of the most-accessible forms of poetry available.

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

- WHAT IS THE ORIGIN AND HISTORY OF SPOKEN WORD POETRY?
- HOW CAN I TAKE INSPIRATION FROM A SUCCESSFUL SPOKEN WORD POET TO IMPROVE MY OWN POETRY?
- HOW CAN WE USE LANGUAGE AND PERFORMANCE TECHNIQUES TO EXPRESS IDEAS AND FEELINGS IN UNDER 3 MINUTES?
- HOW CAN WE PLAN, PROMOTE AND DELIVER A SUCCESSFUL POETRY SLAM COMPETITION WITH ACCOMPANYING BOOK, VIDEO AND WEBSITE?

SMARTY PANTS- COMBINING ELECTRONICS, CODING AND TEXTILES



Smarty Pants is a STEAM (Science, Technology, Engineering, Art and Mathematics) based elective course combining electronics, coding and textiles in a project based learning environment. The course aims to encourage students to explore coding and electronics. In the near future, workplaces will require workers to be able to think computationally and to have had some experience of coding. Smarty Pants introduces these important 21st century skills to students in an interesting and fun way. The projects in Smarty Pants encourage students to represent big ideas and concepts in artistic ways and to use their skills in coding to bring their textile artworks to life. Smarty Pants projects and activities may include the following. A collaborative quilt where students learn the basics of creating soft circuits and then individually make a square that includes a LED light and a switch which are stitched together to create a quilt. An explainer task that has students working in groups to design and create a T-Shirt that uses soft circuits to explain how something works e.g. the digestive system; an internal combustion engine; the internet etc. A textile passion project that allows students to let their imaginations run wild to create a fantastic and imaginative products such as a jacket that forecasts the weather, a T-shirt piano; light-up cushions; a data glove that allows you to control the TV etc.

Throughout the course students will develop: knowledge and understanding of soft electronic circuits and programming; knowledge and understanding of, and skills in design for a range of textile applications; skills in creative thinking and idea generation; skills in critical thinking; skills in working collaboratively; skills in thinking reflectively and communication and interpersonal skills.

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

- HOW CAN WE WORK COLLABORATIVELY TO CREATE A HIGH TECH QUILT TO DONATE TO A COMMUNITY GROUP?
- HOW CAN WE WORK TOGETHER TO DESIGN A TEXTILE ITEM THAT EXPLAINS HOW SOMETHING WORKS?
- HOW CAN WE USE THE SKILLS AND KNOWLEDGE LEARNT IN SMARTY PANTS TO CREATE THE MOST AWESOME TEXTILE ITEM?

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?

SPORT SOCIOLOGY



Sport Sociology is an elective concerned with the sociocultural perspectives of sport in society. The principle aims of this course are to allow students to explore the shaping nature of sport on society through the exploration of the following concepts: gender; drugs; media; corruption; sexuality; sport as a commodity; racism; violence; disability and role models. This is an enrichment course that focuses on developing students' critical inquiry skills with an emphasis on critical thinking. The course offers students the opportunity to explore content not offered in Stage 4 PDHPE and extends beyond content offered in other Stage 5 electives such as Physical Activity and Sports Studies and Stage 6 PDHPE options such as Sport and Physical Activity in Australian Society. The purpose of this course is to develop students' capacity to engage with sociological perspective in Australian society and abroad. It will provide students with choice that will allow them to develop their own passions and engage in learning that will stimulate their thirst for learning, both now and in the future. The course will be delivered through an inquiry approach with students completing self-directed projects, as a group, in pairs or individually that will foster and strengthen their creativity, critical thinking, communication, collaboration and reflection. To demonstrate their achievement of course outcomes students work on four inquiry-based learning projects.

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

- HOW DOES MEDIA COVERAGE OF SPORT SHAPE GENDER PERSPECTIVE IN THE COMMUNITY?
- HOW DOES SPORT MAGNIFY GLOBAL ISSUES IN LOCAL COMMUNITIES?
- DOES SPORT SHAPE SOCIETY OR DOES SOCIETY SHAPE SPORT?
- SHOULD IT BE A SPORTING IDENTITY'S RESPONSIBILITY TO INFLUENCE COMMUNITY BEHAVIOUR?

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?

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?



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