

SYDNEY BOYS HIGH SCHOOL



Accelerated and Elective Subjects

Information Package for Students

Year 10 2024

A Subject Selection and Acceleration Information Meeting

for

Year 10 2024

will be held at 6:00pm via Zoom
on Monday 4 September 2023

6:00pm – Information on *Subject Acceleration* with Dr Jaggar
6:30pm – Information on *Subject Selection* with Mr J Kay

Boys in Year 9 2023 have studied Geography, History and **TWO** elective subjects. In Year 10, boys will study **THREE** elective subjects. It is possible for boys to study an Accelerated subject as one of their elective subjects if accepted into the program.

Accelerated subjects which may be available are: Business Studies, Geography, Modern History, Music, PDHPE and Languages.

Students would study the Preliminary Course in Year 10 2024 and the HSC Course in Year 11 2025.

Usually students would only be allowed to study one accelerated subject and they must be able to demonstrate by means of a 'personal education plan' how participation in the course will benefit them. To be eligible to participate in this program, students must demonstrate by their performance and application that they are above average in each of their subjects. Approval from Head Teachers is required following submission of a learning plan for *each course* the student is applying to study in their elective choices. If a student is applying for multiple accelerated courses, then a separate application form is needed for each.

Other elective subjects offered are:, Commerce, Design and Technology, Drama, Graphics Technology, Information and Software Technology (Game & Software Development), Information and Software Technology (Robotics), Geography, History, Languages (*Chinese-Mandarin, Classical Greek, French, German, Japanese, Latin*), Music, Photography & Digital Media, Photography & Digital Media Advanced, Physical Activity and Sports Studies, Philosophy, Visual Arts and Visual Design.

Boys will also be able to apply to study Online Learning courses, which may involve teaching and learning methods videos, group chats, assignments and tests. Completing a series of Online Learning courses (*120 hours*), in addition to journals of learning, is required for this elective subject. This course has specific entry requirements outlined in the following section.

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ACCELERATED SUBJECTS

Accelerated Business Studies		Contact: Mr P Loizou	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
Course Description Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.			
Main Topics Covered			
Preliminary Course			
<ul style="list-style-type: none"> • Nature of Business (20%) – nature of business in a changing business environment • Business Management (40%) – nature of business and management responsibilities • Business Planning (40%) – issues and steps in establishing and planning a business 			
HSC Course			
<ul style="list-style-type: none"> • Operations (25%) – effective operations management in a large business • Marketing (25%) – marketing mix and successful marketing strategies • Finance (25%) – interpretation of financial information for business planning purposes • Human Resources (25%) – contribution of human resources in managing business performance 			
Particular Course Requirements			
In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination, including multiple-choice, short answer and extended response questions	100	<ul style="list-style-type: none"> • Internal exams including skills • Research tasks and analysis of case studies 	50 50
	100		100

The study of Commerce in the Junior School is NOT a pre-requisite for Business Studies in the Senior School and all Year 11 students are free to select Business Studies as one of their HSC subjects.

The study of HSC Business Studies will enable students to participate effectively and responsibly in a changing business environment. Students have the opportunity to bridge the gap between school and work and develop a range of business-related skills. Its integrated approach provides a business focus that prepares students both to engage in business activities and to participate in various business operations. The course provides an excellent foundation for tertiary study in Business related fields such as Management, Accounting, Marketing, Information Systems, Merchant Banking, Finance and Security Analysis, Business Law, Human Resource Management and Industrial Relations.

Note: To qualify for the Accelerated Business Studies course, students must meet **THREE** general criteria:

1. Apply to be accepted into the course
2. Receive a Distinction or higher in Year 9 Commerce
3. Meet the Principal's ranking requirements

Accelerated Chinese Continuers**Contact:** Ms W Zhang & Mr T Zheng

Individual students have an opportunity to accelerate in Chinese at the discretion of the Head Teacher Languages and the teacher of Chinese.

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites Study of German to Year 10 level or equivalent knowledge is assumed. *(Note: the prerequisites standard for the minimum requirement for application. Acceptance to the accelerated course is subject to approval by the Head Teacher Languages in consultation with the course teacher)*

Exclusions Chinese Beginners, Chinese in Context, Chinese and Literature

Course Description

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.

Main Topics Covered**Themes**

- the individual
- the Chinese-speaking communities
- the changing world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Chinese culture through texts

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination:			
• Conversation	20	• Speaking	20
		• Listening and responding	30
A three hour written examination:			
• Listening and responding	25	• Reading and responding	30
• Reading and responding			
– Part A	25	• Writing in Chinese	20
– Part B	15		
• Writing in Chinese	15		
	100		100

Note: To qualify for the Accelerated Chinese Continuers Course, students must meet **TWO** general criteria:

1. Students have no more than one year's formal education from the first year of primary education (Year 1) in a school where the language is the medium of instruction
2. Students have had no more than three years residency in the past 10 years in a country where the language is the medium of communication

Accelerated French Continuers**Contact:** Ms J Cook & Mr T Zheng

Individual students have an opportunity to accelerate in French at the discretion of the Head Teacher Languages and the teacher of French.

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites Study of French to Year 10 level or equivalent knowledge is assumed. *(Note: the prerequisites standard for the minimum requirement for application. Acceptance to the accelerated course is subject to approval by the Head Teacher Languages in consultation with the course teacher)*

Exclusions Nil

Course Description

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics Covered**Themes**

- the individual
- the French-speaking communities
- the changing world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
• Speaking	20	• Speaking	20
• Listening and responding	30	• Listening and responding	30
• Reading and responding	30	• Reading and responding	30
• Writing in French	20	• Writing in French	20
	100		100

Note: To qualify for the Accelerated French Continuers course, students must meet **THREE** general criteria:

1. Meet the Principal's ranking requirements
2. Receive a Distinction or higher in Year 9 French
3. Apply to be accepted into the course *(subject to approval the Head Teacher Languages in consultation with the course teacher)*

Accelerated Geography**Contact:** Mr P Loizou

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil**Course Description**

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

Main Topics Covered**Preliminary Course**

- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management
- Global Challenges (45%) – geographical study of issues at a global scale
- Senior Geography Project (10%) – a geographical study of student's own choosing

HSC Course

- Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection
- Urban Places (33%) – study of cities and urban dynamics
- People and Economic Activity (33%) – geographic study of economic activity at a local and global context

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements

Students complete a senior geography project (*SGP*) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		• Fieldwork	10
• Multiple-choice	15	• Geographical research	20
• Short answers	25	• Interpretation and synthesis of geographical stimulus	30
• Extended responses	60	• Geographical writing	40
	100		100

Geography is of vital importance to the whole curriculum, because it studies the Australian environment and Australia's place in the global environment. Senior Geography keeps students up to date with current affairs and the dynamic world environment, and enables students to gain valuable experience in fieldwork, statistical and mapping skills.

The study of Geography will be valuable in careers such as Environmental Science and Management, Urban and Regional Planning, Public Policy (*Health, Education and Welfare*), Leisure, Hospitality, Tourism and Recreation.

Note: To qualify for the Accelerated Geography course students must meet **THREE** general criteria:

1. Apply to be accepted into the course
2. Receive a Distinction or higher in Year 9 Geography
3. Meet the Principal's ranking requirements

Accelerated German Continuers**Contact:** Ms C Eckmann & Mr T Zheng

Individual students have an opportunity to accelerate in German at the discretion of the Head Teacher Languages and the teacher of German.

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites Study of German to Year 10 level or equivalent knowledge is assumed. *(Note: the prerequisites standard for the minimum requirement for application. Acceptance to the accelerated course is subject to approval by the Head Teacher Languages in consultation with the course teacher)*

Exclusions Nil (at SBHS)

Course Description

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, German will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

Main Topics Covered**Themes**

- the individual
- the German-speaking communities
- the changing world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying German culture through texts

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination: • Conversation	20	• Speaking	20
A three hour written examination: • Listening and responding • Reading and responding	25	• Listening and responding • Reading and responding	30
– Part A	25	• Writing in German	20
– Part B	15		
• Writing in German	15		
	100		100

Note: To qualify for the Accelerated German Continuers course, students must meet **THREE** general criteria:

1. Meet the Principal's ranking requirements
2. Receive a Distinction or higher in Year 9 German
3. Apply to be accepted into the course *(subject to approval the Head Teacher Languages in consultation with the course teacher)*

Accelerated Latin Continuers**Contact:** Ms D Matsos, Mr D Burrow & Mr T Zheng

Individual students have an opportunity to accelerate in Latin at the discretion of the Head Teacher Languages and the teacher of Latin. Selected students must complete the Year 10 Latin course as well as the Year 9 Latin course while still in Year 9. They then move directly to the Preliminary Year 11 course.

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC.
Board Developed Course

Prerequisites Study to end of Year 10 Latin. *(Note: the prerequisites standard for the minimum requirement for application. Acceptance to the accelerated course is subject to approval by the Head Teacher Languages in consultation with the course teacher)*

Exclusions Nil

Course Description

The study of Latin provides students with access to the culture, thought and literature of Ancient Rome. It also allows students to study the influences of Latin on the languages, cultures, literatures and traditions which have derived from them.

Main Topics Covered**Preliminary Course**

Study of a range of extracts of texts in the original Latin. Students develop skills of translation and literary analysis.

HSC Course

Study of a prescribed prose and a prescribed verse text. Students study extracts in the original Latin and the work as a whole in translation.

Students study:

- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts
- students develop skills of translation of unseen texts

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Mark	Internal Assessment	Weighting
<i>Section I – Prescribed Text:</i>		• Skills in translating	30
• Prose Translation into English	5	• Skills in grammar analysis	10
• Short-answer questions	13	• Understanding prescribed texts	30
• One extended response question	15	• Understanding and translating unseen texts	30
<i>Section II – Prescribed Text:</i>			
• Verse Translation into English	5		
• Short-answer questions	13		
• One extended response question	15		
<i>Section III – Unseen Text:</i>			
• Translation into English	20		
• Short-answer questions	14		
	100		100

Note: To qualify for the Accelerated Latin Continuers course, students must meet **THREE** general criteria:

1. Meet the Principal's ranking requirements
2. Receive a Distinction or higher in Year 9 Latin
3. Apply to be accepted into the course *(subject to approval the Head Teacher Languages in consultation with the course teacher)*

Accelerated Modern History		Contact: Ms M Rigby	
2 units for each of Year 11 and Year 12 Board Developed Course Exclusions: Nil			
Course Description			
<p>The Year 11 course is designed to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.</p> <p>The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.</p>			
Main Topics Covered			
Year 11 Course			
<p>Part I: Investigating Modern History and 3 Case Studies. Case studies could include: the Decline and Fall of the Romanov Dynasty; The American Civil War; The Cuban Revolution, Changing Nature of Anglo-Irish Relations; Origins of the Arab-Israeli Conflict; Meiji Restoration</p> <p>Part II: Historical Investigation: Students investigate any area of Modern History (<i>either a personality or an event</i>) of their choice</p> <p>Part III: Core Study: The Shaping of the Modern World – World War I</p>			
Year 12 Course			
<p>Part I: Core Study Power and Authority in the Modern World 1919-1946</p> <p>Part II: National Study Russia and the Soviet Union 1917-1941</p> <p>Part III: Studies in Peace and Conflict Conflict in Indochina 1954-1979</p> <p>Part IV: Change in the Modern World US Civil Rights 1945-1968</p>			
Particular Course Requirements			
The Year 11 course is a prerequisite for the Year 12 course.			
Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in four parts, including source based short answer and extended response questions	100	Assessment is through a range of tasks including: both timed and research based extended responses, source analyses, oral presentations and discussions, ICT based presentations and a trial HSC paper	100
	100		100

Note: To qualify for the Accelerated Modern History course, students must meet **THREE** general criteria:

1. Apply to be accepted into the course
2. Receive a Distinction or higher in Year 9 Modern History
3. Meet the Principal's ranking requirements

Accelerated Music 2		Contact: Ms S Kim	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites	Music Additional Study course (<i>or equivalent</i>)		
Exclusions	Music 1		
Course Description			
In the Preliminary and HSC courses, students will study: The concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered			
Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900.			
In the HSC course, the Mandatory Topic is Music of the Last 25 Years (<i>Australian focus</i>).			
Particular Course Requirements			
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.			
The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.			
All students will be required to develop a composition portfolio for the core composition.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
• Core Performance (<i>one piece reflecting the mandatory topic</i>)	15	• Performance	20
• Sight singing	5	• Composition	20
• Core composition (<i>reflecting mandatory topic</i>)	15	• Musicology	20
• A one and a half hour written examination paper <ul style="list-style-type: none"> ○ Musicology/aural skills 	35	• Aural	20
• One elective representing the additional Topic Performance (<i>2 pieces</i>) OR One submitted composition OR One submitted essay	30	• One elective from Performance or Composition or Musicology	20
	100		100

Note: To qualify for the Preliminary Accelerated Music 2 course, students must meet **FIVE** general criteria:

1. Apply to be accepted into the course
2. Receive a Distinction or higher in Year 9 Music
3. Be in at least ONE Music ensemble
4. Have a private instrumental tutor
5. Meet the Principal's ranking requirements

Students in the Year 10 Preliminary Music Accelerated course will need to achieve a minimum of 86% in their Yearly Music 2 report to remain in the accelerated program in Year 11. They must also maintain their involvement in the musical ensembles and continue their private instrumental tuition in order to accelerate their completion of the HSC.

Accelerated PDHPE**Contact: Mr D Smith**

2 units for each of Preliminary and HSC
 Board Developed Course
Exclusions: Nil

Course Description

The aim of PHHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Main Topics Covered

The PDHPE Syllabus includes two 120 hour courses.

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two. The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

Preliminary Course**Course Topics (60%)**

- better health for individuals
- the body in motion

Optional Component (40%)

Students to select two options each from:

- first aid
- composition and performance
- fitness choices
- outdoor recreation

HSC Course**Course Topics (60%)**

- health priorities in Australia
- factors affecting performance

Optional Component (40%)

Students to select two options each from:

- the health of young people
- sport and physical activity in Australian society
- sports medicine
- improving performance
- equity and health

Students will: In Stage 6 Personal Development, Health and Physical Education Life Skills,,: Develop knowledge, understanding and skills in the management of issues related to personal growth and development. Develop knowledge and understanding in order to make informed health and lifestyle decisions.

Assessment in this subject: NESA requires that, before students can progress to a Higher School Certificate course, they must satisfactorily complete the requirements of the relevant Preliminary course.

Particular Course Requirements

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
• A three hour written examination	100	• Core	60
		• Options	40
	100		100

Note: To qualify for the PDHPE Accelerated Course, students must meet **THREE** general criteria:

1. Apply to be accepted into the course
2. Receive a Distinction or higher in Year 9 PDHPE
3. Meet the Principal's ranking requirements

ELECTIVE SUBJECTS

Commerce

Contact: Mr P Loizou



Commerce helps students develop an understanding of the relationships between individuals, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.

Topics Covered:

Year 10
1. The Economic and the Business Environment
➤ Differentiation Business Planning /Accounting
2. Our Economy
➤ Differentiation - Economic Theory
3. Law In Action
➤ Differentiation – Human Rights/Ethics
4. Employment and Work Futures
➤ Differentiation – Current Issues

Assessment Tasks

Students complete a variety of tasks including developing a business plan, exploring legal issues, presentations and summative tasks.

Competitions

Students are given the opportunity to enter into Business Planning Competitions and the ASX Student Sharemarket Game. These offer the opportunity for students to actively engage in competitions relevant to their studies, but also offer prizes to winners.

The Commerce course provides a strong platform for the future study of Social Science subjects and gives students an insight into the HSC Subject areas so that they may make informed choices.

Design and Technology

Contact: Ms R Dam

Design, fashion, media arts, engineering, software designers and technology professionals in today's creative marketplace require specialised knowledge and skills. In this elective of Design and Technology, our programs are tuned to the needs of these industries and we focus on helping creative students maximise their talents, hone their skills and build their confidence as they prepare for their entrepreneurial and technical career path.

This subject leads into the fields of Engineering degrees, Design degrees or Computing Science as a career path.

Design and Technology is the study of the design and production of man-made objects.

These objects:

- Must be for a recognised purpose that will solve human needs
- Can be products, systems or environments
- Can be software based solutions to human needs
- Must be acceptable scientific/engineering principles, materials technology and human resources
- Must be suitable for use by more than one person or be used in quantities
- Designs can be idea-led, technology-led, market-led, demand-led or design-led

Purpose of studying Design and Technology:

- Acquire understanding and expertise through the process of design and construction
- To improve on current technologies and better the human experience
- Awareness of society's technological development and its impact on the environment and society
- Opportunity to use a wide range of materials and equipment
- Develop the ability to retrieve information and make critical value judgements

Students, who choose this course, design and construct a major project. Examples include bedside cabinets, chess board units and their pieces and hall stands. Skills learnt are hand and power tools, machine operation, Computer Aided Design programs to draw up technical plans, spreadsheets to cost and order materials. Knowledge is concentrated around the Design Process of solving human needs and wants!

This course gives students a taste of what is required for the HSC course of Design and Technology.

General Description

Drama is a practical and experiential subject which develops playbuilding and performance skills using acting, voice and movement. Students learn improvisation and playbuild their ideas to create original group-devised performances. They write and perform their own scripts using different theatrical forms and conventions and engage with scripts from classic and contemporary plays. Students develop skills in collaboration and teamwork through playbuilding and creating group-devised performances. They cultivate individual strengths and gain confidence through performance, script-writing and design tasks. Students improve their writing through maintaining journal entries in a logbook and increase their awareness of drama in the wider world by attending live performances.

1. Topics to be studied***Elements of Drama***

Theoretical and practical exploration of the aspects of theatre and performance: tension, focus, space, role, contrast, symbol and mood.

Improvisation

The skill of spontaneous performance develops students' instincts for creating theatre that makes an impact on an audience through structured performance games, dialogue exercises and scene development. Improvisation is a fun and dynamic way to continue building skills for Stage 5 Drama.

Playbuilding

Students learn how to devise group performances based on either a narrative or performance style format and work in groups to create short performances based on these models.

Costume and Set Design

Students learn the fundamentals of design and create costume and set designs for both scripted and self-devised plays.

Performance Styles and History of Theatre

A practical introduction to performance styles and conventions combined with research and practical exploration of a range of historical and living theatre movements: Ritual, Ancient Greek drama, Commedia dell'arte, Melodrama, Comedy, Realism and Australian Drama.

Script Writing and Producing a play

Students undertake a unit that involves writing a ten minute script, casting, directing and designing it through the rehearsal process to final production.

2. Target Audience

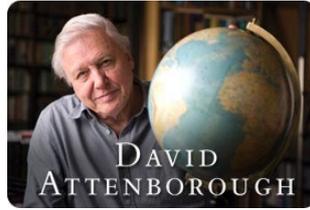
All students can benefit from the skills-building activities practised in Drama. The course provides a structured approach through which students can interact with others and build their communication skills, confidence and self-esteem. Drama can give them the confidence to contribute to class discussions and give oral presentations. It provides an opportunity for students to channel their creativity and energy into goal-focused performance tasks.

3. Pathways

Opportunities abound for Drama students to audition for roles in co-productions and musicals with Sydney Girls High School, the SBHS Theatresports team, perform during Illuminate creative arts showcase and to enter performance competitions. Additional opportunities are available to participate as ambassadors with local theatre companies and to attend excursions.

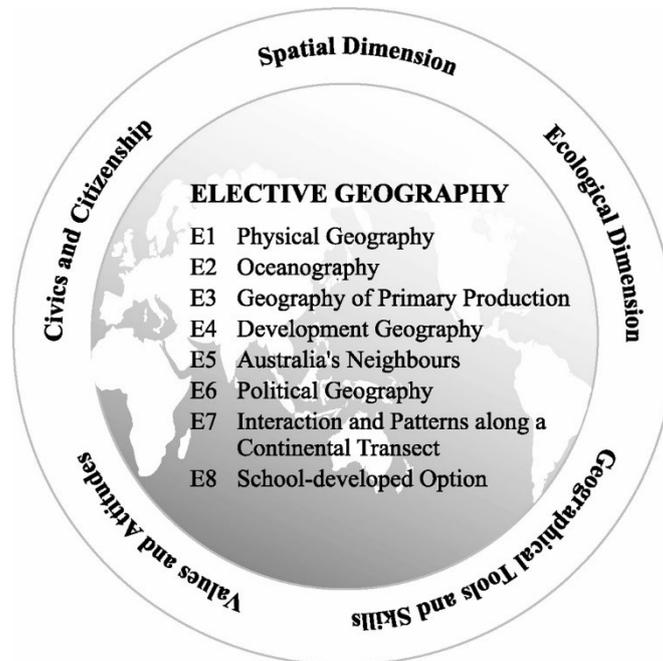
4. Assessment – exams, class tests, assignments, projects

Students are assessed in both a formative and summative format through practical and written work. Performance skills are assessed individually within the context of a group performance. Groups are assessed on their process, rehearsals and final performance. Students reflect on their learning in their logbooks. They are assessed individually on journal entries in their logbooks, research tasks and writing tasks including theatre reviews of live performances.



Organisation of Content

Geography is seen as one of the key subjects needed to understand some of the world’s most pressing problems – population, climate change, agriculture, food and water security etc. This course will give you the opportunity of studying some of these aspects in detail and help you make more informed decisions. The Geography (*Elective*) course provides students with the opportunity for learning through the engagement with a wider selection of Geography content than is offered in the Civics and Citizenship based compulsory course. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies in 4 of the topics below (*students will have choice in what topics are studied*).



Programs will be developed from at least FOUR of the eight focus areas in Geography. Some students will be offered a more individualized programme. Suggested time, **ONE** topic per term.

Assessment

- Task 1 – Research Task - 25%
- Task 2 – Internal assessment - 25%
- Task 3 – GIS Study- 25%
- Task 4 – Group Task- 25%

Graphics Technology (*Architectural and Engineering Drawing*)

Contact: Ms R Dam

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

The use of graphical images to communicate information overcomes the barriers of time and linguistic, cultural and social differences. In an age of globalised industry and rapid technological development, where computer-aided design (*CAD*), computer-aided manufacture (*CAM*), interactive graphic design (*IGD*) and multimedia applications are widely used, the study of Graphics Technology is particularly relevant.

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills to:

1. Interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques
2. Use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations
3. Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information
4. Appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment.

In the Architectural drawing component, students will:

1. Discuss the influence of site, materials, function, form and style on house design
2. Design site and floor plans and conceptual drawings of a house
3. Understand that architects create a variety of types of drawings when designing buildings.
4. Design and create a full set of architectural drawings for a residential design brief

History

Contact: Ms M Rigby

Elective History students will go on a journey through time from Ancient Rome to the Modern Day.

Students will begin their journey by undertaking a broad ranging study of Ancient **Roman Society**. Students examine daily life and politics in Ancient Rome and look at the games and entertainments put on at the Colosseum and examine the Colosseum as an artefact. This is followed by a study of the **Fall of Rome** and the early Mediaeval period with the Gothic invasions of Rome and then a study of the Islamic World in the Mediaeval period.

Our third area of study is **Genocide Studies**. We study the concept of Genocide in depth, using a range of sources to answer inquiry-based questions to further enhance our understanding of the Rwandan genocide and will conduct their own research on genocides throughout history.

In the Constructing History unit we will undertake a study of Propaganda through the ages, from Ancient times, through the Medieval period and into Modern times to see the different forms of Propaganda throughout time and how it has been used by those in power to manipulate the masses. This is a great study for those interested in politics and law.

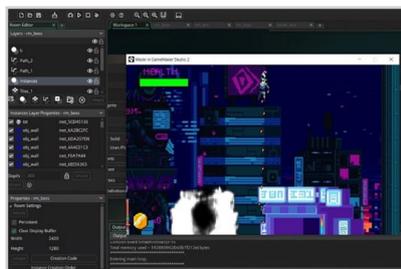
This course is open to all students who satisfactorily completed the Year 9 History course. The course will build upon the teaching and learning styles developed in Year 9 and will allow students to work on a range of independent, paired and group activities to create a wide variety of products to show their learning. You will develop a range of research, source, communication and computer skills which will be essential for success at HSC, at University and in your future careers.

Elective History is a course of particular value to students who are considering HSC Modern or Ancient History in Year 11, but is an ideal course for anyone with an interest in History or with an inquisitive mind. Through the study of the past you will further your understanding of the present.

Course Description

Game playing is calisthenics for the brain. Fun is the motivation to keep doing it. Students will learn what makes an excellent game and how to program multiple games, rather than just play them! The programming platform is called GameMaker Studio.

There is a selection criterion for students to be accepted into the subject, due to there being only one class offered and the programming content is challenging. Students must achieve a minimum Distinction in Mathematics & Science, a minimum Credit average across all subjects to be considered. It is an advantage to do Design & Technology or Graphics Technology in Year 9, due to the design and problem-solving skills developed.



Main Topics Covered

Core Content	Options
Data structures and algorithm design	Animation
Hardware and peripherals for games	Music and sound effects for games
Current and emerging technologies	Software development and programming
Analysing what makes a good game	Levels and randomness
Career paths in IST	

Students will develop

- Problem-solving and critical thinking skills in order to design and develop creative games and learn visual basic skills that can be transferred into industry
- Knowledge and understanding of the effects of current and emerging computer games and software technologies on the individual and society
- Effective communication skills and collaborative work practices leading to game and software technology solutions

Projects

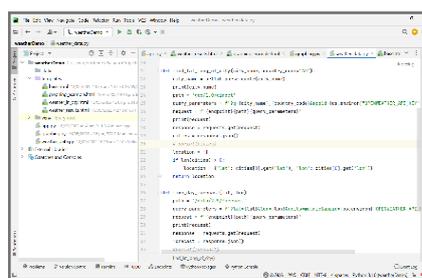
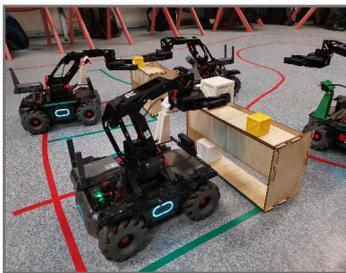
Projects include an organised series of activities to design, produce and evaluate game programs in a professional programming environment. The content for projects focuses on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions.

Assessment

Internal Assessment	Weighting	Internal Assessment	Weighting
Examinations	40	Practical projects	40
		Research activities, reports and Presentations	20
	40		60

Students will develop the knowledge, understanding and skills necessary to solve challenging problems using Python programming in real life contexts. The RoboMaster EP Core robotics platform allows teams of students to program solutions to problems such as autonomous delivery systems. Competitions completed during the subject including the NCSS Challenge, Computational and Algorithmic Thinking Challenge, Australian Informatics Olympiad and the UNSW ProgComp encourage students to pursue success by committing to the development of their skills. The work is highly practical in nature. No prior programming or robotics experience is necessary or expected. Students with prior experience will be engaged in extension activities.

As only two classes are offered and due to the accelerated nature of the concepts covered, there is a selection criterion for students to be accepted. Students must achieve a minimum of a distinction in Mathematics and Science. A minimum credit average across all subjects with high effort grades or a proven aptitude in software development or robotics will also be considered.



Main Topics Covered

- Robotics and Automated Systems
- Software Development and programming
- Past, current and emerging technologies
- Data handling
- Hardware
- Issues and careers in the Technology sector

Students will develop

- Problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- Knowledge and understanding of a range of computer software and hardware
- Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems
- work practices leading to information and software technology solutions for specific problems

Projects

Projects include an organised series of activities and competitions to design, produce and evaluate software and robotics solutions, primarily using Python programming. The content for projects focuses on creative problem-solving, experiential learning, generating ideas, communicating, collaborating and evaluating solutions.

Assessment

Semester 1 Assessment	Weighting	Semester 2 Assessment	Weighting
Introductory programming skills	65	Robotics project	35
Chapter notes	10	Advanced programming skills	35
Half yearly exam	25	Yearly exam	25
	100		100

Modern Languages and Classics

CHINESE

Contact: Ms W Zhang & Mr T Zheng

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population. Chinese is especially important in Australia because it is widely spoken in the community, and the study of it will enhance the positive features of a culturally diverse society. For some Australians, it also provides access to an important cultural and linguistic heritage. It can also provide a basis for continued learning and a pathway for students into post-secondary options. These options may include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

Background

Study of Chinese to Year 9 level is generally required. However, students who have studied Chinese to Year 8 level and who wish to resume this subject in Year 10 may be permitted to do so after discussion with the Head Teacher Languages. In this case, the student must undertake a strong commitment to eventually catching up with the rest of the class. Students who have some Chinese speaking background may be permitted to do this subject in Year 10 regardless of the level completed at this school, *subject to approval* by the Languages Faculty.

Course Objectives

Interacting

- Exchanging and negotiating meaning to interact in Chinese
- Applying knowledge of language systems to interact in Chinese
- Applying knowledge of Chinese culture to interact

Understanding

- Understanding and responding to spoken, written and multimodal Chinese texts
- Applying knowledge of language systems to understand and respond to Chinese texts
- Developing intercultural understanding through Chinese texts

Creating

- Creating spoken, written, and multimodal texts in Chinese appropriate to context, purpose, and audience
- Applying knowledge of language systems to create spoken, written and multimodal texts
- Applying knowledge of Chinese culture to create texts

Topics

- Holidays
- Festivals
- Directions
- Travelling
- Shopping
- Body parts
- Sickness (seeing a doctor)
- TV programs
- Going to movies
- Sporting match
- Chinese Idioms
- China's provinces and cities
- China's major rivers and mountains
- Regions of China
- Weather conditions
- Urban versus rural life
- Australia's states and cities
- Chinese pop songs and singers
- Chinese movies
- Cultural activities in relating to the above topics

Students will have the opportunities to participate in the annual National Chinese Eisteddfod, which is a poetry and prose-recital competition, and also the HSK level 4 tests, which is a worldwide Chinese proficiency test, set by the Ministry of Education of the People's Republic of China.

Textbook: *Ni Hao series textbooks are used. Students are required to purchase Ni Hao series Workbook(s) continued from Year 9.*

Assessment in Chinese is based on the *Reading, Writing, Listening and Speaking* skills.

FRENCH

Contact: Ms J Cook

French is a very important language in today's world. It is the second most taught foreign language in the world after English. It is an official language in twenty-eight countries across five continents (but is spoken in 42 countries and territories worldwide). It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and, close to Australia, in the South Pacific region countries of New Caledonia, Tahiti and Vanuatu. In a global economy, there is a strong need for communication in other languages, especially French, as France is one of the leading destinations for Australian travellers – all the more reason to become multi-lingual. Traditionally, French has been the language of diplomacy, being an official language in a large number of international organisations including the United Nations Organisation, the European Union, the Pacific Community, the Organisation for African Unity and the Olympic Games. It boasts a strong presence in international conferences. Through the study of French, student will come to appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.

Background

Study of French to Year 9 level is generally required. However, students who have studied French to Year 8 level and who wish to resume this subject in Year 10 may be permitted to do so after discussion with the French teacher and the Head Teacher Languages. In this case, the student must undertake a strong commitment to eventually catching up with the rest of the class. Native speakers or students who have some French speaking background may be permitted to do this subject in Year 10 regardless of the level completed at this school, *subject to assessment and approval* by the Languages Faculty.

Language

By the end of Year 10, students will have met the Grammar elements as prescribed in the K-10 Syllabus for French. The *Passé Composé* of Regular and Irregular verbs using *avoir* and *être*, the *Passé Composé* of reflexive verbs, the partitive article the pronoun *en*, indirect object pronouns, the imperfect tense, the future tense.

Topics

Shopping	Past experiences and reflection	Future plans	Teenagers in France – comparing French and Australian teenagers
French cuisine	Telling a story – constructing a narration	Career choices	The environment and the future of our planet
Health	Comic books – their role in French culture	Ambitions	Descriptions in the past
Injuries		Expressing certainty or doubt about the future	
French society and Health		The world of work in France	
Relationships/emotions			
Adolescent issues			

Course beneficial for improvement of linguistic skills and enhancement of mental dexterity, becoming more accepting of cultural diversity, opportunities for continued learning (eg *International Studies courses at Universities*) and for future employment both domestically and internationally.

Assessment in French is based on the *Reading, Writing, Listening and Speaking* skills.

GERMAN

Contact: Ms C Eckmann

With English now commonly acknowledged as “the international language” many native speakers believe this apparent advantage lessens their need to learn another language. However, in reality, this is a distinct disadvantage because learning another language allows you to open your heart and mind to other cultures, experience another way of viewing the world and find alternative ways of expressing yourself. Learning German helps you develop a better understanding of your native tongue, enhances your career prospects in Australia and abroad, and provides other unforeseen opportunities.

- Germany is the world’s fourth largest economy and the largest in Europe. Contributing 20% of the EU budget, Germany is the single largest contributor to the EU
- More than 300 German subsidiary companies and 470 branch offices of German companies in Australia are providing some 90,000 jobs to Australians
- More people speak German as their native language than any other language in Europe
- Learning German can connect you to 120 million native speakers around the globe as well as those learning German as a second language – it is the third most popular foreign language taught worldwide and the second most popular in Europe and Japan, after English

Background

Study of German to Year 9 level is generally required. However, students who have studied German to Year 8 level and who wish to resume this subject in Year 10 may be permitted to do so after discussion with the German Teacher and Head Teacher Languages. In this case, the student must undertake a commitment to eventually catching up with the rest of the class. Native speakers or students who have some German speaking background may be permitted to do this subject in Year 10 regardless of the level completed at this school, *subject to assessment and approval* by the Languages Faculty.

Topics

- Transport
- Travel
- Leisure activities
- Shopping and clothing
- Physical appearances
- Home and household
- Careers
- Bavarian traditions
- Cultural differences between Berlin and rural Germany
- Relationship between language and culture

Assessment in German is based on the *Reading, Writing, Listening and Speaking* skills.

JAPANESE

Contact: Ms Mr T Zheng & Ms R Fong

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. From the kanji strokes to mastering the art of conversation, this program provides a solid foundation for those eager to embark on a linguistic adventure. But it's not just about the language. Our course provides students a window into the elements of modern Japan, including popular culture such as anime, manga, music, and fashion, as well as with the rich cultural tradition of this beautiful country. Moreover, studying Japanese opens up exciting avenues for future opportunities. Japan is renowned for its technological innovations, global brands, and influential contributions to various fields. By equipping yourself with the language skills to communicate with Japanese speakers, you'll position yourself for success in an increasingly interconnected world.

Background

Study of Japanese to Year 9 level is generally required. However, students who have studied Japanese to Year 8 level and who wish to resume this subject in Year 10 may be permitted to do so after discussion with the Head Teacher Languages. In this case, the student must undertake a strong commitment to eventually catching up with the rest of the class. Students who have some Japanese speaking background may be permitted to do this subject in Year 10 regardless of the level completed at this school, *subject to approval* by the Languages Faculty.

Course Objectives

Interacting

- Exchanging and negotiating meaning to interact in Japanese
- Applying knowledge of language systems to interact in Japanese
- Applying knowledge of Japanese culture to interact

Understanding

- Understanding and responding to spoken, written and multimodal Japanese texts
- Applying knowledge of language systems to understand and respond to Japanese texts
- Developing intercultural understanding through Japanese texts

Creating

- Creating spoken, written, and multimodal texts in Japanese appropriate to context, purpose, and audience
- Applying knowledge of language systems to create spoken, written and multimodal texts
- Applying knowledge of Japanese culture to create texts

Topics

- Spare time and entertainment
- Travelling
- Future aspiration
- Lifestyle
- Jobs

Textbook: *IITOMO 3+4 textbook is used. Students are required to purchase IITOMO 3+4 Workbook continued from Year 9.*

Assessment in Japanese is based on the *Reading, Writing, Listening and Speaking* skills.

LATIN

Contact: Ms D Matsos & Mr D Burrow

The language and culture of Greece and Rome, together with that of Hebrew, form the three great cornerstones of Western civilisation: they provide the intellectual, political, institutional, social, administrative and religious origins of this culture.

"The study of Latin is a direct means of developing an appreciation of the significance of Western civilisation, its origins and its influence on Australia's cultural identity" (extract from "Rationale" of Latin Syllabus Years 7-10).

Students at this school are privileged to have the opportunity to study a Classical language and able students should give serious consideration to the advantages afforded by the study of Latin. The study of Latin provides access not only to the culture, literature and history of Rome, but also to the continuing influence of Latin on the languages, cultures and literature derived from it.

If your son has enjoyed Latin in Year 9 and has attained a satisfactory level of competence in the language, he should have no difficulty in pursuing its study to Year 10, thus opening up the opportunities that Latin offers to Senior students.

By Year 10 boys are ready to read original Latin texts written by Roman authors. The course includes cultural and historical strands as well as language study.

The educational value of Classics has never been in dispute. To achieve success a student needs to apply himself to his study with the utmost rigour. If your son is enthusiastic in his study of Latin and is prepared to apply himself to its pursuit, he would be well advised to consider seriously the benefits of a classical education.

Background

Latin formally studied from Years 7-9 inclusive. However, students who have studied Latin to Year 8 level and who wish to resume this subject in Year 10 may be permitted to do so after discussion with the Latin teacher and the Head Teacher Languages. In this case, the student must undertake a strong commitment to eventually catching up with the rest of the class.

Revision of Grammar and Syntax and Vocabulary, as needed.

Language

By the end of Year 10, students have met the Grammar elements as prescribed in the K-10 Syllabus for Latin. The depth of Grammar study, although dependent on the ability of the class, assumes a thorough knowledge of Grammar and Syntax in preparation for the Preliminary and Higher School Certificate Latin courses.

In Year 10, students use as their core texts, *The Cambridge Latin Course, Books IV and V*. In preparation for the acquisition of Unseen translation skills, a graded translation course, *Via Vertendi*, forms the basis of the Unseen Translation strand of the course and this continues into Years 11 and 12.

Topics

Due to the vast scope of possibility in Latin literature, the selection of Literature texts for study in Year 10 may vary according to the ability and interests of the class. However, there is a consensus among many teachers Latin teachers that the first unit of authentic Latin prose to be studied should come from the writings of Julius Caesar, as his prose is a perfect example of pure Latin. A text such as "The Gallic Wars" or "The Invasions of Britain", Books IV and V of this text, may be studied first; this could be followed by an accessible verse author such as Catullus or Ovid.

Skills

Reading, response to Literature, analytical skills, translation - all skills associated with intellectual rigour. For the Higher School Certificate Course, there is a greater emphasis on response to Literature and essay writing technique.

Course beneficial for self-discipline, development of analytical skills, linguistic skills, learning about the Roman culture, pivotal to one's understanding of the development of Western civilization. Students who have studied Latin also find the acquisition of a modern language such as Spanish or Italian comes easily to them.

CLASSICAL GREEK

Contact: Mr D Burrow

The study of Classical Greek provides the students with the opportunity to explore the culture of Greece while obtaining a great understanding of the aspects of life in Greece; to familiarise themselves with the socio-political and cultural elements which were bequeathed to future generations; and to realise the extent of influence of the Classical world on modern civilisations. All these are discovered through a careful analysis of the Classical Greek texts and their literary context: a close examination of the cultural sections, which supply the students with precious insight regarding eminent figures of the ancient world, such as Solon, Herodotus and Thucydides; and, finally, the significance of various actions taken, such as the formation of Democracy, which are still defining the world we live in.

Classical Greek offers the students the unique opportunity to experience and witness the development of essential skills needed, skills that will take them through the final years of their studies. Some of the most vital skills are comprehension, interpretation of the context, understanding and constructing cohesive responses in a clear manner and cultivation of critical thinking, and, finally, intellectual enrichment. All these skills assist students in presenting arguments logically connected to one another.

“Classical Greek underlies much of the technical and scientific vocabulary used in modern languages. The study of Classical Greek allows English-speaking students to appreciate a very different form of communication and to develop techniques of linguistic analysis. The study of Classical Greek allows students to appreciate the subtleties of a highly inflected language” (extract taken from Classical Greek K-10 syllabus).

By the end of the year, the students are ready to read and comprehend pieces of authentic literature taken from various authors in preparation for their preliminary and HSC examinations.

Background

Classical Greek formally studied from Years 8-9 inclusive is generally required.

Revision of Grammar and Syntax and Vocabulary, as needed.

Assessment in Classical Greek is based on *Prepared Translation, Unprepared Translation, Grammar, Comprehension and Commentary*.

Music

Contact: Ms S Kim

The process of music education contributes to the total development of the student because, as an art form, music provides a medium through which students can express the relationship between feelings, the intellect and the imagination.

The mandatory topic is Australian music - a broad field which includes any of the following:

- Music for radio, film, television and multimedia
- Traditional and contemporary music of Aborigines
- Art music
- Jazz
- Popular music
- Impact of technology
- Role of improvisation

Two elective topics are chosen from each of the groups below:

Group 1:

- Baroque music
- Classical music
- 19th century music
- Medieval music
- Renaissance music
- Music of a culture
- Art music of the 20th and 21st century
- Music for small ensembles (*Group 1*)
- Music for large ensembles (*Group 1*)

Group 2:

- Popular music
- Jazz
- Music for radio, film, television and multimedia
- Theatre music
- Music of a culture (*different from Group 1*)
- Music for small ensembles (*Group 2*)
- Music for large ensembles (*Group 2*)
- Rock music
- Music and technology

All music students take instrumental/vocal lessons, and play/sing in at least one of the performance ensembles which cater for the gifted and talented. Music promotes social development, cultural awareness, personal resilience and self-discipline.

Students will be taught to use a range of technology available to them in the classroom for composing, performing, notating and reproducing music.

This curriculum provides students with a wide sphere of skills which give an entrée into many career opportunities eg. performance and composition at many levels:

- Film industry
- Recording companies
- Advertising
- Theatre
- Community welfare

Online Learning

Contact: Mr M Cotton

The Online Learning elective allows students to participate in online courses of their own choosing to further their advancement in topics or skills outside the normal school curriculum.

These are free courses with open enrolment. That means teaching and learning is delivered using various methods including videos, group chats, assignments and tests.

Possible institutions and platforms that students can utilise during online learning through include EdX, Coursera, Khan Academy, Duolingo, ClickView, Education Perfect, University of Virginia, University of Kentucky, Stanford, Harvard, Yale, MITx, LouvainX, RiceX, along with a large number of other online providers.

Online courses do not generally provide academic credit for use in other traditional courses and students will not ordinarily have much (or any) interaction with a lecturer or course supervisor. The variety of courses available for study is virtually endless, from science and computing concepts through to mathematics, history, languages, social studies etc. Examples of popular courses include:

- Engineering (*individual courses for over twenty fields of engineers*)
- Algebra II: Quadratic
- Ancient masterpieces of World Literature
- Physics
- Chemistry
- Human Anatomy
- Introduction to C++
- Introduction to Mathematical Thinking
- Introduction to Python: Absolute Beginner
- Finance and Markets
- Machine Learning
- Nutrition and Health: Macronutrients
- Sports, Exercise and Nutrition
- Injury Prevention in Sports
- Plagues, Witches and War
- Sharks! Global Biodiversity, Biology and Conservation
- Super-Earths and Life
- Trigonometry
- Video Game Design History

Each online learning course must be a minimum of 10 hours, and students must complete 120 hours minimum throughout the year as part of the Year 10 online learning **elective**.

Given the wide range of fields, students may choose something they are interested in or curious about. As these are fields potentially new to the students, they are not locked into a program that they may discover they lack interest in. Students may adjust their planned courses throughout the year, with prior learning added to their 120 hours.

Students completing this elective will keep an Online Learning Progress Journal documenting the time worked on a course/activity, the title and/or activity, respective links or websites, and the platform that has been used. This is periodically reviewed by the Careers Adviser and Principal. Students may also be required to complete online quizzes for some courses to demonstrate their understanding of the content.

To be considered for the Online Learning elective, due to the rigorous nature of the courses and the need for self-discipline in their studies, an overall rank within the top 100 at the end of Year 9 is required for acceptance into the elective program.

Eligibility criteria

All students

Description of subject

The aim of the Physical Activity and Sports Studies subject is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Topics to be covered:

- Coaching (*theory and practical*)
- Issues in Sport and physical activity
- Body systems and energy production for physical activity
- Technology, participation and performance
- Enhancing performance (*strategies and techniques*)

Students will:

- Develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- Develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- Enhance the participation and performance of themselves and others in physical activity and sport
- Develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

The subject is a useful background for future study in the HSC PDHPE 2 Unit course.

Assessment in this subject is a combination of practical coaching assignments and written/typed assignments, examinations, classwork and oral presentation.

Philosophy

Contact: Ms M Rigby

The Year 10 **Philosophy** course introduces students to the study of Philosophy.

Starting with an introduction “*What is Philosophy – Logic and its Implications in Philosophical Thought*” students look at an overall history of Philosophy and Logic in both Eastern and Western cultures. Students move on to learn about ancient Philosophers in the Greek and Roman world. In particular, students undertake a case study on Socrates and Plato.

Having examined philosophers of the ancient world, students then study key features of Philosophy in the 20th century and beyond.

Finally, students are encouraged and assisted to undertake individual research on an area of Philosophy that they are interested in.

The course is flexible and some of the areas studied will adapt to student interest.

To be considered for the Philosophy elective, due to the rigorous nature of the course, an overall rank within the top 100 at the end of Year 9 is required for acceptance into the elective program.

Photography and Digital Media Course 1: Introduction to Camera Craft and Film Making

Available to Year 9 and 10 students picking up Photography and Digital Media for the first time

Photography and Digital Media plays a significant role in the curriculum. It provides specialised learning opportunities for students to understand and explore the nature of film making and digital media, recognised fields of artistic practice, conceptual knowledge and technological procedures. The course allows a smooth transition of Photography and Digital Media students into Visual Arts in Years 11 and 12. There is also an obvious advantage for students considering film as a major project in English Extension 2 or Drama.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate film and digital media in great depth and breadth. Students work with Adobe Premiere Pro, After Effects, and Audition.

The **film making** aspect of the course aims to give students an understanding of and practical experience in film-making, and in the vocation surrounding it. It also aims to give students an in-depth knowledge of a specific area of short film-making through workshopping, coursework and research projects.

Students will be assessed on their ability to take part in each of the roles required in the process of producing the class's own short films. Working as part of a crew, each student will develop skills essential within film making. These skills will involve:

- Principles of Script writing
- Visualising the Script
- Directing Actors
- Production Management
- Production Design
- Sequencing
- Sound Design
- Cinematography: Camera and Lighting Techniques
- Digital Cinematography
- Editing Principles
- Producing, Film Business, Marketing & Distribution
- Film Criticism
- Digital/Visual Effects

Potential student film projects include an autobiography, movie trailer, a surrealist film and Flickerfest Festival film. Assessment will be based on practical project work, topic quizzes, film analysis and reviews, research tasks and participation.

Students' filmic knowledge will become increasingly deep and comprehensive, multifaceted, more confident and insightful. The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

Students are encouraged to enter work into film competitions such as Waverly Youth Art Prize, Woollarahra Film and Art Prize, V Fest and Flickerfest. We have had a great deal of success in these events with students work screened at the Flickerfest at Bondi.

While Photography and Digital Media does not continue in Year 11 and 12 at SBHS, students interested in pursuing a career in the Film/television industry, graphics, web design, photography ect, are advised to continue in Visual Arts in Years 11 and 12. The syllabus shares identical terminology, structure and concepts. HSC Visual Arts expressive forms include Film and Digital Media. Year 12 Visual Arts students have produced Band 6 films after experiencing the Stage 5 Film course.

Students will need to have a portable Hard Drive – preferably LaCie Rugged Mini 1TB

Photography and Digital Media: Advanced

Contact: Ms J May

Photography and Digital Media Course 2: Film Making Advanced

Available *ONLY* to Year 10 students who have completed Photography and Digital Media Course 1: Introduction to Cameral Craft and Film Making in Year 9

This Year 10 Extension course encourages students to deepen their knowledge in filmmaking and digital media. Group and individual projects are undertaken, which explore subjective, cultural and structural values and beliefs. The four short films they will create encourage cross-curricular themed projects to enrich understanding of course content and concepts in other Year 10 subjects.

During the production of all films, students work in teams and alternate their crew roles between director, scriptwriter, cameraperson, sound manager and editor. They extend their understanding of editing in Adobe After Effects and Premiere Pro. Professionally formatted film scripts, shot lists and storyboards are written for each project.

Students will need to have a portable Hard Drive – preferably LaCie Rugged Mini 1TB



Visual Arts

Contact: Ms J May

The Visual Arts Stage 5 course offers students an exciting opportunity to continue experiencing and mastering a wide variety of art forms from painting to digital, sculpture to film. Visual Arts develops a student's creativity, intellectual and practical autonomy, reflective action, empathy, critical judgement and understanding. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings. It is vital for students to develop a sensory awareness, powers of visual expression and communication, an understanding of visual traditions and the potential to think and act creatively. Visual Arts provides a valuable background for all students contemplating any career where acute observation, critical analysis, brain-hand-eye co-ordination/dexterity and creative problem-solving are necessary.

The skills and knowledge taught and the values formed in Visual Arts will benefit those seeking a future in art and design-related industries and will also prepare students for vocational fields such as journalism, sociology, law, medicine and dentistry, by providing opportunities to develop their social and cultural awareness, observation skills, empathy and mental/manual dexterity. Students with a background in Visual Arts may have an advantage in other curriculum areas such as History and English.

There are three components to the Visual Arts course: practical, historical and critical.

Art Study incorporates Historical Traditions, Theory of Practice and Critical Study.

Practical activities are integrated with historical (*encouraging an understanding of the social cultural significance*) and critical study (*which develops the student's ability to respond to, and appreciate works of art*).

Students will have the opportunity in Art Practice to explore:

- Digital imaging
- Painting
- Printmaking
- Drawing
- Sculpture
- Applied design
- Ceramics
- Film
- Cartooning
- Animation
- Installation
- Site specific art
- Studio photography



Elective Visual Arts students participate in master classes with practising artists and attend a three-day Year 10-11 Art Camp at Arthur Boyd's studio in Bundanon. The opportunity to work with artists in these practical master classes has been very popular and successful with students. The Visual Arts teachers believe it is essential to provide many opportunities for students to visit galleries and art events. We encourage students to take opportunities offered to them by other institutions such as National Art School. Students are taken to galleries annually.



Students are able to pick up Visual Arts in Year 10 and will join other students continuing from Year 9.

Visual Design

Contact: Ms J May

This course provides students with opportunities to explore and understand the nature of good design practice, conceptual knowledge, technology, the role of the artist as designer and the value and meaning of visual design artworks in society and the role of the audience as consumer in these contexts.

Students will develop intellectual and practical autonomy, critical judgement, reflective actions and understanding of the field of Visual Design in the making and historical and critical interpretations of Visual Design artworks.

The Visual Design syllabus offers students a broad range of opportunities to develop particular and personal interests and to be life-long learners.

The knowledge, understanding, skills and values gained from the Visual Design Years 9-10 Syllabus assists students in building conceptual, practical and critical skills. These skills are highly regarded in relation to future employment as they demonstrate the ability of students to problem solve, critically evaluate their performance, articulate ideas, negotiate with a client and follow through on projects over an extended period of time.

Students will be given a series of design briefs:

2024 Design Briefs (Years 9 and 10)	2025 Design Briefs (Years 9 and 10)
<ul style="list-style-type: none">• Graphic Design – Student Planner Cover design using Illustrator and PhotoShop• Architecture – The Tree House• Skate Desk and Street Culture – street art inspiration	<ul style="list-style-type: none">• Graphic Design – Student Planner Cover design using Illustrator and PhotoShop• Product design/Interior Design – Laser cutting design and lighting product• Skate Deck and Street Culture – Street art inspiration or ceramics

Students will be able to:

- Appreciate and apply design principles such as balance, rhythm, form in their own work and that of other designers
- Develop a critical and aesthetic eye through the study of architectural and design works
- Master model making and architectural drawing such as perspective drawings, site plans, floor plans
- Understand and practice design principles by working to a client's design brief and justifying design concepts to this client
- Appreciate the development of architectural and design styles through history

Year 10 Visual Design and Arts students may be invited to attend a three-day camp at Arthur Boyd's Bundanon, depending on numbers.

While Visual Design does not continue in Years 11 and 12, students interested in pursuing a design-oriented career such as architecture, landscape design, graphics, town planning and some fields of engineering are able to continue in Visual Arts in Years 11 and 12. The syllabus shares identical terminology, structure and concepts. Visual Arts is a recommended or preferred subject for architecture in several tertiary institutions (UTS and USYD).



Students are able to pick up Visual Design in Year 10 and will join other students continuing from Year 9.