NORTHMEAD
CREATIVE & PERFORMING
ARTS HIGH SCHOOL

Stage 5 Subject Selection

2026 Into 2027

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Stage 5 Curriculum Requirements

At Northmead Creative and Performing Arts High School, the Stage 5 curriculum is structured in accordance with the NSW Education Standards Authority (NESA) requirements.

Mandatory Subjects
All students must study the following Board Developed Courses as set by NESA:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health and Physical Education (PDHPE)

Additionally, students participate in Wednesday afternoon Sport

Elective Courses
In Stage 5, students undertake three elective courses.

- Each elective course must be studied across both Years 9 and 10, with a minimum of 200 hours allocated to elective study over this period.
- At least one elective must be a NESA Endorsed Course.
- Elective courses may be either NESA Endorsed or School Developed/NSW DoE approved courses.

Creative and Performing Arts (CAPA) Program

Students enrolled through the CAPA program are required to select their CAPA discipline as their first elective preference, in alignment with school policy.

Course Information

Within this booklet, courses are clearly identified as:

N NESA Endorsed Courses (eligible for RoSA credit)

S School Developed/NSW DoE Approved Courses (not recorded on RoSA)

High Potential and Gifted Education Program in Years 9 and 10

The High Potential and Gifted Education program continues in Years 9 and 10 for students who are placed in HPGE classes. While students will select elective subjects for Stage 5, the HPGE program continues separately through the mandatory/core subjects. These classes are designed to provide differentiated teaching and learning that extends, challenges and enriches students across a range of curriculum areas.

English
In English, HPGE students are supported to engage with increasingly complex texts and ideas. Learning experiences are designed to strengthen analytical thinking, interpretation, written expression and the ability to develop sustained, well-supported arguments.

Mathematics
In Mathematics, HPGE students are provided with opportunities to develop advanced problem-solving skills, mathematical reasoning and flexibility in applying concepts to unfamiliar situations. Students are encouraged to work with increasing independence and precision.

Science
In Science, HPGE students engage with concepts through inquiry, investigation and problem-solving. Learning is designed to encourage curiosity, critical thinking, scientific reasoning and the application of knowledge to real-world contexts.

HSIE: Geography and History
In Geography and History, HPGE students are supported to investigate complex issues, analyse evidence, consider different perspectives and develop well-reasoned conclusions. Learning experiences encourage critical thinking, research skills, source analysis and extended written responses.

PDHPE
In PDHPE, HPGE students are encouraged to apply knowledge and understanding to a range of health, wellbeing and movement contexts. Learning experiences may involve deeper analysis of issues, decision-making, collaboration and the application of concepts to practical and real-world situations.

Placement in HPGE classes is determined through the school's identification and review processes. A range of evidence is considered, including academic achievement, assessment results, teacher feedback, classroom engagement, learning behaviours, work habits and ongoing suitability for the program. Placement is reviewed to ensure students are appropriately challenged, supported and able to demonstrate commitment to learning in a high-expectations environment.

Students and parents should note that HPGE placement relates to the mandatory/core subjects and is separate from the elective subject selection process. Students in the HPGE program will still select elective subjects for Years 9 and 10 through the normal subject selection process.

General Information

1. In Years 9 and 10 all students continue to study English, Mathematics, Science, History/Geography and PD/Health/PE along with three elective strands. Placement in Mathematics Stage 5 courses will be determined by performance and results in Year 8.

2. The elective subjects are listed in the table of contents. More information on each elective is given in the next pages.

3. Every effort will be made to form the elective groups so that as many students as possible study the electives of their choice. If the number of students electing a subject is too small to form a viable class, or if there is an accommodation or staffing problem, the subject may NOT be available.

4. Students with any questions should talk to their Student Advisers – Ms Frater and Mr Fias-Ayon or to the relevant Subject Head Teacher. Parents with questions are welcome to ring the school and speak to Ms Karayannis DP or Ms Steinhoff (Careers Advisor) on 9630 4116.

5. **It is essential that students carefully list their courses in order of preference, with their most desired subject as their number one choice**. Students will be provided with a link and unique webcode to enter their elective choices online via Edval The Edval system uses a specialised algorithm to allocate electives, prioritising the order of preferences to maximise the likelihood that students receive their highest ranked subjects. While every effort is made to accommodate students' selections, placement is subject to class availability and timetable constraints.

Agriculture		N
Coordinator: Ms Lakeland	**Contribution: $60**	

Description

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries. Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption. The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies. The course focuses on both plant and animal production enterprises. Plant enterprises will include vegetable and cereal crop production. Students will learn to sow, manage, harvest and market these products. The animal enterprises will include animals such as sheep, beef and poultry.

What will students learn about?

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

What will students learn to do?

Students must participate in ‘hands on’ practical activities to achieve the outcomes of this syllabus. The minimum allocated time for practical activities in this course is 50%. These practical experiences may include field work, small plot activities and laboratory work. Animal husbandry practices such as feeding, drenching and shearing will be carried out with all animals.The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Assessments

Assessment for this course may include practical, skills-based tests, written tests, research assignments, experimental trials, and class presentations.

Child Studies		N
Head Teacher: Mr McKenzie	**Contribution: $60**	

Description

Child Studies is a practical and engaging elective course that explores the physical, social, emotional, and cognitive development of children from conception through to toddlers. Students investigate the diverse factors influencing childhood, including family, health, nutrition, play, culture, media, and technology. Through hands-on activities, research tasks, and critical thinking, students learn how to positively support the wellbeing of children in both personal and professional settings.

This course is ideal for students interested in future careers in education, childcare, health, social work, or family support services, as well as those with an interest in parenting, community service, or working with children. The course will give students a valuable insight into these career options.

Students will also have the opportunity to use the “virtual reality doll” over a period of time to gain confidence and a greater understanding of the parental requirements of infants.

Child Studies covers a range of topics, from Preparing for Parenthood, Newborn Care, Play and the Developing Child, to Childcare Services and Career Opportunities.

Aim

The Child Studies course aims to develop students' knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years. Students will develop an appreciation of the factors that contribute to a child’s growth, the importance of play-based learning, the role of families and carers, and the value of services and resources available in the community to support children and families.

Outcomes

At the completion of Year 10 students should be able to:

- Identify the implications that parenthood has on one’s life.
- Understand the nature of contraception, conception and pregnancy.
- Explain the various stages of labour and have an awareness of different birth processes and methods.
- Explain and evaluate the growth and development of young children.
- Identify and justify the role of individuals, organisations and facilities in the caring of children.
- Interact safely, ethically and respectfully with children in a range of contexts.
- Critically examine, select and use technology to document, evaluate and apply research information from a variety of sources.
- Appreciate the demands made on those responsible for the care of young children.

Assessments

Assessments include class and theory work, practical tasks, research tasks, and oral presentations.

Commerce		N
Head Teacher: Mrs Allen	**Contribution: $50**	

Description

Commerce develops students' understanding of consumer, financial, business, legal, political and work-related issues. Students examine real-world situations to understand how individuals, businesses, governments and communities make decisions and respond to change. Through the course, students build practical skills in financial literacy, research, communication, problem-solving and decision-making, helping them apply their learning to everyday life.

Core focus areas:

- The consumer and financial environment
- The economic environment
- The business environment
- The legal and political environment
- The work environment

Option focus areas may include:

- Our economy
- Running a business
- Promoting and selling
- Investing
- Law in action
- Political and community involvement
- The travel consumer
- Towards independence
- School-developed option

Aims of the Course

The course aims to prepare students to participate confidently, responsibly and effectively in society. Students develop the knowledge and skills needed to make informed choices as consumers, workers, business participants and members of the community. Commerce encourages students to think critically about contemporary issues, understand the role of laws and government, and recognise the opportunities and challenges they may face in a changing world. It also supports students to become more independent, ethical and informed decision-makers who can contribute positively to their community.

Outcomes

Commerce provides a range of learning experiences that suit the interests and needs of students. Students will have opportunities to:

- investigate consumer, financial, economic, business, legal, political and work-related issues
- use research, communication and problem-solving skills to make informed decisions
- develop financial literacy and entrepreneurial thinking
- understand the role of government, law and democratic processes
- develop values and attitudes that promote ethical behaviour, social responsibility and active citizenship

Assessments

Assessment events may include:

- Individual tasks, examinations, infographics, research tasks and viva voces.
- Group tasks, multimodal presentations and video presentations.

Computing Technology		N
Head Teacher: Mr McKenzie	**Contribution: $50**	

Description

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.

The Major areas of study that will be covered: Modelling networks and social connections, Designing for user experience, Analysing data, Building mechatronic and automated systems, Creating games and simulations, Developing apps and web software.

Aims of the course

The aim of Computing Technology to become safe and responsible users of computing technologies and developers of innovative digital solutions, develop an understanding of the interrelationships between technical knowledge, social awareness and project management

develop their ability to think creatively to produce and evaluate products, develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Outcomes

- selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
- applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
- manages, documents and explains individual and collaborative work practices
- understands how innovation, enterprise and automation have inspired the evolution of computing technology
- explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
- acquires, represents, analyses and visualises simple and structured data

Assessments

The hands-on nature of the course means that a large proportion of the assessment is in terms of practical projects, individual and collaborative, for each of the major areas of study. In addition to these projects, half yearly and yearly exams form part of the overall assessment in both year 9 and 10.

Creative Writing: The Art Of Storytelling		S
Head Teacher: Mrs Singh	**Contribution: $50**	

Description

This course invites students to explore the art of storytelling and develop their unique voice through a variety of engaging writing activities. Students will experiment with different genres, including short stories, poetry, scripts, and personal narratives, enhancing their ability to create vivid characters, compelling plots, and expressive language. The course emphasises creativity, imagination, and critical thinking, while also focusing on essential writing skills such as drafting, editing, and peer feedback. Through collaborative projects and individual assignments, students will build confidence in their writing and learn to communicate ideas effectively for a range of audiences and purposes.

Aim

To foster creativity and develop students' skills in writing original texts across a variety of genres, encouraging self-expression, critical thinking, and effective communication.

Outcomes

By the end of this course, students should be able to:

- Experiment with and create original writing in a range of genres, including short stories, poetry, scripts, and personal narratives.
- Develop characters, settings, and plots using imaginative and descriptive language.
- Apply creative and critical thinking skills to plan, draft, revise, and edit their writing.
- Effectively use literary techniques to enhance their writing.
- Collaborate with peers through sharing, feedback, and discussion to improve their writing and support others.
- Reflect on their writing process and identify strategies for further improvement.
- Adapt their writing style and content for different audiences and purposes.
- Demonstrate confidence in expressing ideas creatively, both in written and oral formats.

Assessments

Assessment tasks may include:

- Creative writing portfolios
- Genre writing tasks
- Peer review and reflection
- Writing challenges
- Oral presentations

Each assessment is designed to build creative confidence, reinforce skill development, and encourage thoughtful reflection, in line with NSW English curriculum guidelines for Stage 5.

Design and Technology		N
Head Teacher: Mr McKenzie	**Contribution: $95**	

Description

The Design and Technology course introduces students to the skills required for the design process across a wide range of areas. These can include: metal, plastics, computing, fabrics, graphics and timber. A design project is the main learning activity of students during a unit of work and culminates in the designed solution and documentation. The design project should be relevant to the student and address a pre-determined need.

Aims of the Course

The focus areas of Design and Technology provide meaningful contexts for the design project work and support the development of knowledge and understanding of the various stages in the approach to designing, producing and evaluation. Focus areas may include:

- Accessory
- Architectural
- Communication systems
- Digital media
- Environmental
- Furniture
- Graphical
- Industrial
- Information systems
- Interior
- Packaging

Outcomes

By the end of Year 10 students should be able to:

- Identify and manage the risks and WH&S issues associated with the use of a range of materials, hand tools, machine tools and processes
- Apply design principles, identify and competently use appropriate tools and processes to produce quality practical projects
- Develop an understanding of innovation
- Design, plan and construct projects
- Evaluate products in terms of design, functional, economic and aesthetic qualities.

Assessments

As practical work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects in conjunction with the research and design of these projects. In addition, written practical tests, research projects and written reports will be issued to assess student's performance.

Food Technology		N
Head Teacher: Mr McKenzie	**Contribution: $120**	

Description

In contemporary Australia consumers are presented with an astounding array of food products of both national and international origin. Studying Food Technology will give students the opportunity to explore food related issues through a range of theoretical and practical experiences. These experiences will equip students with the knowledge they need to make informed and appropriate choices relating to; food, nutrition, hygiene, safety and technology. Students will cover the focus areas of Food Nutrition and Selection, Food for Special Needs, Food Trends, Food Service and Catering, and Food for Special Occasions.

Students will be taught to design, produce and evaluate solutions involving food technology. Learnt skills are transferable to other subjects, future careers and life contexts. Examples of career paths include; chef, dietician, nutritionist, food critic, food technologist, health educator, hospital catering officer, food and beverage manager, etc.

Aims of the Course

The aim of the Food Technology course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

Outcomes

At the completion of Year 10 students should be able to:

- Identify WHS issues and demonstrate hygienic handling of food to ensure a safe end product.
- Describe, account for, and apply knowledge about the chemical and physical properties of food during processing, preparation and storage.
- Describe and justify the relationship between food consumption, the nutritional value of foods, and the health of individuals and communities.
- Collect, evaluate, apply and communicate ideas using a range of media and using appropriate terminology.
- Prepare, plan, present and evaluate food solutions for specific purposes.
- Examine and evaluate the impact of relationships between food, technology and society.

Assessments

Assessments include; class and theory work, as well as practical assessment tasks.

Requirements

Work Health and Safety standards apply requiring students to wear fully enclosed leather shoes in practical lessons. In addition, students must wear an apron (white) to protect their school clothes. An elective Contribution is essential to cover food consumables and work/recipe booklet.

History Elective		S
Head Teacher: Mr Oliver	**Contribution: $50**	

Description

Elective History in Years 9 and 10 allow students to study ancient, medieval, and early modern societies and a wide range of thematic studies NOT covered in the mandatory History Course. Topics are developed by teachers each year to suit the interests of the students taking the course.

Past topics have included:

- Vietnam War
- Digging up the Past
- Ancient Greece
- Heroes and Villains
- Thematic study – Witch hunt
- Assassination
- Jack the Ripper
- Film vs History
- The Celts
- Ages and (Ages) of Empires
- Vampires, witches, werewolves and shapeshifters
- History and memory

Aims of the Course

- To develop students' understanding of the nature of History and the way it is constructed
- To encourage students to study in depth major features of different societies from the ancient, medieval, and early modern world
- to understand continuity and change
- to develop critical and creative thinking
- to encourage enjoyment and enthusiasm by continuing to study History

Outcomes

By the end of Year 10 students should be able to:

- demonstrate knowledge and understanding in a differing range of historical investigations
- explain key features and personalities; show continuity and change
- show competence in research, selecting, interpreting and organising information
- reflect on their enjoyment and love of history

Assessments

Assessments will include individual tasks, group and collaborative skills and ICT projects. Quizzes, formal testing, public speaking and craft activities will also be included.

Industrial Technology: Engineering		N
Head Teacher: Mr McKenzie	**Contribution: $95**	

Description

Students undertaking Industrial Technology – Engineering will have opportunities to develop knowledge, understanding and skills in relation to engineering and its associated industries, with the emphasis on practical experiences. Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures (bridges, buildings, dams, chairs etc) and mechanisms (levers, pulleys, gears, cams etc). These are enhanced and further developed through the study of specialist modules in control systems (robotics, electronics, hydraulics, pneumatics etc) and alternative energy (solar, wind etc).

Aims of the Course

The aim of Industrial Technology – Engineering will reflect opportunities to develop specific knowledge, understanding and skills related to Engineering. These may include:

- Small structures
- Small vehicles
- A range of devices and appliances
- Robotics projects
- Electronic and mechanical control systems.
- Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Outcomes

By the end of Year 10 students should be able to:

- Identify and manage the risks and WH&S issues associated with the use of a range of materials, hand tools, machine tools and processes.
- Apply design principles, identify and competently use appropriate tools and processes to produce quality practical projects.
- Select, apply and interpret a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- Evaluate products in terms of functional, economic and aesthetic qualities and quality of construction.
- Describe and analyse the impact of technology on society and the environment.

Assessments

As practical work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects. In addition, written and practical tests, research projects and written practical reports will be issued to assess students' performance.

Industrial Technology: Multimedia		N
Head Teacher: Mr McKenzie	**Contribution: $65**	

Description

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies.

Aims of the Course

The aim of Industrial Technology – Multimedia is to produce practical projects that reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia related technologies.

These may include:

- Individual photographic images
- Photographic presentations
- Brochures incorporating photographic images
- Photo journals
- Computer animations
- Webpages.

Outcomes

By the end of Year 10 students should be able to:

- Safely use computing equipment and associated materials
- Identify and use a range of still image formats
- Use a range of techniques to produce multimedia presentations
- Capture and/or create motion using a range of methods
- Apply design skills and principles to the production of a webpage.

Assessments

As practical work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects in conjunction with the research and design of these projects. In addition, written practical tests, research projects and written reports will be issued to assess student's performance.

Industrial Technology: Timber		N
Head Teacher: Mr McKenzie	**Contribution: $95**	

Description

Industrial Technology – Timber provides students with an opportunity to engage in a diverse range of creative and practical experiences using a variety of tools and equipment widely available in industrial and domestic settings. Core modules develop knowledge and skills in the use of materials, tools and techniques related to general woodwork which are further enhanced through the study of specialist modules in Cabinetwork and Wood Machining

Aims of the Course

The aim of Industrial Technology –Timber is to develop students' knowledge, understanding, skills and values related to a range of timber technologies through safe interaction with materials, tools and processes. This is achieved through careful planning, development and construction of quality practical projects. The course also aims to develop students' understanding of the relationship between technology, individual and societal needs and the environment.

Outcomes

By the end of Year 10 students should be able to:

- identify and manage the risks and WH&S issues associated with the use of a range of materials, hand tools, machine tools and processes
- apply design principles, identify and competently use appropriate tools and processes to produce quality practical projects
- select, apply and interpret a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- evaluate products in terms of functional, economic and aesthetic qualities and quality of construction
- describe and analyse the impact of technology on society and the environment

Assessments

As practical project work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects. In addition, written and practical tests, research projects and written practical reports will also be used to assess students' performance.

iSTEM		S
Coordinator: Mr Milne	**Contribution: $95**	

Description

iSTEM is a NSW Department of Education approved elective course. iSTEM is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skills development based on the needs of local and national industry. iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies.

Aim

The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems.

The iSTEM course is divided into core, elective, and specialised topics.

Core topics develop fundamental understanding and skills as well as the application of engineering-design processes to problem-solving activities.

- STEM fundamentals
- Project-based learning

Elective topics develop a depth of understanding and skills in a number of fundamental areas of iSTEM. They have been designed to provide additional time for mastery before applying them to specialised topics.

- Computer-aided design (CAD)
- Critical thinking
- Project-based learning (extension)

Specialised topics are themed around STEM priority industries. They develop knowledge and skills that underpin future focused industries.

- Advanced manufacturing
- Aeronautical engineering
- AgriTech
- Cyber security
- Design for space
- Mechatronics and robotics
- MedTech
- Surveying and geospatial engineering
- Sustainable transport

Japanese		N
Head Teacher: Ms Mitchell	**Contribution: $70**	

Description

Japanese has been identified as one of the priority languages in the Asia-Pacific region for studying in Australian schools. Japan is one of Australia's leading trading partners and the study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies.

The study of Japanese may be advantageous for students seeking employment in fields such as commerce, tourism, hospitality and international relations.

This course also provides the opportunity to participate in an exchange program with a school in Japan depending on student interest.

Aims of the Course

The course aims to develop students' communication skills in Japanese, their understanding of languages as a communication system, and their insight into the relationship between language and culture. It also provides them with the necessary skills to undertake senior Japanese study at an advanced level.

Prerequisites

This course assumes completion of the stage 4 Japanese course in years 7-8.

Outcomes

By the end of Year 10, students should be able to:

- Incorporate diverse linguistic structures to express their own ideas in Japanese.
- Select, summarise and analyse the information and ideas in spoken and written Japanese texts and respond appropriately.
- Demonstrate understanding of the nature of languages as systems by describing and comparing features of Japanese and English.
- Identify and explain aspects of the culture of Japanese-speaking communities.
- Use linguistic resources to support the study and production of texts in Japanese.

Assessments

Assessment in this course includes tasks that evaluate students' progress in cultural knowledge in the four language skills areas; reading, writing, listening and speaking.

Journalism		S
Head Teacher: Mrs Singh	**Contribution: $50**	

Description

Students will have the opportunity to refine their writing focusing on the following strands: investigative writing, reporting, podcasting and interviewing. Students will develop their skills across print, media, and radio platforms, gaining hands-on experience in researching and crafting compelling stories. Through the study of influential journalists and a variety of text types, students will shape their own authentic writing voice.

The course will be an excellent platform for students to discuss world issues including ethics and social justice.

This course will help students develop their writing techniques in different areas which will help them with senior English courses, particularly the Advanced and Extension courses.

Outcomes

Students:

- Question, challenge and evaluate cultural assumptions in journalistic texts and their effects on meaning.
- Effectively uses a widening range of processes, skills and strategies for responding to and composing journalistic texts.
- Purposefully reflect on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.
- Think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose journalistic texts in a range of contexts.

Assessment

Students will be assessed on their ability to:

- Plan, edit, draft and construct journalistic texts which represent their perspectives.
- Analyse the effectiveness of other writers.
- Select and use language forms, features and structures to a range of purposes, audiences and contexts, describing and explaining the effects on meaning.
- Collaborate with a team of students for a common purpose.

Literary Wonderlands		S
Head Teacher: Mrs Singh	**Contribution: $50**	

Description

This course invites passionate readers to dive deeply into world-class literature, critical theory, and analytical discourse. Designed for students with a genuine love of reading and a desire to stretch their intellectual boundaries, essential skills for success in senior English courses. Students will engage with sophisticated, high-quality texts, ranging from classic and modern canonical works to challenging world literature, examining how context, values, and textual form shape meaning.

The course emphasises critical reading, conceptual thinking, and academic writing. Students will learn to interrogate complex literary techniques, construct nuanced arguments, and articulate sophisticated personal perspectives. Through seminar-style discussions, close textual analysis, and independent research, students will refine their critical reading skills and academic written expression.

Aim

To cultivate advanced critical literacy and literary appreciation, empowering students to analyse complex, high-quality texts with insight and articulate sophisticated ideas in preparation for senior English studies.

Outcomes

By the end of this course, students should be able to:

- Analyse and evaluate complex literary texts across various periods, contexts, forms, and genres.
- Deconstruct literary techniques and structural choices, evaluating how composers use language to shape meaning and influence audiences.
- Apply critical lenses (e.g., historical, cultural, psychological, feminist, post-colonial) to interrogate the values, assumptions, and perspectives embedded within texts.
- Construct sustained, thesis-driven arguments that demonstrate original critical thought and precise textual evidence.
- Synthesise connections between diverse texts, exploring how themes and literary forms evolve over time.
- Engage in scholarly dialogue, contributing to literary seminars with articulate oral arguments, active listening, and respectful critique.
- Refine academic and creative response styles, tailoring register, voice, and structure to meet demanding analytical and conceptual standards.
- Reflect critically on personal interpretative choices and textual readings to deepen intellectual independence.

Assessment

Assessment tasks may include:

- Comparative Literary Essays: Developing sustained, thesis-driven academic arguments in response to challenging prompts.
- Close Reading Analysis Exercises: In-depth textual deconstructions focusing on micro-techniques, structure, and conceptual resonance.
- Critical-Creative Responses: Crafting imaginative pieces or appropriations accompanied by detailed critical reflections explaining literary choices.
- Independent Literary Research Project: An extended study of a self-selected author, literary movement, or thematic thread.

Each assessment task is engineered to cultivate academic rigor, build analytical sophistication, and encourage conceptual depth, directly aligning with NSW Stage 5 English outcomes while establishing foundational skills required for Stage 6 Advanced and Extension English.

Music CAPA and Music Elective		N
Head Teacher: Miss Cullen & Mr Wilson	**Contribution: $70**	

Students who are not currently studying CAPA Music must audition for placement in the CAPA program. Alternatively, they can choose to study the Music Elective course.

Description

Music is designed for students who have an interest in performing, composing and listening to a wide variety of musical styles. In each stage of learning, students must meaningfully engage with the following repertoire:

- Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples
- Art music
- Jazz
- Popular music
- Global music culture.

Students will also use music technology to create a musical composition, perform in practical music-making in solo or ensemble situations, and listen to, understand and respond to musical stimulus, discriminating between sounds, making judgements about the use of musical elements in a variety of repertoire.

It is strongly recommended that each student have the skills to confidently sing or play an instrument. Students are required to undertake a depth study in Stage 5. Students draw on content studied in class, and apply knowledge, understanding and skills in an area of individual interest.

Aim

The aim of music in Stage 5 is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

Outcomes

By the end of Year 10, students should be able to develop knowledge, understanding and skills in the musical concepts:

- Performs repertoire with stylistic awareness and musical expression
- Manipulates and combines the elements of music in performance to communicate musical ideas
- Uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts
- Uses listening skills to evaluate how the elements of music are manipulated and combined
- Improvises, arranges or composes with stylistic understanding and musical expression
- Manipulates and combines the elements of music to create musical ideas

Assessments

Assessment activities may include:

- Perform as a soloist or in an ensemble
- Compose a piece of music using computer software
- Research activities
- Score reading and aural activities

Performing Arts - Circus		N
Head Teacher: Miss Cullen & Mr Wilson	**Contribution: $70**	

Performing Arts Circus is not selected through an audition like other CAPA subjects.

However, students choosing CIRCUS need to be willing to participate in PRACTICAL CIRCUS ACTIVITIES AND PERFORMANCES

Course Description

Circus Arts gives students the opportunity to develop a range of circus skills while learning about how the body moves, trains and performs. Students will explore practical circus disciplines such as acrobatics, manipulation skills and aerial work, while building confidence, creativity and performance ability.

Aim

The aim of this course is to develop students' interest, skills and understanding of Circus Arts as a performing art form. Students will learn how to create, rehearse and refine circus performances while developing their physical skills, creativity and confidence.

Students will also learn about the different elements that help create a successful performance, including:

- movement and circus skills
- lighting, sound and music, costume, props and set
- audience engagement, teamwork and performance safety

What Students Will Learn

In this course, students will:

- develop circus skills through safe and structured training
- learn how the body moves and performs during circus activities
- research professional circus performers and companies

analyse how movement, physical theatre and performance are used to tell stories and share ideas

Assessment

Assessment activities may include:

- individual circus performances and group circus performances
- practical skill development tasks
- research tasks on circus performers or companies
- performance analysis and reflection activities

This course is suited to students who enjoy movement, creativity, teamwork and performance, and who are willing to challenge themselves in a safe and supportive environment.

Performing Arts - Dance CAPA & Dance Elective		N
Head Teacher: Miss Cullen & Mr Wilson	**Contribution: $70**	

Students who are not currently studying CAPA Dance must audition for placement in the CAPA program. Alternatively, they can choose to study the Dance Elective course.

Description

Dance involves the development of physical skills as well as aesthetic, artistic and cultural understanding. Learning in and through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances and analyse dance as works of art.

Dance in Stage 5 provides a pathway to the study of Dance in Stage 6 and encourages participation and enjoyment of dance throughout life.

Aim

The aim of Dance in Stage 5 is for students to experience, understand, value and enjoy dance as an art form through the interrelated study of the performance, composition and appreciation of dance.

Outcomes

By the end of Year 10 students should be able to develop knowledge, understanding and skills about dance as an art form through:

- dance performance as a means of developing dance techniques and performance quality
- dance composition as a means of creating and structuring movement to express and communicate ideas
- dance appreciation is a means of analysing dance as an expression of ideas with a social, cultural or historical culture.
- Students value and appreciate their engagement in the study of dance.

Assessments

Assessment activities may include:

- individual and group demonstrations of safe dance practice, dance technique and performance quality and choreography through formal performances
- written essays and logbooks

Performing Arts - Design and Media Studies		N
Head Teacher: Miss Cullen & Mr Wilson	**Contribution: $70**	

Description

Students will take a step behind the scenes to learn about the practices and techniques used by designers and media creators to communicate their messages to audiences. They will be challenged to consider what it takes to make effective and engaging design and media products and put those techniques into practice as they create their own design and media works.

Aim

This course aims to engage and develop student interest, skills, knowledge, and understanding of design and media production. Working as individuals and collaborating with their peers, students will engage with professional practices to produce high-quality design and media works.

Outcomes

- Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing films
- Think imaginatively, creatively, interpretively and critically about increasingly complex ideas, subject matter and the filmmaking process.
- Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Assessments

Students will be assessed on their ability to:

- Deconstruct films using appropriate cinematic metalanguage
- Communicate their learning through a range of mediums
- Plan, organize, record and edit an original film
- Work collaboratively on the creation of a film

Performing Arts - Drama CAPA & Drama Elective		N
Head Teacher: Miss Cullen & Mr Wilson	**Contribution: $70**	

Students who are not currently studying CAPA Drama must audition for placement in the CAPA program. Alternatively, they can choose to study the Drama Elective course.

Description

The Stage 5 Drama course is a practical based subject designed to foster cooperative skills and encourage self-esteem in students.

Students are involved in making, performing and appreciating drama, and they perform both at school and in the community. Students engage in creative processes including improvisation, playbuilding, puppetry, mask work, clowning, circus, scripted drama and physical theatre.

Aim

The aim of the Stage 5 Drama syllabus is to engage and challenge students to maximise their abilities and enjoyment of drama through making, performing and appreciating dramatic and theatrical works.

Outcomes

By the end of Year 10, students should be able to develop knowledge, understanding and skills, individually and collaboratively through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama and theatre in reflecting personal, social, cultural, aesthetic and political aspects of the human experience

Assessments

Assessment activities may include:

- performance of group-devised playbuilding
- performance of scripted drama in group and monologue form
- improvisation tasks
- logbook reflections
- research assignments
- design projects
- script –writing tasks

Physical Activity and Sports Studies - High Potential Stream		N
Head Teacher: Ms Bottrill	**Contribution: $50**	

The **High Potential and Gifted (HPGE) Physical Activity and Sport Studies** class is an elective designed for students who demonstrate outstanding potential, achievement and engagement in Physical Education and sport.

Entry into this class is by invitation only and is based on a range of criteria, including current PDHPE achievement, engagement in practical Physical Education lessons and school sport, and the ability to meet the academic and practical expectations of an extended course.

Students who accept a place in this class must be willing to actively participate in practical lessons, including individual and team sports, as practical participation is an essential component of the course.

The HPGE PASS course provides students with opportunities to extend their learning through more challenging and in-depth experiences. Students will investigate contemporary issues in sport, apply higher-order thinking skills, undertake practical performance analysis and engage in authentic learning experiences beyond the standard elective course.

The course explores a range of topics connected to health, fitness, sport and performance. Areas of study may include:

- body systems and movement performance
- physical fitness and training methods
- event planning and coaching
- nutrition for performance
- physical activity for specific groups
- Australia's sporting identity
- issues and technology in sport

Aim of the Course

The aim of the High Potential and Gifted Physical Activity and Sport Studies course is to challenge students to further develop their knowledge, skills and understanding of physical activity, sport and health. Through extended learning opportunities, students will strengthen their understanding and critical thinking skills, develop coaching and leadership skills and engage in a range of practical activities developing the confidence to excel in physical activity and sport.

Assessment

Assessment in this course will include both practical and theory-based tasks. Students will be assessed through a range of activities such as:

- practical performance tasks
- written tests
- research and inquiry tasks
- reports
- presentations and group activities
- event planning tasks

This subject is suited to students who enjoy being active, learning about sport and working with others in both practical and classroom settings.

Physical Activity and Sports Studies		N
Head Teacher: Ms Bottrill	**Contribution: $50**	

Physical Activity and Sport Studies is a practical and theory-based subject that gives students the opportunity to learn about sport, movement and physical activity in a fun and active way.

Students who choose this subject must be willing to participate in practical lessons, including individual and team sports, as practical participation is an important part of the course outcomes.

The course explores a range of topics connected to health, fitness, sport and performance. Areas of study may include:

- body systems
- physical fitness
- event planning and coaching
- nutrition
- physical activity for specific groups
- Australia's sporting identity
- issues and technology in sport

Aim of the Course

The aim of Physical Activity and Sport Studies is to help students develop the skills, knowledge and confidence to participate effectively in physical activity and sport. The course encourages students to understand the value of being active and how participation in sport and physical activity can improve quality of life for themselves and others.

Assessment

Assessment in this course will include both practical and theory-based tasks. Students will be assessed through a range of activities such as:

- practical performance tasks
- written tests
- research tasks
- reports
- presentations
- group activities
- event planning tasks

This subject is suited to students who enjoy being active, learning about sport and working with others in both practical and classroom settings.

Student Investigative Project (SIP)		S
Head Teacher: Ms McCrossen	**Contribution: $50**	

Student Interest Project (SIP) is an advanced elective for students who are self-motivated, intellectually curious, and capable of sustaining a long-term, self-directed project. In addition, students suited to this course will be able to actively take part in discussions, reflections, and collaborative learning whilst engaging critically with complex issues. Students will be given the opportunity to work as a class, in small groups and independently on a variety of projects throughout the course that enable them to become proactive, independent and responsible learners in preparation for the demands of senior subjects.

Selection to this course is by invitation only.

Course Description

This course focuses on building the explicit skills and knowledge essential for effective learning and the practical application of disciplinary content. Students deepen their understanding in areas of personal interest while developing key capabilities in research, project and time management, digital literacy, communication, collaboration, and independent learning.

In Year 9, students are introduced to foundational skills such as researching, managing tasks and timelines, and working effectively with others. In Year 10, they apply and extend these skills by pursuing a self-directed project, thinking critically and creatively to explore their chosen topic and communicate their learning to an audience.

Student Interest Project (SIP) is unique in its focus on developing the independent learning skills needed for senior courses that involve major works, portfolios, or extended research tasks. It provides a structured yet flexible environment where students can grow as self-motivated, reflective and collaborative learners.

What will students learn about?

The course is built around four interrelated focus areas:

- Developing a concept,
- Investigating,
- Managing a project and ways of working,
- Communicating knowledge.

Over the 2 years, students will learn to:

- Explore areas of interest and set personal learning goals
- Conduct primary and secondary research to deepen their understanding
- Use project management, time management, and adaptability strategies
- Collaborate with teachers, peers, and the wider community
- Engage in seeking and providing continuous feedback through a variety of methods
- Create and present products to showcase their learning

Aims of the Course

Central to the course is to promote a sense of curiosity and lifelong learning. It has the capacity to engage and inspire students and enrich their knowledge in areas of interest.

The aim of the course is to enable students to:

- deepen subject knowledge and understanding in areas of interest
- develop effective skills in learning and research
- extend critical and creative skills
- enhance their self-motivation & self-management to enable them to take an active role in their learning

Assessments

Assessments may include:

- Project pitch
- Research proposal
- Report writing
- Peer and self reflections
- Project portfolios
- Presentations
- Product development
- Showcase/Exhibition

Previous Student Projects

Students who have previously participated in SIP have produced a variety of projects and products across a range subject areas as seen below:

Title: *The Impact of Genetics on Neurological Development and Personality traits*

Description: A study into the brain, its developments and the importance of personality in how we operate as humans, why it's vital that we stay human.

Product: A website designed to provide information and support to neurodivergent students

Title: *Video games, and the mildly confounding art of storytelling*

Description: A deep dive into storytelling in video games and other aspects of game design, such as worldbuilding, gameplay, role of music.

Product: A short feature game to implement key findings

Title: *The Power and Impact of Manga*

Description: A closer look at how manga has been shaped over the years and the reasons for its lasting impact.

Product: An original short manga displaying techniques and telling the story of people’s journey in manga.

Title: *A Study in Memories*

Description: An exploration into the importance of memories within our society and the roles they play throughout the course of our lives.

Product: A wall size mind map and corresponding research journal

Title: *Is celebrity obsession the latest plague on teenagers?*

Description: A study into the impact of celebrity worship and fan culture on adolescents and their development.

Product: A video essay to spread awareness of the impacts of this obsession to parents and teens

Title - *The impact of the spaces we live in*

Description - An investigation into how the design of our homes can shape the daily routines and mental wellbeing of young people aged under 30, exploring how to create living spaces that can better support mental health and daily living.

Product: A diorama of an architecturally designed house showcasing before and after room designs

Title: *Whispers of a Fading Ocean:Causes, Consequences and Hope*

Description: A deep dive into our oceans revealing the truth of our fleeting oceans, the issues that are often overlooked and how we can ensure a healthy future for our oceans.

Product: A documentary designed to confront and create change

Please Note:

This course is best suited to students who are confident, independent thinkers with the ability to express their ideas, contribute to group discussions, and engage critically with complex issues. While a strong work ethic is important, students will need more than quiet persistence. They should be willing to question ideas, share perspectives, collaborate effectively with others and reflect on their learning.

This is not a course for those who prefer to remain in the background; it rewards initiative, curiosity, the ability to think and speak with confidence, and a willingness to step outside of your comfort zone.

Textiles Technology		N
Head Teacher: Mr McKenzie	**Contribution: $70** (students will be required to purchase their own resources for individual projects)	

Description

Textile Technology is a predominantly practical subject which focuses on the design and production of a range of creative textile projects. Individual projects provide students opportunities to be creative independent learners where they are allowed to investigate and explore functional and aesthetic qualities of textiles.

Students will gain knowledge about the properties, performance and uses of textile fabrics, yarns and fibers. In addition, students will learn to appreciate the elements and principles of design as they apply to textiles in contemporary society. Students will also develop skills in applying colour and decoration in textile based projects.

Students' knowledge will be enhanced through the study of renowned national and international textile designers. Study will include a focus on historical and cultural aspects that influence contemporary textiles worldwide.

The choice of focus areas for practical projects includes:

- Furnishings (curtains, cushions, tablecloths, table runners and quilts)
- Apparel (skirts, shorts, jackets, lingerie, suits, formal outfits)
- Costume (masks, head-dresses, theatre fold, traditional and fancy dress)
- Textile Art (wall hanging, murals, pictures, mats, embroidery wearable designs.)
- Non Apparel (bags, toys, books covers, jewellery).

Aims

The aims of Textile Technology are to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Outcomes

At the completion of Year 10 students should be able to:

- Explain and justify the properties and performance of a range of textile items for a specific end use.
- Explain, investigate and generate work through the use of the elements and principles of design, with emphasis on colouration and decoration.
- Analyse and evaluate the impact of textile production and use on the individual consumer and society.
- Select, demonstrate and manipulate a range of textile materials and equipment to produce a quality project.
- Confidently use a range of technologies such as; computer linked machine and embroidery work, digital imaging and transfer printing, manipulation of commercial patterns, computer generated patterns.
- Evaluate textile items to determine quality in their design and construction.

Visual Arts CAPA & Visual Arts Elective		N
Head Teacher: Miss Cullen & Mr Wilson	**Contribution: $70**	

Students who are not currently studying CAPA Visual Arts must audition for placement in the CAPA program. Alternatively, they can choose to study the Visual Art Elective course.

Description

Visual Arts fosters interest and enjoyment in the making and studying of art. The course will involve experimentation with a wide variety of media and a diversity of art forms including painting, drawing, design, sculpture, printing, ceramics and mixed media.

Students will also study artists and artworks for critical analysis and historical perspective.

Aim

The aim of Visual Arts is to enable students to develop knowledge, understanding and skills to make artworks, while critically and historically interpreting art.

Outcomes

By the end of Year 10 students should be able to develop knowledge, understanding and skills to:
make artworks informed by their understanding of practice, the conceptual framework and the frames
critically and historically interpret art informed by their understanding of practice, the conceptual frameworks and the frames

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

Assessments

Assessment activities may include:

- individual and group artmaking activities
- presentations, including oral, PowerPoint and multimedia formats
- exhibition of artworks

Visual Design		N
Head Teacher: Miss Cullen & Mr Wilson	**Contribution: $70**	

Description

The Visual Design course explores and investigates the work of contemporary web designers, architects, commercial and industrial designers, interior designers, product designers, graphic designers, fashion and textile designers.

Through the study of selected designers and artists students build a portfolio of artworks using the following media: digital photography, illustration, cartooning, printmaking, textiles, posters, postcards, print design, painting, jewellery, wearable art, ceramics, theatrical applications for visual design, installations, site specific artworks, interior and exterior design.

Aim

Students will develop knowledge, understanding and skills to make Visual Design artworks informed by their understanding of practice, the conceptual framework and the frames.

Outcomes

- Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks.
- Makes Visual Design artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience.
- Makes Visual Design artworks informed by an understanding of how the frames affect meaning.
- Investigates and responds to the world as a source of ideas, concepts and subject matter for Visual Design artworks.
- Selects appropriate procedures and techniques to make and refine Visual Design artworks.

Assessments

Assessment activities may include:

- Individual and group design activities
- Presentations of design briefs, design works and student portfolios
- Exhibition of student works, design briefs and portfolios.
- Documentation and recording of installations and site specific artworks.

Accelerated Courses

Accelerated courses are where students in Year 9 are starting HSC Subjects early. Each Subject will be completed by the student in year 11 where they will sit the HSC examination for the subject. This is 2 units towards their HSC ATAR. Students will then be given 6 periods of additional study time during their HSC year.

Students who are studying an accelerated course must ensure they are completing one 200hour NESA Endorsed Course in addition to this course for the Stage 5 pattern of study.

The following subjects are by invite only and students will be provided with a written invitation:

- Biology
- Chemistry
- Business Studies

The following Vocational Education and Training (VET) Courses are open to all students in the HPGE Stream. They must undertake 100hours of Commerce in Year 9 before starting their VET subject at the end of Year 9.

- Business Services
- Financial Services - Financial Services

Biology - Accelerated Course

Head Teacher: Ms Paul	Contribution: $50

Enrolment : By invite only.

This course allows students to study the Preliminary HSC course in Biology in Years 9 and 10 and then complete the HSC course in Year 11. The subject matter of the Biology course recognises the different needs and interests of students by providing a structure that builds upon prior learning. This course is designed for those students who have a substantial level of skills and knowledge in Science and selection to the course is by invitation only.

Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Aim

Biology course aims to provide learning experiences through which students will acquire knowledge and understanding about fundamental concepts related to living things and their environments. It develops positive attitudes towards the study of living things and the environment and the use of critical evaluation of different scientific opinions.

Objectives

The study of biology involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the course.

Students will apply investigative and problem-solving skills, effectively communicate biological information and understanding and appreciate the contribution that a study of biology makes to their understanding of the world.

Course Structure

The Preliminary course incorporates the study of; Cells as the basis of life, the organisation of living things, Biological diversity and Ecosystem dynamics.

Practical experiences are an essential component of the course and include at least one open-ended investigation integrating skill and knowledge outcomes. Practical experiences include undertaking laboratory experiments, the use of appropriate computer-based technologies, fieldwork, research and modelling.

Assessments

Assessments may include

- Depth Study
- Primary and Secondary Investigations
- Knowledge and Skill Based tasks.

Chemistry - Accelerated Course	
Head Teacher: Ms Paul	**Contribution: $50**

Enrolment : By invite only.

The accelerated Chemistry course allows students to study the Preliminary HSC course in Chemistry during Year 9 and Year 10, followed by completing the HSC course in Year 11. This course is designed for those students who have a substantial level of skills and knowledge in Science and selection to the course is by invitation only.

Course Description

The Chemistry Stage 6 course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe and further develops skills in chemistry through the application of Working Scientifically skills.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address the energy needs and uses, the development of new materials, and sustainability issues as they arise.

Aim

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

Objectives

Students develop skills in applying the processes of Working Scientifically and builds on their knowledge and understanding of the fundamentals of chemistry and its applications.

Practical Investigations

Practical experiences are an essential component of the course and include at least one open-ended investigation integrating, skill and knowledge outcomes. Practical experiences include undertaking laboratory experiments, the use of appropriate computer-based technologies, fieldwork, research and modelling. Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information.

Assessments

Stage 6 Chemistry Assessments includes:

- Depth Study Tasks
- Primary and Secondary Source Investigations
- Knowledge and Skill Based tasks.

Business Studies - Accelerated Course

Head Teacher: Mrs Allen	Contribution: $50

This course allows students in the High Potential and Gifted Education stream the opportunity to complete the Preliminary Business Studies course across Years 9 and 10, before undertaking the HSC course in Year 11. The course will be delivered in line with NESA requirements and will reflect the new Business Studies 11–12 syllabus as it is introduced.

Selection into this accelerated course is by invitation only. It is designed for students who have demonstrated a high level of academic achievement, strong organisation, independent learning skills and the capacity to manage the demands of a senior course.

Course Description

Business Studies develops students' understanding of the role of business in society and the ways businesses operate, make decisions and respond to change. Students explore the practical and theoretical aspects of business, including how businesses are established, managed, financed, marketed and evaluated. Through contemporary business examples and case studies, students apply business concepts to real-world situations and consider the factors that influence business success.

The course supports students to develop skills in research, analysis, problem-solving, decision-making and communication. It also encourages students to think critically about the ethical, social and environmental responsibilities of businesses and the impact of business activity on individuals, communities and the wider economy.

Aims of the Course

The course aims to develop students' understanding of business activity and the role of business in a changing world. Students learn how businesses respond to opportunities and challenges, make strategic decisions and measure performance. They also develop an understanding of the relationship between businesses, consumers, employees, governments and society.

Business Studies aims to build students' confidence as informed, responsible and active participants in the business environment. Students develop the skills to investigate business issues, interpret information, evaluate options and communicate informed judgements. These skills support future study, employment and participation in the wider community.

Outcomes

Business Studies provides a range of learning experiences that suit the interests and abilities of high potential and gifted students. Students will have opportunities to:

- investigate business concepts, issues and case studies
- apply business terminology and concepts to real-world scenarios
- analyse and evaluate business information and performance
- develop research, communication and critical thinking skills
- make informed decisions and justify business recommendations
- consider the ethical and social responsibilities of businesses
- build the skills required for successful completion of a senior course

Assessments

Assessment events may include:

- Individual tasks, examinations, business reports, research tasks and case study analysis.
- Group tasks, multimodal presentations, business proposals and extended responses.