



BAULKHAM HILLS HIGH SCHOOL

YEAR 9 2026 COURSE SELECTION GUIDE



A MESSAGE FROM THE PRINCIPAL

Dear students selecting subjects for next year,

This is an exciting and no doubt somewhat stressful stage in your high school career.

There is usually a mix of trepidation and exhilaration in the choosing of subjects for next year. It is a significant change from earlier years at school: to be able to make real choices over what you study in the coming years.

May I strongly encourage you to ensure you think carefully and make informed choices? Be guided by what subjects you enjoy, those you are interested in, areas of study that you are capable of managing and subjects that you like. Talk with your parents and carers, your friends and your teachers, asking questions and seeking advice. Then, do your very best.

Read this booklet carefully and ask as many questions as you need too.

Sincerely,

A handwritten signature in black ink, appearing to read 'Wayne Humphreys'.

Wayne Humphreys - Principal

Section 1: Introduction to the NSW Record of School Achievement (RoSA)

The RosA is awarded by the NSW Education Standards Authority (NESA) to eligible students when they eventually leave school, for most Baulkham Hills High School students this will be with their HSC.

To receive the RoSA, students are required to study courses in each year in Years 7–10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education (PDHPE).

At some time during Years 7–10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English. Students at Baulkham Hills High School fulfil these requirements in Years 7 and 8.

In Years 9 & 10 student choose to study some additional Stage 5 subjects, at Baulkham Hills High School students will choose three or four of these subjects.

School-based assessment is used to award a school grade for each of the courses students have studied in Years 9 and 10. Grades A – E are awarded based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

- a Grade A is awarded to students who have demonstrated extensive knowledge and understanding
- a Grade B is awarded to students who have demonstrated thorough knowledge and understanding
- a Grade C is awarded to students who have demonstrated sound knowledge and understanding
- a Grade D is awarded to students who have demonstrated basic knowledge and understanding
- a Grade E is awarded to students who have demonstrated elementary knowledge and understanding.

It is anticipated that most students at Baulkham Hills High School would receive a Grade A or B.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is your responsibility to:

- (a) follow the course developed or endorsed by the Board; and
- (b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework, etc completed and your level of achievement.

Section 2: Selection of Courses for Years 9 and 10

Subjects in Year 9 and 10 are divided into two groups.

Group 1: Core Subjects

- English
- Mathematics
- Science
- Australian History
- Australian Geography
- PDHPE
- Sport

Group 2: Stage 5 Elective Courses (to be studied in both Year 9 & 10)

Students must study **at least three elective courses** from the list below:

Commerce Creative Content Creation#** Critical Thinking #*** Drama Geography (Elective) History (Elective) International Studies #*** Music Photographic & Digital Media * Physical Activity and Sports Studies Visual Arts * Visual Design *	<i>Languages Other Than English Electives</i> • French • Japanese • Latin <i>Technology Electives</i> • Computing Technology * • Design & Technology * • Food Technology * • Graphics Technology* • Industrial Technology – Electronics * • Industrial Technology – Engineering * • Industrial Technology – Timber * • Textiles Technology *
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* These subjects incur a compulsory subject fee.

** Creative Content Creation is a 100 hour School Developed Elective, and is offered in Subject Selection Round 2 only

*** Critical Thinking and International Studies are Department of Education Approved Electives.

Creative Content Creation, Critical Thinking and International Studies are not NESA Electives and will not appear on NESA credentials such as the ROSA.

Note: Stage 5 Elective Courses for Year 9 in 2026 will only proceed if sufficient numbers of students choose them. The initial selection of a course does not mean that it will run, this depends on the overall choices of students and timetabling and staffing constraints.

STAGE 5 ELECTIVE COURSES

COMMERCE

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

All students at BHHS commence their studies of Commerce by completing *Core 1: Consumer and Financial Decisions* in the Year 8 Social Sciences course.

In the Year 9 and 10 Commerce course, classes cover the remaining core content and a range of optional topics.

Core content covered in the Stage 5 course are:

- Core 2: The Economic and Business Environment
- Core 3: Employment and Work Futures
- Core 4: Law, Society and Political Involvement

Options include:

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence



The classes also have the choice of completing a School-developed Option based on the interests of our students.

Even though Commerce is not a requirement for students wishing to undertake Economics, Business Studies or Legal Studies in the senior school, it introduces the issues raised in these subjects.

CREATIVE CONTENT CREATION

(100 hour course only)



Course Description:

The Creative Content Creation course offers a dynamic and comprehensive exploration into the world of multimedia storytelling and digital content production. This course is designed to equip students with the skills and knowledge necessary to create compelling and impactful content across various platforms, including video, audio, graphics, and social media.

Key Learning Areas:

1. Multimedia Storytelling
2. Digital Video Production
3. Audio Production
5. Social Media and Online Platforms

Learning Outcomes:

By the end of the course, students will:

- Develop a portfolio of diverse multimedia projects showcasing their skills.
- Demonstrate proficiency in using digital tools and software for content creation.
- Understand and apply the principles of effective storytelling across different media.
- Create engaging and original content tailored for specific audiences and platforms.

Assessment:

Practical Projects: Evaluation of multimedia projects based on creativity, technical skills, and audience engagement.

Written Reflections: Analysis and reflection on the content creation process and ethical considerations.

Course Requirements

- An Apple iPad.
- SUBJECT MATERIALS CONTRIBUTIONS ARE A REQUIREMENT OF THIS COURSE.

RELEVANCE TO VOCATIONS	▪ Sound Designer ▪ Music Editor ▪ Music Producer ▪ Recording Engineer ▪ Environmental Acoustic Engineer ▪ Recording Engineer	▪ Radio Content Producer ▪ Program Director (Radio) ▪ Dialogue Editor ▪ Audiovisual (AV) Technician	▪ Audio Engineer ▪ Composer ▪ Freelance Engineer ▪ Studio Manager ▪ Sound Effects Editor ▪ Teacher ▪ University Lecturer

NOTE: Creative Content Creation is a School Developed Course and will not appear on NESAC credentials such as the ROSA

COMPUTING TECHNOLOGY

Course Description

Computing Technology provides students the opportunity to develop technical knowledge and skills, social awareness, project management and thinking skills. Students develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial, and recreational contexts.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology focused world.

Students engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations and games.

Course Content and Projects

Software Development

- Building Mechatronics and Automated Systems
 - Design, build and program an autonomous robot.
- Creating Games and Simulations
 - Design, create and code a video game.
- Developing Apps and Web Software
 - Create apps for phones and computers.

Enterprise Information Systems

- Modelling Networks and Social Connections
 - Design and build their own wired and wireless networks.
- Designing for User Experience
 - Create a Virtual Reality (VR) and Augmented Reality (AR) experiences.
- Analysing Data
 - Gather, analyse, and present data through models and dashboards.

A fee is applicable to this course.



CRITICAL THINKING

Critical thinking is a form of purposeful thinking that emphasises evidence and reasoning. In today's world, where information is readily available, critical thinking is becoming more important than remembering and recalling facts.

Society values critical thinking because it is an interdisciplinary and transferable skill. It means that no matter what path or profession is pursued, critical thinking skills will always be relevant and useful.

Critical thinking skills include the ability to deconstruct, analyse, synthesise and reconstruct ideas while emphasising evidence and reasoning. Those skills are part of every toolkit for success in educational and professional arenas.

The critical thinking course emphasises the fundamental attributes of critical thinkers and gives students a wide range of opportunities to transfer these skills across multiple disciplines. The course structure encourages students to think about thinking and transcend factual learning.

Topics studied in the course include:

- Introduction to Arguments
- Media and News Literacy
- Critical Thinking and the Law: juries, the credibility of evidence, criminal profiling
- Advertising
- Conspiracy Theories
- Ethical Dilemmas and Problems of the Future

We apply these skills to arguments on a range of topics, such as climate change, genetic technology, artificial intelligence, fake news and other social issues.



NOTE: Critical Thinking is a Department of Education Approved Elective Course and will not appear on NESA credentials such as the ROSA

DESIGN AND TECHNOLOGY

Course Description

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?

All students will learn about the design, production and evaluation of quality designs. They will learn about a range of design processes, and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

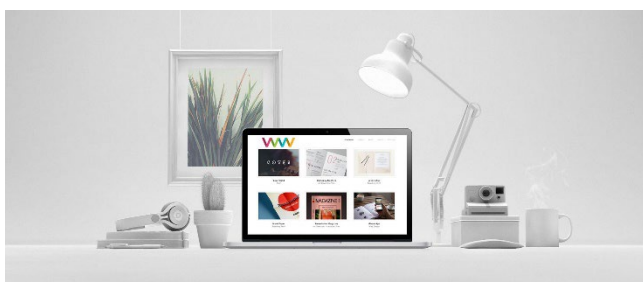
What will students learn to do?

Students studying Design and Technology will learn to be creative and innovative in the development and communication of solutions to real life problems. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects.

They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects. Design and Technology develops excellent skills in computing, communicating and working cooperatively which are essential skills for studying and the working world.

Design and Technology is also an excellent prerequisite for Architecture, Computer Programming, Interior Design, Business Management, Marketing, Food Development, Project Management, Science and Technology Studies, Resource and Human Resource Management, Engineering and Electronics, Fashion Industries, Sociology Studies and Health and Occupational studies.

A fee is applicable to this course.



DRAMA

Course Description

Drama students can develop their creative, expressive and communication skills while participating in a variety of workshops which concentrate on improvisation, acting and performance. The practical nature of the Drama course allows students of all abilities to experience success and enjoyment in the classroom. Drama relies heavily on the ability to work cooperatively and creatively with others, enabling students to build self-confidence and leadership in a group situation.

Drama contributes directly to vocational education through self-awareness, self-confidence and performance skills adaptable to all situations such as interviews, speech delivery and presentations.

Drama enables young people to develop problematic knowledge, understanding and higher order thinking skills both individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring the ways people react and respond to different situations, issues and ideas.

Course Content

Students learn to create, perform and appreciate dramatic and theatrical works including but not limited to:

- Devising and enacting dramas using scripted and unscripted material using acting and performance techniques to convey meaning to an audience. Future focussed learning strategies to produce engaged and innovative learners.
- Responding to, reflecting on and analysing their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.
- Playbuilding and improvisation.
- Forms of drama e.g. Mime, Dance, Circus, Street Theatre, Mask/clowning.
- Reading and writing scripts for performances e.g. From stage, film, TV and radio.
- Theatre skills such as directing, lighting, sound set design, costume design, make up, stage management.
- Experience of live productions e.g. Plays, musicals, operas, dance, drama, films, radio/TV studio. Students will be required to take part in regular public performances.
- Collaborative development and advancement in group devised processes.
- Use of technological equipment including lighting boards and sound mixing desks as well as software programs such as those used for digital media creation and editing.
- Cross curricular studies of History, Arts, Music, Society and Culture and English Literature.

During the course, students can be involved in a variety of theatrical productions including the school Showcase night and the school musicals and drama production. These experiences build knowledge and skills in acting, directing, play-building, lighting, sound, set / costume design, front of house promotion and film production.

Students interested in performing on stage and studying acting techniques and styles, as well as aspects of theatrical production, would be well suited to Drama. Similarly, students wishing to increase their confidence and communication skills will benefit from the activities undertaken in Drama.

Course Requirements

- Students will need to provide / purchase a set of "theatre blacks" for performance assessments. (This is simply a black t-shirt and black pants.)

FOOD TECHNOLOGY

Food Technology is a course that presents a broad range of experiences and opportunities to develop the interests and skills of students when managing food in a variety of settings. Students will be engaged in learning through weekly practical "hands on" experiences in the assigned double period.

Course Description

Students are encouraged to be creative in the way they style their dish each week as well prepare their food using a range of food appliances available to them in the Food Technology rooms. Majority of the course is practical with theory lessons included.

Food Technology concepts are transferable to a broad field of vocational pursuits, such as Dietetics, Medicine, Food Technologists, Food Manufacturing and Marketing, Chef, Food Development, Small Business, Education & Training.

Students will deal with a variety of topics relevant to today's lifestyle. Topics to be covered in both Year 9 and 10 consecutively include:

- **Food Selection and Health**- Is it Good for Me
- **Food Trends** – Freakshakes
- **Food for Special Occasions**- Great Expectations
- **Food Product and Development**-Developing New Food Products
- **Food for Specific Needs**- Food for Life
- **Food Service and Catering**- What's on the Menu?

Students will cook every week during a double period.

Examples of design/projects/recipes cooked include:

- Design a Healthy Snack that is nutritionally balanced.
- Use a Bush food to create a Australian inspired dish
- Create your own celebration cake
- Learn how to garnish your dishes
- Create a menu for a person with special dietary needs
- Create a buffet style finger food recipe

NOTE;- Vegetarian/ Religious/health related / Food Taboo requirements are always catered for.

Planned excursions are scheduled to support and provide students with relevant commercial ventures that demonstrate the key learning in this course.

Christmas cupcake incursion is planned during the unit on Food for Special Occasions.

Specified equipment is required for practical lessons.

A fee is applicable to this course.



GEOGRAPHY (ELECTIVE)

Geography (Elective) enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

Students in Geography (Elective) will have opportunities to select from topic areas relating to:



- **Physical Geography** - examines geographical processes (associated with ice, water, wind climate, weather) that form and transform the land in various countries of the world.
- **Oceanography** examines features and issues associated with the world's oceans (e.g. currents, ownership, whaling, nuclear testing and shipping).
- **Primary Production** - examines patterns, functions and issues associated with agriculture, mining, fishing, forestry.
- **Global Citizenship** - examines the nature of global citizenship and global challenges (e.g. human rights, conflict, disease and health, climate change, landmines, sustainable fishing, global inequality, refugees, health, status of women and many more)
- **Australia's neighbours** – examines characteristics of the Asia-Pacific region (e.g. physical features, settlement patterns, cultural diversity, urbanisation, pollution)
- **Political Geography** - examines nature, distribution and resolution of political tensions and conflict resolution) (e.g. Ukraine - Russia, China – US, South China Sea, East Timor, Papua New Guinea).
- **Interactions and Patterns along a Transcontinental transect** - involves the examination of geographical patterns processes and issues within a country, group of countries or continent. (e.g. from Europe, South America, Asia and Africa).
- **Personal Interest Research** - provides students with the opportunity to undertake research into a geographical area/issue of their own interest.

This course assists in developing independent research, organisational and communication skills that will enhance student performance in the senior school.

Geography (Elective) is a separate course to the mandatory Year 9 and 10 course in Australian Geography.

Geography (Elective) is not a requirement for studying HSC Geography.

GRAPHICS TECHNOLOGY

Course Description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?

Students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product Illustration



What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer-based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

A fee is applicable to this course.

The fee will cover all the cost of consumable materials as well as a set of industry standard drafting equipment, including mechanical pencils, set-squares, measuring instruments, templates and a precision compass kit.



HISTORY (ELECTIVE)

History (Elective) is designed for students who appreciate and enjoy the human endeavours of the past, both for their own intrinsic interest and for their legacy to later generations. It 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.

Students undertaking History (Elective) will develop skills in analysis, synthesis, critical judgement, problem-solving, rational argument and independent learning. They will also refine their skills in historical research, and verbal and written communication.

A key aspect of the course is the use of Computer Based Technologies for both historical research and the presentation of work as well as students having input in choosing topics of interest for them.



Students will study a range of topics from the following areas:

- **Ancient and Medieval Studies**
(eg Tutankhamen's tomb, Ancient Greece, Ancient China, the Incas)
- **Modern Studies**
(eg the American Civil War, Terror and the French Revolution, Cambodia under Pol Pot, Jack the Ripper, Vietnam War, Mafia and Prohibition in America)
- **Thematic Studies**
(eg History Mysteries, Terrorism, Heroes and Villains, Assassinations, Crime and Punishment, Witchcraft in History)
- **History, Heritage and Archaeology**
(eg Archaeological Sites, Film as History, Historical Fiction, History and the Media, History and the Internet)

The course develops skills that are useful for senior school and all University studies. It is ideal for students considering further study or a career in law, journalism, history and politics, international studies, media and communications, and economics.

History (Elective) is a separate course to the mandatory year 9 and 10 course in Australian History. It is a 200 hour course of study and will be recorded on the ROSA.

History (Elective) is not a requirement for HSC Modern or Ancient History.

INDUSTRIAL TECHNOLOGY - ELECTRONICS

There are many facets of our lives which involve the application of some form of electronic circuitry. Our home appliances, transport and communications systems, our entertainment and businesses all depend increasingly on electronics. This subject aims to introduce the student to this interesting, essential, and rewarding area of electronic based technology.

The course is heavily biased towards practical work, which involves designing, assembling, testing and evaluating electronic circuits.

Students will learn about:

- the nature of electricity and current flow
- interpreting circuit diagrams
- recognising and identifying electronic components
- the design and construction of electronic circuits
- the design and manufacture of printed circuit boards
- applying timber, metals and plastic materials to mount and house projects
- the application of electronics in society
- electronic fault-finding using technical testing instruments
- design and management processes when creating and assembling their own projects.

Examples of projects may include:

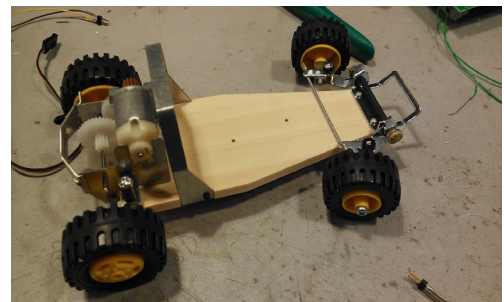
Year 9 Electronics:

- Flasher Unit
- Continuity Tester
- Individual Design Project
- Electronic Digital Clock



Year 10 Electronics:

- Robobug
- Remote Control Car



A fee is applicable to this course.

INDUSTRIAL TECHNOLOGY - ENGINEERING

Industrial Technology - Engineering is designed to introduce students to the world of engineering. It will foster students' complex problem solving skills and promote logical thinking. Through a variety of practical projects (the majority of the course is practical) students will learn to apply mathematical, scientific and designing skills to real life applications (as engineers do).

Students will learn about engineering principles through the study of:

STRUCTURES



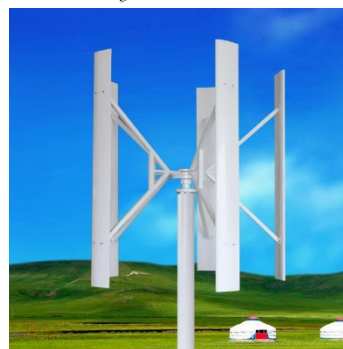
MECHANISMS



CONTROL SYSTEMS



ALTERNATIVE ENERGY SYSTEMS



Examples of projects may include:

Year 9:

- Designing and constructing structures such as cantilevers, towers & bridges followed by destructive testing and analysing of strength.
- Designing and making prototypes of dragsters using electric motors and gear systems to generate maximum speed.
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Year 10:

- Constructing an autonomous vehicle using electric motors, gear boxes and electronic switches to control direction of travel.
- Developing and building systems that incorporate electric generators powered by alternative energy.
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The focus will be on interesting investigative projects that reveal the depth and complexity involved in engineering.

This course is the perfect preparation for either Engineering Studies or Design and Technology in Year 11. It will also be useful in any future course in Engineering, Architecture, Industrial Design and Project Management.

A fee is applicable to this course.

INDUSTRIAL TECHNOLOGY - TIMBER

Industrial Technology - Timber is a practical subject where students develop skills and knowledge in working with timber, timber products and hardware and operating tools and complex machines.

The major emphasis of Industrial Technology is on students actively designing, planning, constructing and evaluating quality practical projects. Students will learn to select and use a diverse range of materials and fastening products for their individual projects.



Students will learn to competently and safely use a range of hand tools, power tools and joinery machines to assist in the assembly and construction of their unique projects.

The study of Industrial Technology - Timber will develop in students a comprehensive knowledge of technology based environments while developing a range of skills to access future leisure and lifestyle pathways or future learning in a contemporary technology field.

Students will complete numerous practical projects including; chopping boards, custom made storage housings, gaming coffee tables or multimedia video consoles.



During Year 10 students will design, plan, assemble and construct a multimedia timber based project to suit their specific design requirements based on their social needs.

Students will learn about cabinet making techniques, joinery, application of modern materials and the management processes used to ensure future project quality.

A fee is applicable to this course.

INTERNATIONAL STUDIES

The International Studies course provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but is not limited to, this region.

They gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain the skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables them to understand and value inclusion, and to respect the rights of others.



Course Structure

The course consists of:

a) Core Study – *Understanding culture and diversity in today's world*

Focus

- the concept of culture and its many characteristics including examples of cultural diversity in the contemporary world
- includes factors that contribute to identity, including case studies

b) Options – Students will study 6 to 8 options, examining issues relating to the selected theme in various countries.

Options include:



- Option 1 – Culture and Beliefs
- Option 2 – Culture and the Media
- Option 3 – Culture on the Move
- Option 4 – Culture and Travel
- Option 5 – Culture and the Performing Arts
- Option 6 – Culture in Art and Architecture
- Option 7 – Culture in Film and Literature
- Option 8 – Culture and Sport
- Option 9 – Culture and Food
- Option 10 – Culture, Science, Technology and Change
- Option 11 – School Developed Option

Students will be given the opportunity to undertake independent study in topics/areas of personal interest.

NOTE: International Studies is a School Developed Course and will not appear on NESA credentials such as the ROSA

MUSIC



Course Description

Music as an artform pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. It uses a unique symbol system that uses sound to convey information. Music plays important roles in social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It allows for the sharing of ideas, feelings and experiences.

Students will develop knowledge and skills in each of the individual areas of performing, composing and listening. These skills will be integrated into the appreciation of a number of different styles of music that will enhance students' understanding and manipulation of the concepts of music in differing musical contexts

Course Content

- Performance
- Composition
- Listening

Course Requirements

- SUBJECT MATERIALS CONTRIBUTIONS ARE A REQUIREMENT OF THIS COURSE. (Subject materials contribution includes workshops, course equipment including writing materials, instrument purchase and upkeep.)

RELEVANCE TO VOCATIONS	• Musical Instrument Maker • Musician • Piano Tuner • Singer • Sound Technician • Entertainer • Disc Jockey • Composer	• Busker • Music Copyist • Program Director (Radio) • Music Critic • Music Librarian • Music Publisher • Audiovisual Technician	• Music Therapist • Music School Administrator • Music Director • Orchestra Conductor • Teacher • University Lecturer • Choral Director
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PHOTOGRAPHIC & DIGITAL MEDIA

Course Description

The **Photography and Digital Media** course is an exciting course that allows students to develop themselves personally and creatively. Photography students plan and create strong photographic works, contributing to their own self-development and understanding of the world. Students investigate new and exciting technologies to challenge themselves and produce quality work.

In this course, students will explore Photography to create photographs and Bodies of Work in Photography. Our students learn about photographers, photographs and photographic art history, gaining a thorough understanding of the world of photography and the world in general.

Students will gain specific skills in Photography- including wet photography and digital photography.

Students will produce a range of work and exhibit these at school.

The **Photography and Digital Media** course also allows students to experience and gain skills in Information and Communication Technologies (ICT). This may include experiences in scanning, using digital cameras, the internet, video, digital imaging software and creating web pages as art works.

Course Content

Experience	Gain Skills	Students will create	Values
- Digital cameras - Scanners - Digital imaging software - The darkroom - Traditional wet photography - Cameras – still & Video - Galleries and Exhibitions	- Photography including capturing & printing your own images - Technology and Software - Working independently - Working with others - Communication - Making images and photographic art works	- Your own photographs - Exhibitions - Videos - Moving image works - Photographic installations & projections	<i>Develop values such as:</i> - Working with others - Working independently - Commitment - An appreciation of other cultures and the role of the arts

Course Requirements

- SUBJECT MATERIALS CONTRIBUTIONS ARE A REQUIREMENT OF THIS COURSE.
- There are also opportunities for excursions to Art Galleries, exhibitions and special art events during the year such as Art Express and Biennale of Sydney for example, which will be individual excursion costs.

RELEVANCE TO VOCATION	- Professional Photographer - Wedding Photographer - Digital Animator	- Graphic Designer - Artist - Film Maker	- Visual Arts Therapist - Art Teacher/lecturer - Television/Film Editing
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PHYSICAL ACTIVITY & SPORT STUDIES (PASS)

Physical Activity and Sports Studies (PASS) is a theory based course, which enables students to develop skills related to movement and physical activity. Students will also have the opportunity to participate in a range of practical tasks, which allow them to apply their theoretical knowledge in various physical activities.

The Physical Activity & Sport Studies syllabus is designed for students with an interest and/or ability in physical education, sport and exercise. It is an extension of the PD Health PE Key Learning Area and focuses on providing opportunities for students to learn about being physically active and the resulting positive influences on health.

This course is ideal for students considering careers in medicine, physiotherapy, exercise physiology and many more. Participation will provide opportunities for students to enhance and refine their own physical skills and fitness level through a variety of sports, practical laboratories and activities. There is no need for students to be proficient athletes to either succeed in or enjoy this course.

Laboratory and practical work encompasses such activities as surfing, and squash as well as a technology focus incorporating the use of computers, video and digital cameras and fitness testing equipment.

Students will have the opportunity to;

- ❖ Develop skills and participate in a range of outdoor recreational pursuits such as our annual surf awareness and beach skills excursion each year.
- ❖ Develop the knowledge and understanding about the contribution of physical activity and sport in society.
- ❖ Examine anatomy, physiology and nutrition in relations to human movement.
- ❖ Conduct and participate in a range of fitness testing. This also includes our annual RAW Challenge excursion for students to participate in
- ❖ Examine issues in sport such as drug use, violence, media and sponsorship
- ❖ Investigate and participate in various sports and events such as the Olympics, World Cup and other world games.
- ❖ Develop a foundation for efficient and enjoyable participation and performance in lifelong physical activity.

By the end of this course students will be able to:

- ❖ 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.

Costs are applicable to this course. For RAW Challenge and other practical excursions

TEXTILES TECHNOLOGY

Textile Technology is an interesting, creative and challenging subject for all students. In this course there is a large component of practical work involving construction of garments, accessories and decorator items.

Students enjoy this subject due to the scope of creativity they can apply to their chosen projects. The environment they work in is conducive to high imagination and collaboration between themselves and their peers. The teacher allows them to think through their ideas and apply these to their chosen textiles items during practical lessons.

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored. Students examine the cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. All textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What will students learn about?

Students will learn about textiles through the study of different focus areas. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- **Textile Arts** – Japanese inspired bag
- **Apparel** – Skirt/Shorts
- **Furnishings** - Cushion
- **Non-apparel** – Cultural doll /Textile techniques sample book/ Teddy bear
- **Apparel** – Pyjamas/ Urban Escape (clothes pattern)
- **Recyclable Textiles** – Upcycling (Everything Old Is New Again, Recycling denim)

Projects during this course may to be subject to change depending on student interest and resource availability.



A fee is applicable to this course. Students will be required to purchase some additional fabric and notions from Spotlight/Lind Craft to complete some projects. A Spotlight excursion is organised during Year 10 to help students with purchasing fabric and notions.



VISUAL ARTS

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks.

It's worth noting that the business world is looking for creative people more now than ever before as they offer a new and fresh dimension to our world. The new jobs of the future will almost certainly be creative roles, dealing with ever-changing visual technologies and creative approaches to all kinds of problem solving.

Studying Visual Arts in our well-equipped classroom studios, you will gain experience in expressive forms and explore artmaking practices that include: traditional expressive forms: Painting, Drawing, Sculpture, Ceramics, Installation, traditional darkroom photography, as well as digital photography, film making and animation.

Course Content

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including:

- traditional and more contemporary forms such as painting, drawing and ceramics and sculpture art
- site-specific works, installations and curating art exhibitions
- digital and graphic media and technologies such as photo editing, animation, film and photography

Students will learn to

- develop their research skills
- how to make informed personal choices and judgements
- experiment with art making practices and record them in their Visual Arts diary
- investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies
- interpret and explain the function of and relationships in the artworld to make and study artworks.

Course Requirements

- Visual Arts Diary
- SUBJECT MATERIALS CONTRIBUTIONS ARE A REQUIREMENT OF THIS COURSE.
- There are also opportunities for excursions to Art Galleries, exhibitions and special art events during the year such as Art Express and Biennale of Sydney for example, which will be individual excursion costs

VISUAL DESIGN

Course Description

The aim of Visual Design is to develop students' ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media.

Students will have the opportunity to combine both visual arts and digital technologies and learn to visualise, sketch, design and develop images for a diverse range of purposes. Many aspects of visual design will also be explored ranging from architecture, advertising and promotion, Art direction, branding, corporate identity, mural art, instructional design, packaging, signage and web design.

Course Content

- ***Students learn about how design is shaped and learn about the*** development and making of visual design artworks. Students will explore a diverse range of ideas, concepts and interests in the world as a source of subject matter. The subjective, cultural, structural and postmodern frames, the world and the work of other artists and visual designers offer valuable alternatives for thinking about how visual design artworks will be developed
- ***Students will learn about designers, artists and art movements in order to make artworks*** using a range of materials, digital technologies and techniques in 2D, 3D and 4D forms. They will learn how to apply the elements and the principles of design when producing a wide range of visual artworks.
- ***Students will learn to create innovative works*** as if they are in a commercial, industrial and commercial setting.
- ***This course will encourage*** students to be creative and confident when producing contemporary visual design forms and use emerging Information and Communication Technologies and digital media forms.

Through methods of project-based learning students will actively plan, develop, design and produce a range of projects and learn to create a variety of visual design works including but not limited to:

- | | |
|--------------------------------------|---------------------------------------|
| • Animation and illustration art | • Product design |
| • Create business logos and branding | • Magazines creation and cover design |
| • Graphic poster design | • Design packaging |
| • Architectural concept drawing | • Zine design and portfolio creation |
| • Public mural design | |

Course Requirements

- Visual Arts Diary
- Electronic Device and access to Adobe Creative Suite programs Photoshop, Illustrator and Animate
- SUBJECT MATERIALS CONTRIBUTIONS ARE A REQUIREMENT OF THIS COURSE.
- There are also opportunities for excursions to Art Galleries, exhibitions and special art events during the year such as Art Express and Biennale of Sydney for example, which will be individual excursion costs

LANGUAGES OTHER THAN ENGLISH ELECTIVES

A range of languages other than English are available. We offer both modern and classical languages to cater for the diverse needs of Baulkham Hills High School students.

Students studying languages engage in real-world and authentic learning experiences. They learn to communicate with others, as well as appreciate differences in culture. These are essential understandings for our multicultural society, and students may learn to develop their speaking, listening, reading and writing skills along the way.

The language courses offered for Year 9 students include (in alphabetical order):

- French
- Japanese
- Latin

Note: *If you plan to study a language for the HSC, you **MUST** study the corresponding Stage 5 Course in Years 9 & 10. The only exception is Korean Beginners, which is only offered for Years 11 & 12.*

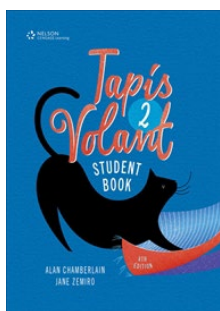
FRENCH

Why learn a language? Why French?

We all know that languages require time and perseverance to master! Compared to learning at University or later in life, learning at highschool is the best time to learn because students typically receive more attention and more face-to-face hours from teachers at a lower cost. Students will be able to understand one of the world's most widely used languages and connect with its culture of innovation in science, the arts, food, philosophy and so much more. Knowledge of French is a highly regarded transferable skill which can be combined with other study to enhance students' opportunities in many areas such as; International Relations & Diplomacy, International Business, Science, New & Emerging Technologies, Academia, Globalised Industries and the Arts.



COURSE OBJECTIVES



Following course books Tapis Volant 1 and 2, students build on their knowledge acquired in Years 7 and 8, and greatly improve their confidence in reading, listening, writing and speaking standard French. Furthermore, students will be prompted to reflect on identity, culture and similarities and differences between France, Australia and other Francophone countries. Students will also have the opportunity to participate in excursions and make meaningful contact with the French speaking community in Sydney and/or overseas. Some past in/excursions include:

- Penpal exchange of emails with French school students
- Cooking Incursion of authentic French inspired vegetarian food
- Speaking & cultural workshops at French cultural centre, the Alliance Française in Sydney CBD.
- French Film at Hayden Orpheum Picture Palace in Cremorne.
- Lunches at Four Frogs Crêperie (Mosman) and The Little Snail, (Pymont)



FRENCH COURSE OUTLINE

Year 9

Term 1: Unit 10, Unit 5 (TV2) (Clothing, food shopping)

Term 2: Unit 12 and 11 (Holidays, Directions), Treasure Hunt Project

Term 3: Tapis Volant 2: Unit 1 and 2 (Home life, daily routines)

Term 4: Unit 3 and 4 (Working, past events) and French Connections Project

Year 10

Term 1: Unit 6 and 7 (Going out, Leisure & Health)

Term 2: Unit 8 and 9 (Relationships, Former times) and Family History Project

Term 3: Unit 10 and 11 (Telling stories, Environment) and Boardgame project

Term 4: Unit 12 (Future Plans), Revision and French Theatre Workshops.

Note: The Stage 5 French Course is a prerequisite for the corresponding HSC Continuers Course

JAPANESE

COURSE OBJECTIVES

The study of Japanese for Years 9 and 10 builds on the fundamental skills learnt during Stage 4 and prepares students for the HSC Japanese Continuers course. Students will be involved in authentic and culturally meaningful activities, allowing them to perform basic communication skills within Japanese-speaking contexts. Studying Japanese will also allow students to enhance their knowledge and appreciation of our Asia-Pacific neighbours.

Students who study elective Japanese are provided with the opportunity to participate in Japanese cultural exchange experiences, including the hosting of Japanese students and visiting Japanese schools and landmarks as part of the overseas study tour (open to Years 10 and 11).

Students will also have the opportunity to engage with Japanese speakers and culture through incursions and excursions. Activities we have run in the past include:

- Calligraphy workshops at the Japan Foundation, Sydney.
- Japanese Film viewing at the Japanese Film Festival in Sydney.
- Japanese *wagashi*-making with Chef Dekura and Japanese cooking (*sushi*, *takoyaki*, *okonomiyaki*).
- Cultural immersion at the Tanken Centre, a Japanese-inspired classroom.



COURSE OUTLINE

The Stage 5 Japanese course predominantly follows the Obento coursebook series, with topics and sentence patterns grouped into concepts relevant to both Australian and Japanese teenagers. Some of the topics include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Japanese Housing • School and Study • Daily Routine | <ul style="list-style-type: none"> • Eating Out and Shopping • Describing Family and Friends • Travelling in Japan |
|---|---|

As well as traditional linguistic and vocabulary learning, students will be participating in interactive and engaging activities, such as treasure hunts, media study and project-based learning. These will not only boost students' abilities in Japanese, but also in the 21st century skills (critical thinking, creativity, collaboration and communication) necessary for transition into modern society.

Note: The Stage 5 Japanese Course is a prerequisite for the corresponding HSC Continuers Course.

LATIN

Latin was the language of the ancient Roman civilisation, spoken widely as a native and second language in and around Italy between approximately the 5th century BCE and 4th century CE, and has been used continuously in cultural, scientific and legal contexts until today. As a Classical language, Latin is no longer spoken natively by any population, but there remains a large body of literature from the Roman period, including genres such as poetry, mythology, history and legal cases. Within the NSW curriculum, the aim of studying Latin is to read these texts in their original forms, and use them to understand features of Roman history and culture.

Core Stage 5 content:

Stage 5 Latin continues directly from the Stage 4 course. There are three main components:

1) Understanding the language:

Students will expand their knowledge of Latin vocabulary and grammar to facilitate the reading of more complex texts. Key topics include:

- Past and future tenses of verbs
- Additional uses of noun cases
- Construction of compound sentences



2) Translating literature:

Students will use their knowledge of Latin to compose translations of Latin texts. In doing so, they will strengthen their written communication skills in English. In Stage 5, students will transition from reading constructed Latin texts towards authentic literature.

3) Roman culture and history:

Through reading Latin literature, students will deepen their knowledge of Roman history and culture. Key topics studied in Stage 5 include:

- Roman cities and architecture
- The assassination of Julius Caesar
- The Roman Civil War and the rise of the Empire



After completing Stage 5, students have the option to continue Latin in Stage 6, where they will complete depth studies of original Roman literature.

Note: The Stage 5 Latin Course is a prerequisite for the corresponding HSC Continuers Course.

Section 3: Stage 6 Acceleration Program

Invited students may elect to be involved in a Stage 6 Acceleration Program, where they will study a Stage 6 Elective Course instead of one of their Stage 5 electives.

Why do it?

Many students at Baulkham Hills High School are capable of advanced performance in subjects where they may have a particular interest. In general, these students have proceeded past the performance range exhibited by their age peers, are self-motivated and capable of independent study.

It will allow students to study a subject at a more challenging level than the similar Stage 5 subject and at the same time experience the demands required for HSC study prior to their peer group.

Which subjects?

Acceleration Program	Year 9 2026	Year 10 2027	Year 11 2028	Year 12 2029
Ancient History	Ancient History (Preliminary Course)	Ancient History (HSC Course)		<i>History Extension* (HSC Course)</i>
Drama	Drama (Preliminary Course)	Drama (HSC Course)		
Economics	Commerce	Economics (Preliminary Course)	Economics (HSC Course)	
Enterprise Computing	Enterprise Computing (Preliminary Course)	Enterprise Computing (HSC Course)		
Geography	Geography (Preliminary Course)	Geography (HSC Course)		
Japanese	Japanese (Stage 5)	Japanese (Preliminary Course)	Japanese (HSC Course)	<i>Japanese Extension* (HSC Course)</i>
Music 2	Music 2 (Preliminary Course)	Music 2 (HSC Course)		<i>Music Extension* (HSC Course)</i>
Society & Culture	Society & Culture (Preliminary Course)	Society & Culture (HSC Course)		
Studies of Religion	Studies of Religion (Preliminary Course)	Studies of Religion (HSC Course)		

** Optional 1 unit that could be studied in either Year 12 or in some cases Year 11*

NOTE:

- Some subjects may involve working with students from older year groups, students must have demonstrated an appropriate maturity level to cope with this.
- An Accelerated Program in 2026 will only proceed if there are a sufficient number of applicants.

How do I get invited?

Students must first indicate an expression of interest in Round 1 of the Subject Selection process.

In Round 2 of the Subject Selection process, students will complete an application package where students will be asked to demonstrate why they should be invited into the Acceleration Program. Applications may involve a test, project or audition that will need to be completed by the end of Term 3.

Upon receipt of applications the Selection Committee for each subject will make a decision based upon;

- Quality of the application and any tests/projects/auditions involved
- Results in **all** subjects, as a guideline it would be expected that the student would be achieving at an A-level for similar Stage 4 subjects, and a high B-level for **all** other subjects
- Student's self-motivation, maturity and dedication as determined by the professional judgement of the Selection Committee.

Successful applicants will be informed of the decision late Term 4.

ANCIENT HISTORY

Selected students will study the Preliminary Stage 6 Ancient History Course in Year 9 and the HSC Ancient History Course in Year 10.

Course: Ancient History (2 units)	Course No: 15020
Course Description The study of Ancient History involves the use of higher order thinking skills such as synthesis, analysis and evaluation and the development of skills in research, use of evidence and argument. These skills are extremely useful for university education, especially courses in arts, politics law and medicine. The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.	
Main Topics Covered Preliminary Course may consist of the following components: • Case Studies including: the ethical study of Human Remains, Palmyra and the Silk Road (Syria), the Siege of Troy, Human Sacrifice, Egyptian Tombs. • Studies of Ancient Societies: Celtic Britain (Boudicca), Deir el-Medina (Egypt), Greek Society, Roman Society (The Colosseum) or the Maya. • Comparative Thematic Study: Power and Image (e.g. Alexander vs. Xerxes or Boudicca vs. Zenobia), Death and Funerary Customs (e.g. Egypt vs. India) or War and Weaponry (e.g. Greece vs. Persia) etc. • Historical Investigation – Personal Interest Project HSC Course consists of the following components: • Core Study: Cities of Vesuvius - Pompeii and Herculaneum. • Personalities and their times. Qin Shihuangdi or Hatshepsut is studied at this school. • Ancient Societies. Spartan society or Han Dynasty Chinese society is studied at this school. • Historical Periods. New Kingdom Egypt or The Augustan Age is studied at this school.	

Upon successful completion of Ancient History in Year 10, students may elect to study a further one unit Extension course in Year 12, for those students interested in further study in this subject. Students may also elect to study the two unit Modern History course in Years 11 & 12.

Selection Criteria

In order to be considered for invitation, students will need to;

- complete a Stage 6 Acceleration Program Application
- perform outstandingly in Year 8 History
- generally achieved excellent results in the core written subjects
- be recommended by their History classroom teacher and Year Advisor as a student
- with a high degree of commitment, organisational skills and the maturity to work
- independently to handle a more demanding curriculum

In addition school reports will be looked at and informal interviews may be conducted.

DRAMA

Selected students will study the Preliminary Stage 6 Drama Course in Year 9 and the HSC Drama Course in Year 10.

Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama

The study of Drama provides opportunities for students to share experiences which enrich their understanding of their own values, the culture and values of others, and the development, changes and challenges of society.

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including - but not confined to - theatre, media, communications and community arts, psychology, creative writing and social sciences.

Selection Criteria

In order to be considered for invitation, students will need to;

- complete a Stage 6 Acceleration Program Application
- complete an audition and short written test.
 - Students must perform ONE monologue that demonstrates their strength as an actor or actress. Pieces should be selected to best reflect the student's technical ability and sense of stylistic expression
 - Auditions will be held Week 10 Term 3 2025
 - **Suggested Performance Level**
 - Students must be comfortable in front of audience and demonstrate experience in acting
 - Students will be required to write essays in response to texts in the HSC course. A strong ability to write is a requirement to be accelerated
- Students are also encouraged (but not compulsory) to submit either a reel or portfolio demonstrating their experiences in Dramatic Arts

ECONOMICS

Selected students will accelerate through the Year 9 & 10 Commerce course in Year 9. The Commerce course is described separately in this booklet.

These students will then complete the Preliminary Economics Course in Year 10 and the HSC Economics Course in Year 11.

Course Description

Economics is the study of the operation of the Australian economy and its interaction with the global economy. It is primarily concerned with the policies of the Federal Government and how they impact on the individual and society.

The key issues studied in this course are;

- economic growth and quality of life
- unemployment
- inflation
- international trade
- income inequality
- environmental sustainability

The Preliminary course focuses on consumers, business and governments and how they depend on each other for the economy to operate successfully. There is a strong emphasis on current economic issues and their management in the HSC course.

Selection Criteria

In order to be considered for invitation, students will need to;

- complete a Stage 6 Acceleration Program Application
- perform outstandingly in Year 8 Commerce (test and assignment)
- achieve excellent results across core subjects
- be recommended by their Social Sciences classroom teacher and Year Advisor as a student with a high degree of commitment, organisational skills and the maturity to work independently to handle a more demanding curriculum

ENTERPRISE COMPUTING

Course Description

The study of Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

Main Topics Covered

Preliminary course

The Preliminary course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications

- Interactive Media and the User Experience (40 hours)
- Networking Systems and Social Computing (40 hours)
- Principles of Cybersecurity (40 hours)

HSC course

The HSC course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

- Data Science (30 hours)
- Data Visualisation (30 hours)
- Intelligent Systems (30 hours)
- Enterprise Project (30 hours)

Selection Criteria

In order to be considered for invitation, students will need to:

- complete a Stage 6 Acceleration Program Application
- perform outstandingly in Year 8 Technology
- generally achieved excellent results in the core written subjects
- be recommended by their TAS classroom teacher as a student with a high degree of commitment, organisational skills and the maturity to work independently to handle a more demanding curriculum.

GEOGRAPHY

Selected students will study the Preliminary Stage 6 Geography Course in Year 9 and the HSC Geography Course in Year 10

Senior Geography lays the foundation for developing key skills and knowledge to enable learning for now and in the future.

Geography will be a useful and interesting course for those students planning a career in environmental management, urban and regional planning, local government, resource management, surveying, travel, hospitality, commerce, tourism and recreation.

The Preliminary Course, students will explore and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students will investigate global sustainability, rural and urban places, ecosystems and global biodiversity.

The HSC Course builds up on the Preliminary course by providing students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students will investigate global sustainability, rural and urban places, ecosystems and global biodiversity.

Preliminary Course

- Earth's natural systems– students investigate the diverse landscapes of the Earth's surface and its distinctive physical features.
- **People, patterns and processes**– students investigate evidence of human diversity across the Earth's surface.
- **Human–environment interactions** - students investigate the global nature of land cover change from temporal and spatial perspectives as they examine the long-term development of natural systems compared to the short time frame of human activity.
- **Geographical investigation** – Students are allocated 20 hours of course time to conduct one Geographical investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

HSC Course

- **Global sustainability:** Students learn about one global economic activity and its sustainability.
- **Rural and urban places:** Students learn about the spatial characteristics of diverse types of settlements and the process of urbanisation and urban growth influencing rural and urban places at a global scale. Students study one rural setting, one larger urban settlement and one large city outside Australia.
- **Ecosystems and global biodiversity:** Students learn about the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity. Students investigate 2 different types of ecosystems.

Key concepts incorporated across all topics: Place, space, environment, interconnection, scale, sustainability and change.

Selection Criteria

In order to be considered for invitation, students will need to;

- complete a Stage 6 Acceleration Program Application
- perform outstandingly in Year 8 Geography
- generally achieved excellent results in the core written subjects
- be recommended by their Social Sciences classroom teacher and Year Advisor as a student with a high degree of commitment, organisational skills and the maturity to work independently to handle a more demanding curriculum

JAPANESE

Selected students will accelerate through the Year 9 & 10 Japanese course in Year 9. These students will then complete the Preliminary Japanese Course in Year 10 and the HSC Japanese Course in Year 11.

COURSE DESCRIPTION

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese 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 Japanese-speaking communities through the study of a range of texts.

This course will:

- further develop the language skills acquired in the junior school, i.e. effective communication in the target language, understanding, reading and writing.
- promote an appreciation of other ways of life and cultures.
- reach a level whereby students will be able to use their language skills efficiently in the workplace, in whichever field they may choose.
- make students aware of how their own language functions.

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 the culture of Japanese-speaking communities through texts.

Upon successful completion of Japanese in Year 11, interested students may elect to study a further one-unit Japanese Extension course in Year 12.

Students in the Accelerated Japanese course will still be able to participate in engaging incursions and excursions, and will also be offered opportunities to host Japanese students, as well as travel on the school Japan trip.

SELECTION CRITERIA

In order to be considered for invitation, students must:

- complete a Stage 6 Acceleration Program Application.
- perform outstandingly in Year 8 Japanese.
- achieve excellent results in the core written subjects.
- be recommended by their Japanese classroom teacher and Year Advisor as a student with a high degree of commitment, organisational skills and maturity to work independently in order to handle a more demanding curriculum.



MUSIC 2

Course Description

All students are expected to gain proficiency in the four strands of the course:

- performance
- composition
- musicology
- aural

However, throughout the course each student will elect to specialise in one or more of those areas.

There are two mandatory topics to be studied throughout the two years:

- Music 1600 - 1900
- Music of the last 25 years (Australian Focus)

There are also elective topics:

- Medieval Music
- Renaissance Music
- The Baroque Period
- The Classical Period
- Nineteenth Century Music
- Twentieth Century Looking Back
- Music of Another Culture
- Music 1900 - 1945
- Music 1945 to 25 years ago.

Upon successful completion of Music 2 in Year 10, students may elect to study a further one unit Music Extension course in Year 12, for those students interested in further study in this subject.

Selection Criteria

In order to be considered for invitation, students will need to;

- complete a Stage 6 Acceleration Program Application
- complete an audition and short aural test.
 - Students must perform TWO contrasting pieces on their chosen instrument. Pieces should be selected to best reflect the student's technical ability and sense of stylistic expression
 - Auditions will be held Week 10 Term 3 2025
 - Students will also complete a short aural test consisting of intervals, melodic and rhythmic dictation, cadences and scales
 - **Suggested Performance Level**
 AMEB grades of achievement are not a definitive factor in the selection process but should be used as a guideline to determine the level of technique and expression needed to undertake the Music 2 course
 - Piano/Violin: Certificate of Performance / A.MusA
 - Other String Instruments: 8th Grade
 - Flute/Clarinet: 8th Grade
 - Other Wind/Brass: 7th Grade
 - AMEB theory/musicianship 4th grade or equivalent music theory knowledge is expected

SOCIETY & CULTURE

Selected students will study the Preliminary Stage 6 Society & Culture Course in Year 9 and the HSC Society & Culture Course in Year 10.

Course Description

Society and Culture, is the interaction of people, societies, cultures, environments and time. The course has direct relevance to the immediate needs of students and to their future lives by enabling students to develop an understanding of themselves, their own society and culture and the societies and cultures of others. The course combines areas of psychology and sociology to understand human behaviour, socialisation and the effect of technology to the studies of societies and culture.

The course provides students with the flexibility to choose topics of interest to them. Society and Culture emphasises individual research and group work in areas directly relevant to them.

Main Topics Covered

The **Preliminary** Course focuses on how societies, people and cultures interact both in contemporary society and in societies across time. Students learn about socialisation and the factors that influence individual growth and maturity. Students interact with students from other schools and countries as well as undergo film studies under each topic;

- **The Social and Cultural World** – the interaction between different aspects of society
- **Personal and Social Identity** – socialisation and coming of age in a variety of social and cultural settings.
- **Intercultural Communication** – how people in different cultures interact and communicate (including non-verbal communication).

In the **HSC** course Students complete a "Personal Interest Project" (PIP). This project is marked externally and is worth 40% of the student's final HSC mark. Each student chooses their own topic of interest to research for their project. The PIP is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student. In order to assist in the completion of the project, students are given 30% of in class course time throughout the year. The project is designed to develop the skills of students by requiring them to undertake a range of research methods including primary research such as surveys and focus groups.

In addition to the PIP, students complete the following course work:

- **Core: Social and Cultural Continuity and Change** - the nature, continuity and change, research and study of a selected country and the relevance of social theories.
- A **choice** of two Depth Studies from:
 1. **Popular Culture** – the interconnection between individuals and popular culture.
 2. **Belief Systems and Ideologies** – the role of belief systems and ideologies in societies and cultures.
 3. **Social Inclusion and Exclusion** – the implications of inclusion and exclusion on groups in societies and cultures.
 4. **Social Conformity and Non-conformity** – the formation of groups and their members and the influences that affect them.

Selection Criteria

In order to be considered for invitation, students will need to;

- complete a Stage 6 Acceleration Program Application
- perform outstandingly in Year 8 Geography
- generally achieved excellent results in the core written subjects
- be recommended by their Social Sciences classroom teacher and Year Advisor as a student with a high degree of commitment, organisational skills and the maturity to work independently to handle a more demanding curriculum

STUDIES OF RELIGION

This subject is not a study of religion. It is a course that emphasizes the development of the skills of analysis, independent research, collaborative and effective learning.

Students studying this course will be “empowered” to become a critically reflective life-long learner and prepared for their HSC and Tertiary studies.



Course Description

This subject is not a study of religion, like Scripture, but an objective study of religion and of its role in society. It is a course that emphasizes the development of the skills of analysis, independent research, collaborative and effective learning.

Students studying this course will be “empowered” to become a critically reflective life-long learner and prepared for their HSC and Tertiary studies.

Studies of Religion will look at the role of religion in both Ancient and Modern societies. It will enable students who live in a “multifaith and multicultural society” to gain a broad understanding of religions and its influence on the social and political structures of a society, from South America to Asia to Europe. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society.

An appreciation of a society is enhanced by understanding religion and its influences on human behavior and its interaction within its culture.

Selection Criteria

In order to be considered for invitation, students will need to;

- complete a Stage 6 Acceleration Program Application
- complete a separate written submission for Studies of Religion
- obtain a reference from a classroom teacher
- conduct a short piece of research chosen from a selection of given topics

In addition school reports will be looked at and informal interviews maybe conducted.

For all subjects; Students invited into the Acceleration Program;

- balance study and extra-curricular activities.
- must maintain an acceptable standard of work in ALL of their courses. Failure to do so may result in the student being withdrawn from the program.
- may be required to attend lessons before and/or after normal school hours. These lessons are compulsory. Poor attendance may result in the student being withdrawn from the program.
- must manage their time appropriately so that their other courses are not neglected.
- A performance review will be conducted at the conclusion of the Preliminary course.

Section 4: Guidelines for completing the Course Interest Survey

As a Year 8 student, you have downloaded this booklet with Elective course descriptions and have been sent a **Web Preferences Access Guide** to your det email account (xxxx@education.nsw.gov.au), it contains your Student Access Code and Password along with an outline of the steps required to complete the survey. If you do not receive this guide see Mr Simmons.

- *You are expected to have read the course outlines in the booklet provided.*
- *You should consult the Careers Adviser if you need subject requirements for particular careers.*
- *Choose carefully, you will be given an opportunity in Term 4 to change your selections, however no guarantee can be given that there will be room left in the course you wish to change into.*

Subject Selection Round 1

Key Steps in Completing Step 4: Preference Selection

Step A: Choose at least three Stage 5 Electives

In Round 1 you are asked to list three preferences (in order) for your Stage 5 Electives in Years 9 and 10.

The formation of an elective class depends on enough students choosing the course and staff being available to teach the course.

Step B: Choose at least two Reserve Choices

As we cannot guarantee that all of the Elective courses will be able to be offered, you must also list at least two reserve preferences (in order) for Stage 5 Electives to study in Years 9 and 10, should your first three choices clash or be unavailable.

Step C: Accelerated Program Expression of Interest

If you are contemplating submitting an application package, indicate which subject(s) (maximum of 5) you are considering.

Step D: Comments:

In this section feel free to write any comments you may have. Your comments might include;

- Questions that you may still have.
- Perhaps there is a subject that you would have liked to have done that is not offered on the Course Interest Survey.
- A general comment about subject selections.

Step 6: Preference Receipt

Once you are happy with your selections and have completed your survey, both you and someone at home should electronically sign the receipt.

Once you have submitted your preference, your parents will receive an email at the address you entered. Make sure you let them know so that they do not think it is just spam, as it is sent from a third-party, not the school.

It would be advisable to print a second receipt for your own records.

What If I Change My Mind?

You have a maximum of **three** submission opportunities in case you wish to change some of your selections. If after three submissions you still need to make some changes, you will need to speak to Mr Simmons.

Some Important Considerations:

- Stage 5 Elective Courses for Year 9 in 2026 will only proceed if sufficient numbers of students choose them. The initial selection of a course does not mean that it will run, this depends on the overall choices of students and timetabling and staffing constraints.
- If you are contemplating taking a Classical Greek, French, Latin or Japanese Continuers for the HSC then you must choose the corresponding Stage 5 Elective Course in Years 9 & 10.
- If you are contemplating taking Music 2 for the HSC, and you **do not** study Music outside of school, then you must choose the corresponding Stage 5 Elective Course in Years 9 & 10.

***Course Interest Surveys – Round 1, should be returned to Mr Simmons
no later than Thursday 3rd July 2025***

Subject Selection Round 2

Term 3 Week 2, once it has been determined which Stage 5 Elective Courses will be offered in Years 9 & 10, you will be sent a Web Preference Guide for the second Subject Selection Survey via det email.

This Survey will let you know which Stage 5 Elective Courses are being offered and in which lines.

You will be asked to;

1. confirm your choice of three 200 hour subjects
2. choose one 100 hour subject
3. indicate two reserve 100 hour subjects

and if applying for an Acceleration Program, there will be a section for the appropriate teacher to sign, indicating that you have collected an Application Package.

***Subject Selections – Round 2, should be submitted
no later than Thursday 7th August 2025
Acceleration Application Packages should be returned no later than
the date indicated in the package***

What happens if I change my mind after the Round 2 Survey has been submitted?

In Term 4, after your Yearly Exams, you will be given a *Feedback Form*. This form will let you know;

- Your three 200 hour Stage 5 Elective Courses that you will be studying in Yrs 9 & 10
- Your one 100 hour Stage 5 Elective Course that you will be studying in Yrs 9 & 10
- If you were a successful applicant for the Acceleration Program

There will be a Request to Change Elective slip that you can return to Mr Simmons if as a result of the Yearly Exams you have changed your mind.

If you have a request then you return this slip to Mr Simmons and he will indicate to you whether or not there is room available in the elective and either;

1. a. Place you in your new elective, OR
b. Place you on a waiting list for any available vacancies as they arise.

Note:

- **Please read through this booklet carefully and discuss with your parents the various choices open to you.**
- **It will be difficult to change Elective Courses once you have been placed in your original choice, so choose carefully.**
- **It is important that you submit your Subject Selections no later than the due dates, as decisions have to be made based on your choices. If you submit your Selections late there can be no guarantee that you will be given any of your choices.**

2.

IMPORTANT DATES:

Thursday 3rd July: Subject Selections – Round 1 due

Term 3 Week 2: Subject Selections – Round 2 issued

Thursday 7th August: Subject Selections – Round 2 due

By the end of Term 3: Acceleration Application Packages due