2024

RANDWICK GIRLS HIGH SCHOOL

SUBJECT INFORMATION

Year 9 – 2024

Year 10 – 2025

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A MESSAGE TO YEAR 9 STUDENTS

STAGE 5

Stage 5 is a two-year course which students commence at the beginning of Year 9 and complete at the end of Year 10.

In Stage 5, students study the core subjects of English, Australian Geography, Australian History, Mathematics, Personal Development/Health and Physical Education, Science and elective subjects.

Pages 15 to 32 detail the elective subjects on offer at Randwick Girls' High School.

Students are awarded their Record of School Achievement (ROSA) at the end of Year 10 after they have successfully completed two years of schooling. Only those students leaving school before they finish Year 12 or achieve the HSC Credentials will receive a ROSA Certificate after the successful completion of Stage 5.

At Randwick Girls' High School, Year 8 students will select three elective subjects to study in Year 9 and continue with two of them in Year 10. Students will be credited with a total of 200 elective hours for two subjects and 100 elective hours for one subject for their ROSA.

The purpose of this booklet is to inform parents and students of the elements of the core and elective subjects. In particular, the booklet information is to be used by students to select elective subjects which are of interest to them.

Students will be asked to choose three electives in order of preference that they would like to study in Year 9, as well as three more reserve selections also in preferred order. This will be entered online after students have been provided with the required information on how to do so. The School Timetable Team will use the information to arrange the school timetable to cater to the choices of students.

While fees are not levied for core subjects, students and parents should realise that there are fees for some elective subjects to provide equipment and consumable materials, such as food required for Food Technology lessons. These fees are to be paid before students begin the course.

Students need to note that none of the Stage 5 elective subjects are pre-requisites for courses in the Senior School, also known as Stage 6. Students should therefore, select elective subjects based on which subjects they feel they will enjoy, they will succeed in, and will find challenging.

I wish you all a successful and enjoyable learning journey in Years 9 and 10.

L. Andre
Principal

Welcome to Stage 5

Congratulations on your wonderful achievement in completing your Stage 4 (Years 7 and 8) studies. Moving into Stage 5 is an integral step towards completing your senior studies, providing you with the knowledge and skills to successfully engage with the Stage 6 (Preliminary and HSC course) content. A lot of the subjects you undertake in Stage 5 will provide foundational knowledge for Stage 6 courses, and thus choosing a pattern of study which meets your future academic and vocational goals is important.

It is compulsory for all students to complete Year 10. After Year 10 is completed, and until they are 17 years of age, students must be:

- in school, or registered for home schooling, or
- in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

Subject Requirements for students Years 9 and 10

Students must complete compulsory subjects over Stages 4 and 5 (Years 7-10). At Randwick Girls High School, the compulsory subjects covered in Year 9 and 10 are:

- English
- Geography
- History
- Mathematics
- Science
- Personal Development, Health and Physical Education
- Careers Education (Year 10 only)

Year 9 and 10 electives

In addition to the compulsory subjects, students in Year 9 undertake three electives, and in Year 10 must study two electives.

The subject selection process for Years 9 and 10 relate to these elective subjects only.
The electives on offer are:

- Chinese
- Commerce
- Computing Technology
- Dance
- Design & Technology
- Drama
- Food Technology
- French
- Geography Elective
- History Elective
- Human Movement (Physical Activity & Sports Studies)
- Industrial Technology Multimedia
- Industrial Technology Timber – Woodwork
- Japanese
- Marine Aquaculture Technology
- Music
- Spanish
- Textiles Technology
- Visual Arts

Assessments

- With the abolishment of the School Certificate in 2011, no students are required to sit for external state-wide exams in Year 10.
- This means that SCHOOL BASED assessments have never been more valued and meaningful.
- Schools submit grades to NESA for all their Year 10 and Year 11 students.

Advice for students choosing elective subjects

It is NOT advisable to choose based on

Friends: they may have different abilities or interests or motivation.

Teachers: they can move on, or may not be teaching the course next year

Consider basing your subject choices on the following factors:

- Your interests – what types of courses are you really interested in Years 9 and 10
- Your goals for the future
- Your abilities
- Career aspirations and needs
- Syllabus requirements – Practical/Major work components
- Subject combinations
- Other commitments

Electronic Submission of Subject Choices

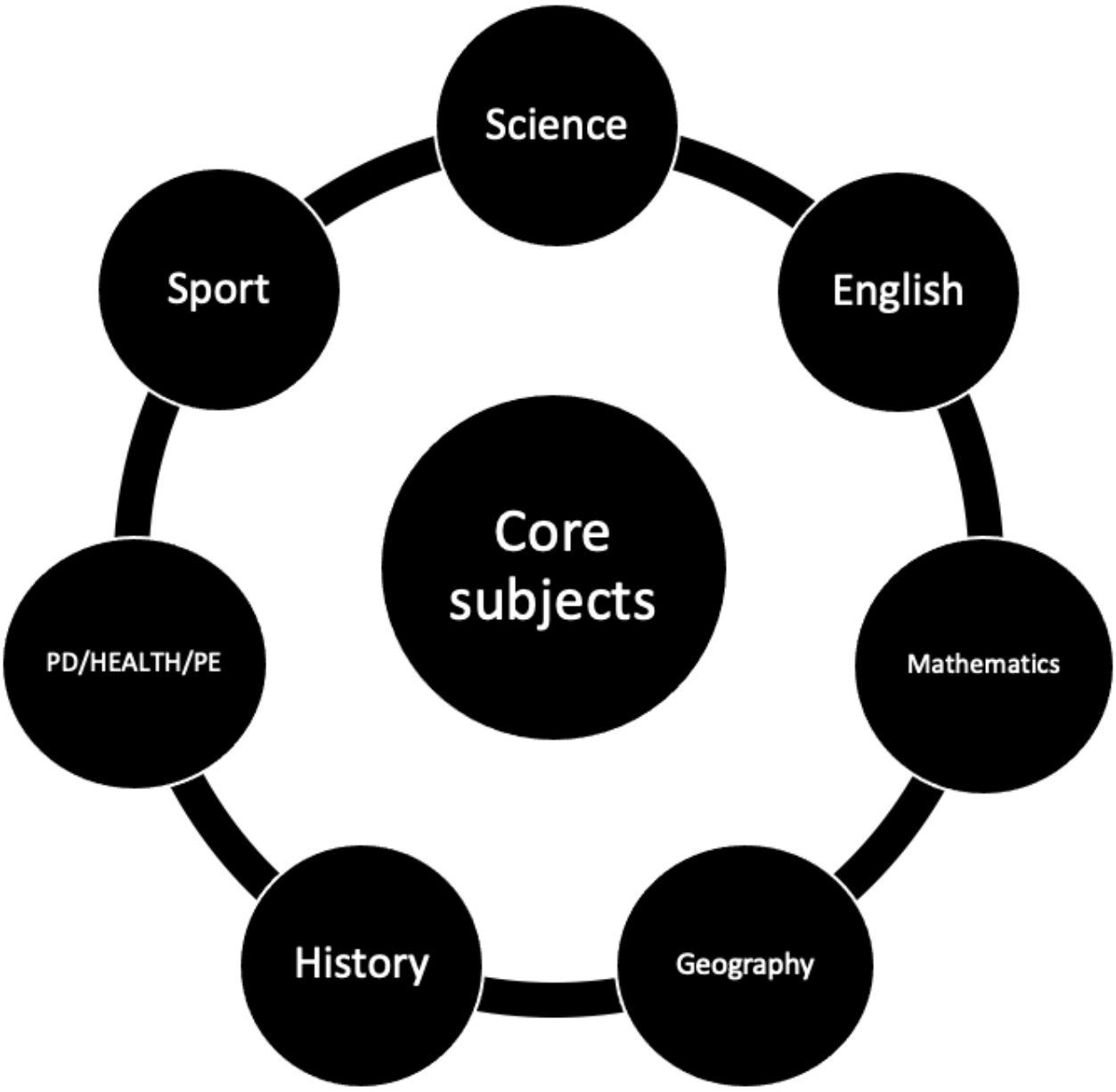
To submit your subject choices, carefully follow the following steps:

1. Open the website – my.edval.education
2. Enter your password – insert web code which has been emailed to your student email.
3. Use the dropdown menu to select subjects
4. You must enter 3 subjects in priority order
5. You must also enter 3 reserves in priority order
6. Click on submit
7. Print your confirmation page, have it signed by a parent and return this form to Mr Rekic
8. This website can be accessed at home or school – you do not need to be on the school intranet.

When choosing your electives:

- Choose the elective you want to study first as No.1, the elective you want to study next as No.2 and so on.
- You must enter all your choices (6 choices) and not leave boxes empty, because one or all of your first two choices may not be possible
- Web choices opens on 17 August 2023 and closes on 24 August 2023

CURRICULUM CORE SUBJECTS



Course: English

Language and text shape our understanding of ourselves and our world. This allows us to relate with others and contributes to our intellectual, social and emotional development. In English, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted and reflected.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers and informed and active participants in society.

(English K-10 Syllabus, 2024)

Text Selection

In Stage 5 students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts (including at least **one** Shakespeare play
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experience of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences (might include literature by authors with diverse backgrounds and experiences, including authors with disability)
- a range of cultural, social and gender perspectives, including from popular and youth cultures
- texts chosen by students for personal interest and enjoyment.

Ms Livesey, Head Teacher English

Course: Mathematics

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

Working mathematically

The Working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Overarching Working mathematically outcome

To highlight how these processes are interrelated, in Mathematics K–10 there is one overarching Working mathematically outcome.

A student develops understanding and fluency in mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

The Working mathematically outcome describes the thinking and doing of mathematics. In doing so, the outcome indicates the breadth of mathematical actions that teachers need to emphasise. The overarching Working mathematically outcome is the same across the K–10 Mathematics syllabus.

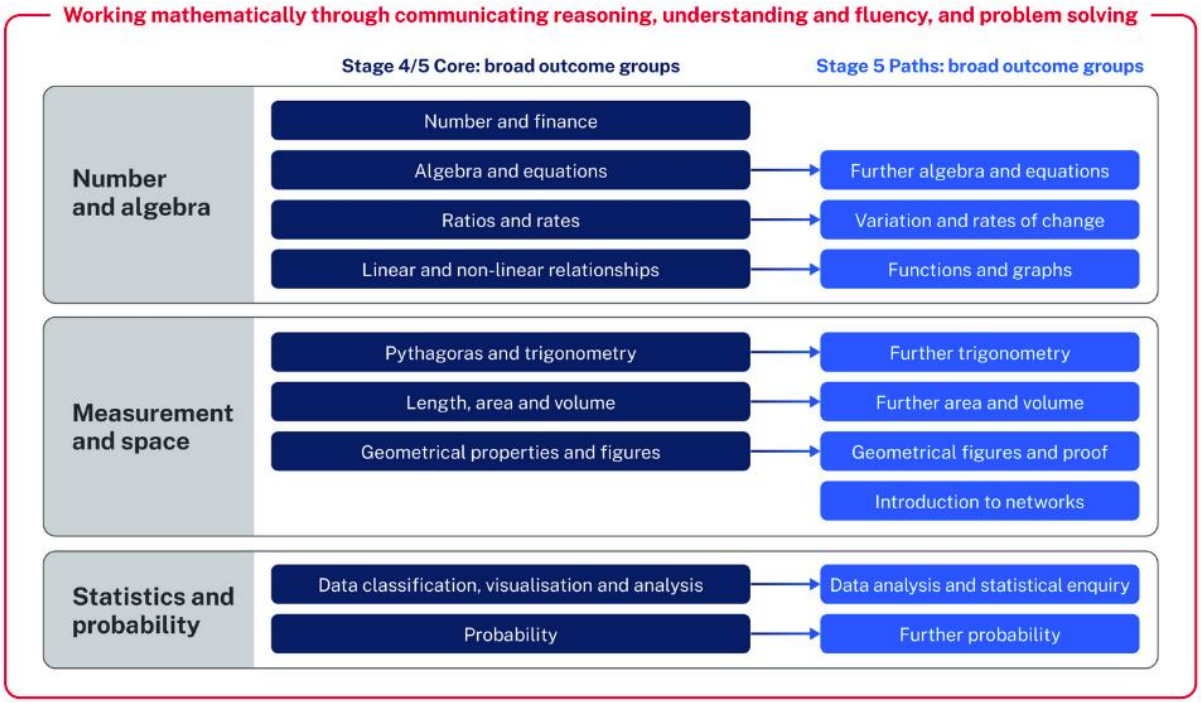
The Working mathematically processes is embedded within the concepts being taught.

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8.
At the completion of the Year 8 course students are assigned to classes according to their level of understanding, taking into consideration all assessment outcomes.

Mathematics (continued next page)

7-10 Core Path Structure

The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.



The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5 with allowing time for students to demonstrate understanding of the Core outcomes as a key consideration.

Pathways in Stage 5 have been carefully planned to ensure students, where appropriate, have the opportunity to engage with Stage 6 Advanced and Extension courses.

Paths are used to progress students towards Stage 6 courses and are implemented across Stage 5 with careful consideration of the continuum of learning. Teaching and learning programs are designed to meet the learning needs of students and may engage students with specific elements of Paths rather than the entire outcome.

The content presented in a stage represents the typical knowledge, understanding and skills that students learn throughout the stage. It is important to recognise that students learn at different rates and in different ways. There may be students who will not demonstrate achievement in relation to one or more of the outcomes for the Stage.

Course Requirements:

- Laptop
- Scientific calculator
- Digital textbooks will be issued to all students following the payment of a $20 per year subscription fee

Ms Moore, Head Teacher Mathematics

Course: Science

The study of Science in Stage 5 (Years 9 and 10) allows students to continue to learn and develop an interest in and enthusiasm for Science, as well as an appreciation of its role in finding solutions to contemporary science related problems and issues. Students continue to develop their knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of working scientifically. They continue to develop their knowledge and understanding about the Physical World (Physics), Earth and Space (Earth and Environmental Science), Living World (Biology) and the Chemical World (Chemistry). These components are taught as various topics in a context that recognises the nature, development, use and influence of science in a relatable way that the students will engage with.

The topics covered in Years 9 and 10 will be:

Year 9	Year 10
Up and Atom: Chemistry, atomic theory and the periodic table **Electricity:** Physics, electrical circuits, voltage, current and resistance **Year 9 Make Me Sick:** Infectious and non-infectious diseases and the body's defense mechanisms **Star Light, Star Bright:** Physics, origin of the universe, stars, planets and the electromagnetic spectrum, waves, the electromagnetic spectrum, planets, stars and galaxies **Our Earth Past, Present and Future:** Earth and Environmental Science, evolution of the Earth and organisms and the impact of humans and natural disasters on Earth	**The Power of DNA:** Biology, reproduction, DNA, biotechnology and evolution **Experimental Depth Study:** A scientific investigation to address a problem relevant to the immediate environment **Chemistry:** Chemical compounds, reactions and equations **Let's Go:** Physics, motion, distance, speed and Newton's laws **Ecosystems in Crisis:** Biology, factors affecting ecosystems and human impacts

Within each topic, students individually and collaboratively plan and undertake a range of firsthand investigations to accurately collect data using appropriate units, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable firsthand data.

There is not a prescribed text for Stage 5 Science, but students may work from a variety of textbooks and websites at different times through the year depending on the nature of the topic and the skills being emphasised. Progress in Science is dependent on the work completed each lesson being followed up at home, reading notes, experiments and practising scientific skills.

Students continue to be given the opportunity to enter assorted state and national competitions, participate in excursions, and extend themselves via projects and assignments. Such opportunities, combined with steady progress, will ensure students are in a good position to properly select science subjects in Years 11 and 12.

Mrs Chapman, Head Teacher Science

Course: Geography

First implemented in 2017, the Mandatory Stage 5 Geography syllabus aims to stimulate student's interest in, and engagement with the world. The minimum mandated teaching time over Years 9 and 10 is 100 hours. Through geographical inquiry the understanding of the interactions between people places and environments across a range of environments will be developed. Students will become more informed, responsible and active citizens. The continuum of learning will facilitate the ongoing acquisition and development of geographical skills and inquiry.

The key geographical concepts of place, space, environment, interconnection, scale, sustainability and change are integrated into the following content areas:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Essential geographical inquiry and tools skills developed will include

- Acquiring geographical information
- Processing geographical information
- Communicating geographical information
- Maps
- Fieldwork
- Graphs and statistics
- Spatial technologies
- Visual representations

The study of Geography will assist students prepare for adult life by developing in them an interest in contemporary local, regional, national and global issues. In so doing, it will form a basis for their active participation in community life and a commitment to ecological sustainability, intercultural understanding, informed and active citizenship and lifelong learning.

As well as this mandatory course, the Social Sciences Faculty offers an elective Geography course in Years 9 and 10 providing the opportunity for further learning through engagement with additional Geography content. This course enables depth of study through a range of flexible approaches. (Please refer to the electives section of this booklet for further information.)

Mr James, Head Teacher Social Sciences

Course: History

History is compulsory in Stage 5 (Years 9 and 10). Students must study at least 100 hours of History.

Stage 5 History is designed to provide students with an understanding of World History and Australian History. Students will also develop the skills required for the effective study of History.

The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Overviews are provided to define the scope of inquiry for each area of study.

In Year 9 in 2023 the students will continue studying the new NSW syllabus for the Australian curriculum.

Year 9 2024:

Depth Study 1 Making a Better World? **ONE of the following to be studied:** • The Industrial Revolution **OR** • Movement of peoples **OR** • Progressive ideas and movements	**OR**	**Depth Study 2** Australia and Asia **ONE of the following to be studied:** • Making a nation **OR** • Asia and the world	**AND**	**Core Study:** **Depth Study 3** Australians at War (World War I) **Mandatory study**

Year 10 topics 2025:

Core Study: **Depth Study 3** Australians at War (World War II) **Depth Study 4** Rights and Freedoms (1945 – present) **Mandatory studies**	**AND**	**Depth Study 5** The Globalising World Popular Culture	**OR**	**Depth Study 6** School-developed topic drawn from either of the overviews **A list of suggested topics is provided on page 86 of the Syllabus**

Historical Skills

Through the study of History students will develop skills in:

- Comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Communication

History (continued next page)

Assessment

A combination of classwork and assessment tasks will be used by the school to award students a Grade from A (Outstanding), to E.

Students must attend class, satisfy the requirements of the course and complete all assessment tasks, in **both** Year 9 and Year 10, to be eligible for the award of a grade for History and progression to Year 11.

A Non-Award in History will result in the non-award of the requirements to progress to the next stage in History

Ms Jansen, Head Teacher History

Course: Personal Development, Health & Physical Education

Course Description

PDHPE is a mandatory course that is studied substantially in each of Year 7-10 with at least 300 hours to be completed by the end of Year 10.

Links to HSC courses.

Studies in PDHPE provide an excellent foundation for further study in the Preliminary and HSC courses

- 2 Unit Personal Development, Health and Physical Education (PDHPE)
- 2 Unit Community and Family Studies (CAFS)
- 2 Unit Sport, Lifestyle and Recreation (SLR)

What will students learn about?

Learning in PDHPE develops students' knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. Learning in PDHPE also significantly contributes to students' health and wellbeing through the development of personal values based on an understanding of ethical and spiritual considerations. The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in managing their own health. Through learning in PDHPE, students have opportunities to develop personal coping strategies for everyday life. The knowledge, understanding and skills developed provide a foundation for a wide range of study pathways beyond school and also have applications in a number of vocational areas.

What will students learn to do?

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity.

Course Requirements

Student will be assessed in the following ways:

- Movement tasks
- Presentations
- Group work
- Written reports
- Examinations and tests (written and practical)
- Projects
- Self-assessment
- Peers assessment

PD/H/PE continued next page

Content Strands

Health, Wellbeing & Relationships

This strand focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

Movement Skill & Performance

This strand focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences, as well as create and compose movement to achieve specific purposes and performance goals. Through movement experiences students strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe & Active Lifestyles

This strand focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Course fees

From time to time seminars and/or excursions are organised to enrich and extend the students' learning. Parents will be notified of the costs involved.

Mr Davidson, Head Teacher Personal Development, Health & Physical Education

ELECTIVE SUBJECTS

Choose 3 subjects to study in Year 9 from the following list

- **CHINESE**
- **COMMERCE**
- **COMPUTING TECHNOLOGY**
- **DANCE**
- **DESIGN & TECHNOLOGY**
- **DRAMA**
- **FOOD TECHNOLOGY**
- **FRENCH**
- **GEOGRAPHY ELECTIVE**
- **HISTORY ELECTIVE**
- **HUMAN MOVEMENT (Physical Activity & Sports Studies)**
- **INDUSTRIAL TECHNOLOGY MULTIMEDIA**
- **INDUSTRIAL TECHNOLOGY TIMBER – Woodwork**
- **JAPANESE**
- **MARINE & AQUACULTURE TECHNOLOGY**
- **MUSIC**
- **SPANISH**
- **TEXTILES TECHNOLOGY**
- **VISUAL ARTS**

Course: Chinese

China has one of the longest continuing civilisations in the world, and Chinese is the language of about a quarter of the world's population. Due to geographical proximity, China is of special importance to Australia. In recent years exchanges with China in all areas of government, education, commerce, industry, science and technology have rapidly expanded.

Nihao Chinese National Recitation Competition Runners Up Award for Year 9 Chinese class

The Chinese were among Australia's earliest visitors and today constitute a significant part of Australian society. Chinese is a major community language, and China is a major trading partner of Australia. Therefore, knowledge of Chinese language and cultures will be valuable for seeking employment in many different areas.

In Years 9 and 10, you will have the opportunity to take part in an innovative learning environment in order to understand, speak and write in Chinese. Interactive methods such as conversational activities and ICT programs including Education Perfect will ensure a thorough yet highly engaging course that will expand your linguistic and cultural horizons. You will also get an insight into the fascinating and colourful nature of Chinese culture by analysing films in Chinese, enjoying Chinese cuisine, and engaging in arts and crafts. Your experience of language and culture will lead to greater respect for and appreciation of the people, traditions and ways of life of Chinese-speaking communities.

Throughout the course, students will be able to:

- Initiate and maintain conversation in Chinese
- Read and understand texts in Chinese
- Write in Chinese
- Demonstrate knowledge and understanding of the Chinese language and cultures

The new Chinese K-10 syllabus will help prepare students to acquire the language in an interactive approach while learning the following topics.

Term	Year 9 Topics	Year 10 Topics
1	My Home and Community	Welcome to my school
2	Weather and Leisure	Health and Wellbeing
3	Going Out	Planning a Trip
4	Part-time job	My Generation (technology, social media and pop cultures)

Students will learn more about the world and be able to diversify their skills, which can be taken into further education or employment.

Students who are currently studying Chinese outside normal school hours (ie afternoon or Saturdays) should consider studying Chinese at school in Year 9 as it is an accredited NESA course and will form part of your achievements in Year 9, 10 and progression to Year 11.

As part of our sister-school program with No.10 Xiao Shan High School, there is also the possibility of a trip to China in the near future if there is enough interest shown.

It is not necessary to be of Chinese background or to have studied Chinese in the past to do it in Year 9.

Course: Commerce

Commerce is a very popular Stage 5 elective subject because it is so relevant to your everyday life. This relevance has increased with the new syllabus implemented from 2020. There is no question that the new core topics will assist students to prepare for Year 11 and 12 subjects including Economics, Business Studies and Legal Studies. Just look at the specified core topic subject areas listed below! Students will learn about, and develop skills and understanding of the financial and commercial aspects of their lives. They will develop into more informed and responsible, citizens and voters. A key resource and reference for this subject is the daily media – newspapers, TV, internet etc. Commerce is all around us all!

Two core topics are studied each year plus 2-3 selected options. These options are selected with input from the students. The relevance of Commerce is exemplified by recent issues including a new Federal Government, The Voice and Constitutional Change, Inflation and the Cost of Living and so much more, all Commerce or Economics related.

Core Topics are:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

The available topic Options are:

- Investing
- Promoting & Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence
- Our Economy

Various activities are undertaken to allow students to develop a better understanding of their commercial environment. These activities have included visits to local businesses, excursions to law courts to observe legal process and visits to local commercial precincts. Guest speakers are also available for a range of topics.

Just say CC, "*Choose Commerce"!*

Mr James, Head Teacher Social Sciences

Course: Computing Technology (previously Information & Software Technology)

Subject Contribution: $15

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

The course focuses on computational, design and systems thinking. It also develops data analysis and programing (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world. Students become increasingly confident, creative and efficient when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways and personal interests.

Core Context Areas

- Identifying and defining
- Researching and planning
- Producing and implementing
- Testing and evaluating

Focus Areas

- Enterprise information systems: Modelling networks and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software

Career Opportunities

The course provides links with pathways to employment, general life experience and career opportunities in computing, marketing, human resources, teaching and management.

Mrs Neroutsos, Relieving Head Teacher Technological and Applied Studies

Course: Dance

DANCE is an *elective* subject designed for all students in Years 9 and 10.

The study of dance as an artform distinguishes the content and teaching approaches that are used in the teaching of dance as art in education. The conceptual basis of the study of dance as an artform centres on the three practices of Performance, Composition & Appreciation of dance as works of art. Students learn through both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning 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.

The integration of the practices of performance, composition and appreciation is a key feature of the syllabus and the elements of dance are the components that link the study of the practices. The practices are interrelated and equally important and they inform one another, providing opportunities for students to explore and understand their world. In practice, learning in dance is spiral in nature, incorporating earlier stages and building on itself. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

All students who participate in this course have much to gain, whether they are already dancers or just beginning. Dance exercises the whole being, as well as developing inner discipline, a sensitivity to others and self-awareness – all valuable strengths in daily life.

- Dance provides a vehicle for creative output and expression
- Dance provides the opportunity for students to actively learn, practice & perform

It is not necessary to have studied dance before to successfully complete this course, and the study of Dance in Years 9-10 provides a pathway to the study of Dance in Stage 6 (Years 11/12).

COURSE STRUCTURE

The curriculum is designed to encourage creativity, determination and an enjoyment of dance. Students must complete the developed core studies as well as studies in a variety of optional extensions.

Essential Content involves an integrated study

- of the practices of **PERFORMANCE, COMPOSITION & APPRECIATION**
- and the **ELEMENTS of DANCE**
- within the context of **DANCE as an ARTFORM**

Subject Requirements/Equipment:

All students studying dance are expected to change into the school dance uniform of footless tights & leotard for each lesson .

This is to avoid unsafe dance practices, in particular inaccuracies in alignment.

Costs: Dance Classes, Excursions, Shows

Mr Davidson, Head Teacher Personal Development, Health & Physical Education

Course: Design & Technology

Subject Contribution: $60

The Design & Technology syllabus is designed to engage students in technological innovation and the world of design, whilst exploring the impact on individuals, society and environments.
The study of Design & Technology provides broad experience in a range of contexts and builds on the know-how and know-why developed during the Years 7 and 8 Design & Technology and Computer Skills courses. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.

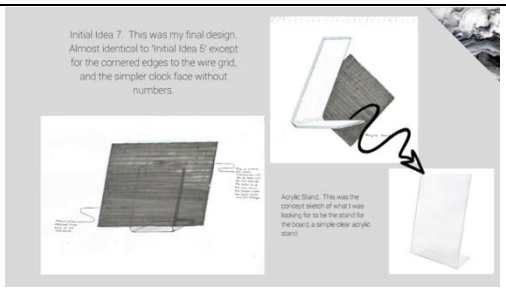
Core Context Areas

- Holistic Approach to Design
- Design Processes
- Activity of Designers

Focus Areas

* Accessory
* Communication
* Environment
* Food
* Information Systems
* Jewellery
* Packaging
* Architectural
* Engineering
* Fashion
* Furniture
* Interior
* Landscape
* Promotional

Career Opportunities:
The course provides links with pathways to employment, general life experiences and career opportunities in and related to design (graphic, app, website, UX/UI, industrial, product, spatial, interior, fashion, food, packaging, architecture, construction, building, landscaping, computing, marketing, human resources, teaching and land management).



Mrs Neroutsos, Relieving Head Teacher Technological and Applied Studies

Course: Drama

Contribution: $20

In this course students will explore the various aspects of Drama such as improvisation, role-play, script writing and the history of theatre.

Drama classes can be lots of fun, but they also involve a lot of hard work as you will be required to participate in a wide range of activities including performance and theory. As a student of Drama, you will become a more confident person who can work well with others.

If you choose Drama you will have the opportunity to attend various theatrical productions and also to perform for other classes and the community.

Drama is a good choice for you if you bring lots of enthusiasm and energy with you!

Topics studied includes:

- Commedia Mash
- Elizabethan Theatre
- Melodrama
- Greek Chorus
- Pantomime
- Improvisation – Theatre Sports
- Elements of Performance/Production

Theatre Theoretician and Practitioners:

- Stanislavski
- Brecht
- Grotowski
- Artaud

Ms Livesey, Head Teacher English & Drama

Course: Food Technology

Subject Contribution: $100

The Food Technology syllabus is designed 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

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their inter-relationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety foods adds to life.

Core Context Areas

- Food Preparation
- Nutrition & Consumption

Focus Areas

* Food in Australia
* Food Product Development
* Food Selection & Health
* Food Service & Catering
* Food for Special Needs
* Food for Special Occasions
* Food Trends

Food Laboratory lessons form an essential component of this syllabus as they are related to the focal issues being studied. Students develop skills in production, processing, marketing, presentation and management using a variety of technology. Through practical hands on experience and an understanding of food technology and nutrition principles students make creative and effective decisions about food.

Career Opportunities:

The course provides links with multiple pathways to employment, general life experiences and career opportunities in catering, the hospitality industry, food consultancy, nutrition teaching, dietetics and community health.

Mrs Neroutsos, Relieving Head Teacher Technological and Applied Studies

Course: French

"*Parlez-vous français?"*

French is a language which has made many contributions to food, fashion, literature, art, music, history, technology and the English language. Therefore, it provides a link with other subjects studied at school and improves literacy.

In many jobs, knowledge of a second language is useful or even essential. Opportunities exist for people with a second language in travel and airline companies, journalism, the hospitality industry, banking and finance to name a few. It is spoken throughout many European, African and Pacific nations, as well as Canada and France of course.

In Years 9 and 10, you will have the opportunity to take part in an innovative learning environment in order to understand, speak and write in French. Interactive methods such as conversational activities and ICT programs including Education Perfect will ensure a thorough yet highly engaging course that will expand your linguistic and cultural horizons. You will also get an insight into the fascinating and colourful nature of French culture by analysing films in French, enjoying French cuisine, and engaging in arts and crafts. Your experience of language and culture will lead to greater respect for and appreciation of the people, traditions and ways of life of French-speaking communities.

Throughout the course, students will be able to:

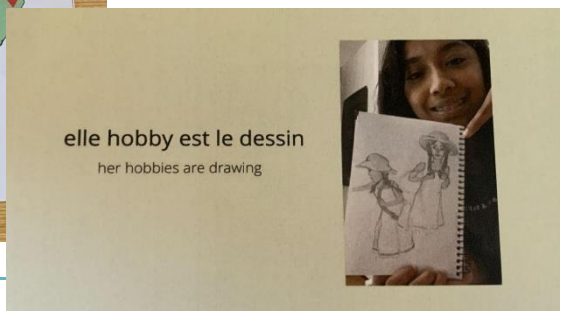
- Initiate and maintain conversation in French
- Read and understand texts in French
- Write in French
- Demonstrate knowledge and understanding of the French language and cultures

The new French K-10 syllabus will help prepare students to acquire the language in an interactive approach while learning the following topics.

Term	Year 9 Topics	Year 10 Topics
1	My Home and Community	Welcome to my school
2	Weather and Leisure	Health and Wellbeing
3	Going Out	Planning a Trip
4	Part-time job	My Generation (technology, social media and pop cultures)

Students will learn more about the world and be able to diversify their skills, which can be taken into further education or employment.

Student work samples



Course: Geography Elective

This is NOT the compulsory Geography Course. Students will have the opportunity to embrace geographic learning experiences with relevant current content. This course builds upon and enhances the skills developed in the mandatory Geography curriculum. Students will develop a broader understanding of the total global environments within which we live. The course enables project based learning and increased depth of study through a range of flexible approaches.

The topic areas listed below highlight the contemporary relevance of this course of study. Examples of this relevance include, Political Geography and the Ukraine/ Russia war; Physical Geography and the global extreme weather events of 2023; Australia's Neighbours and Australian support of Pacific neighbours and Papua New Guinea; and Global Citizenship and matters including climate change and refugees.

Fieldwork is an essential tool in aiding students to expand their knowledge of the total environment in which we live. Such studies in this course have included coastal processes at Coogee Beach and the biogeography of the remnant rainforest at Fred Hollows Reserve in Randwick. Numerous other field study opportunities also present themselves.

The content chosen (with student input) is flexible in that eight topic areas are specified in the syllabus, of which 5 are to be studied. Three of these topics will be studied in Year 9 and two more in Year 10.

The available topic areas are:

- Physical Geography
- Oceanography
- Political Geography
- Interactions and Patterns Along a Transcontinental Transect
- Primary Production (Agriculture et al)
- Australia's Neighbours
- Global Citizenship
- School Developed Option

This great elective subject is an opportunity for those students who enjoy Geography to engage in studies that consolidate their knowledge and skills. This will provide a natural springboard for further studies of Geography as an HSC elective in Years 11 and 12. Students with an affinity for Geography will develop a genuine interest in the natural and human interactions that comprise our total environment.

Mr James, Head Teacher Social Sciences

Course History Elective

The Elective History course has been developed to provide students with opportunities to explore human actions and achievements in a range of historical contexts. Students will examine historical evidence from the physical remains of the past as well as written, visual and oral sources, to form hypotheses and gain a better understanding of past societies, people and events. Students will also develop an appreciation of the process and role of archaeology in historical inquiry.

Topic 1: History, Heritage and Archaeology

Students study at least ONE of the following

- Archaeological sites
- Biography
- Family History
- Film as History
- Heritage and Conservation
- Historical Fiction
- Historical Reconstructions
- History and the Media
- History Websites/Online Environments
- Local History
- Museum and/or Archives Studies
- Oral History

Topic 2: Ancient, Medieval and Modern Societies

Students study at least ONE of the following

- Africa
- The Americas
- Asia
- Australia
- Europe
- The Middle East
- The Pacific

Topic 3: Thematic Studies

Students study at least ONE of the following

- Continuity and Diversity of Aboriginal Cultures and Histories
- Economy and Society
- Children in History
- Crime and Punishment
- Gender in the Past
- Heroes and Villains
- Music through History
- Religious and Spiritual Beliefs/Practices
- Power and Political Unrest
- Slavery
- Sport and Recreation in History
- War and Peace
- World Myths and Legends
- A school-developed study

Elective History provides students with the skills needed to investigate historical issues through a range of sources, to develop empathetic understanding, problem-solving, research and critical thinking skills. Students learn to critically analyse and use sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students will use an ICT to research and present their findings. There is scope and flexibility in the choice of topics, and they may vary depending on the teacher taking the class or specific interests of the class. Some examples include (but are not limited to) the History of Medicine, Salem Witch Trials, History of Slavery, Polynesian Expansion and Disasters Throughout History. There will also be ample opportunities for students to undertake individual and group research based on student choice.

Course: Human Movement (Physical Activity & Sports Studies)

Course Description

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation

Links to HSC courses.

Studies in this course provide an excellent foundation for further study in the Preliminary and HSC courses, Personal Development, Health and Physical Education, Sports Coaching (VET), Sports Lifestyle and Recreation (SLR) and can also assist in certain career pathways.

What will students learn about?

The subject is both theoretical and practical in its nature. The PDHPE Faculty at RGHS has developed an extensive Scope and Sequence of units that offer a vast array of differentiated learning experiences aimed to develop students' skills, knowledge and understanding. These units draw their content from three broad areas of study as dictated by NESA. The units are also designed to extend the develop students' skills, knowledge and understandings from Stage 4/5 PDHPE. The areas of study are:

Area of Study 1 **Foundations of Physical Activity**	**Area of Study 2** **Physical Activity & Sport in Society**	**Area of Study 3** **Enhancing Participation & Performance**
Modules include: • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity Participating with safety	Modules include: • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport Issues in physical activity and sport	Modules include: • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

In Years 9 and 10, students will take a pattern of study that draws from modules taken from all three areas of study.

What will students learn to do?

As a result of studying Stage 5 PASS at RGHS, students will:

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

Human Movement continued on next page

What will students learn to do? (continued)

- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

Course Requirements

Student will be assessed in the following ways:

- Movement tasks
- Presentations
- Group work
- Written reports
- Examinations and tests (written and practical)
- Projects
- Self-assessment
- Peers assessment

The course covers both practical and theoretical components, with both being weighted at 50% each for assessment purposes. Students are expected to apply themselves equally in both components.

The breakdown of lessons is as follows:

Years 9 and 10	3 x 52 minute theory lessons	3 x 52 minute practical lessons

Students are expected to bring their RGHS sports uniform (RGHS Sports Shirt and shorts) and suitable footwear for physical activity. As students will be participating in extra practical lessons in addition to mandatory PDHPE and Sport it is suggested they purchase an extra RGHS Sports shirt. Students who are unwell and unfit for participation must bring a note signed and dated by the parent/carer and accompanied by a Doctor's Certificate where appropriate.

Course Fees

$30.00 (Human Movement Polo Shirt)

From time-to-time seminars and/or excursions are organised to enrich and extend the students' learning. Parents will be notified of the costs involved.

Mr Davidson, Head Teacher Personal Development, Health & Physical Education

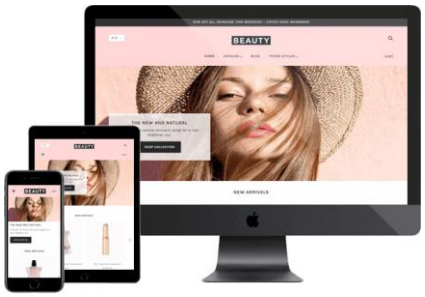
Course: Industrial Technology Multimedia

Subject Contribution: $15

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

The Multimedia core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the specialist module in Apps and Interactivity, and Games and Simulations.

Practical projects will reflect the nature of Multimedia and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies. Project work in this course may include 2D and 3D animations, augmented reality (AR) or virtual reality (VR) products, computer games, ePublications, individual photographic images and graphics (for print and/or digital display), videos, websites and apps.



Core Context Areas

- Web design
- Video and animation production
- The common content in the core context areas include: WHS and risk management, workplace communication skills, societal and environmental impact and links to industry.

Specialised modules

* Apps and interactivity
* Games and Simulations

Career Opportunities

The knowledge, understanding, skills and attitudes developed through the study of Industrial Technology Multimedia provides opportunities for students to make positive contributions to Australian industry and society, to express valued opinions and to make considered judgements as contributing members of society. Pathways to employment include a range of career paths in the multimedia industry such as becoming an animator, graphic designer, videographer and a website designer.

Mrs Neroutsos, Relieving Head Teacher Technological and Applied Studies

Course: Industrial Technology Timber - Woodwork

Subject Contribution: $15

In Industrial Technology Timber, students will have the opportunity to design, make and evaluate products, solve practical problems and learn to work safely in the workshop and with machines. Students will use timber and utilise both traditional construction methods and modern CAD/CAM computer programming and machine control.

This subject will provide opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:

- decorative timber products
- furniture items
- small bowls or turned items
- storage and display units
- storage and transportation products

Projects will promote the development of skills and reflect an increasing degree of student project based learning as they progress through the course. Projects include a frame of joints, cutting board and a jewelry box.

Student Expectations & Work Health Safety

- Solid covered shoes must be worn at all times.
- Remain outside the workshop until your teacher instructs you to enter.
- Do not leave your working area without teacher permission.
- Long hair must be tied completely back before entering the workshops.
- Remove loose clothing and jewellery before entering the workshops.
- Use of earphones and unauthorised use of mobile phones and iPods is forbidden.
- Do not use any equipment unless instructed and supervised by your teacher.
- Bring your folder, pens, pencils and diary to every lesson.
- Theory work is to be completed by due dates.

Mrs Neroutsos, Relieving Head Teacher Technological and Applied Studies

Course: Japanese

Konnichiwa!

While Japanese may at first appear to be a complex language to learn, we will be using methods which will be fun and effective at the same time.

In today's interconnected society the ability to speak and understand a language such as Japanese can be helpful in acquiring interesting, well-paid jobs in industries such as retailing, banking, tourism, hospitality, engineering and technology. It also provides access to popular culture pastimes such as anime, manga and karaoke.

In Years 9 and 10, you will have the opportunity to take part in an innovative learning environment in order to understand, speak and write in Japanese. Interactive methods such as conversational activities and ICT programs including Education Perfect will ensure a thorough yet highly engaging course that will expand your linguistic and cultural horizons. You will also get an insight into the fascinating and colourful nature of Japanese culture by analysing films in Japanese, enjoying Japanese cuisine, and engaging in arts and crafts. Your experience of language and culture will lead to greater respect for and appreciation of the people, traditions and ways of life of Japanese-speaking communities.

Throughout the course, students will be able to:

- Initiate and maintain conversation in Japanese
- Read and understand texts in Japanese
- Write in Japanese
- Demonstrate knowledge and understanding of the Japanese language and cultures

The new Japanese K-10 syllabus will help prepare students to acquire the language in an interactive approach while learning the following topics.

Term	Year 9 Topics	Year 10 Topics
1	My Home and Community	Welcome to my school
2	Weather and Leisure	Health and Wellbeing
3	Going Out	Planning a Trip
4	Part-time job	My Generation (technology, social media and pop cultures)

As part of our Japanese sister-school program, the Year 9 Japanese class will play a significant role when Shimokitazawa Seitoku High School visits us. Students will be the buddy of the day for our Japanese sisters and build long term relationships after their visit.

There will be a trip to Japan in the near future, depending upon expressions of interest from students.

Like all Year 9 language courses, it is NOT necessary to have studied this language in previous years.

further education or employment.

Mr Roma, Head Teacher Secondary Studies

Course: Marine & Aquaculture Technology

Marine & Aquaculture Technology has a new syllabus that was implemented in 2020. Marine & Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water-related environments in an environmentally sustainable way.

For this subject, students' study from a broad range of marine and aquaculture areas including but not limited to:

• Dangerous marine creatures	• Employment
• Maintaining water quality	• Management
• Fish Biology	• General Interest
• Shipwrecks and Salvage	• Antarctica/Great Barrier Reef
• Water safety including CPR	• Marine ecosystems/weather/climate

What will students learn about?

All students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?

The major emphasis of the Marine & Aquaculture Technology syllabus is on practical experiences. Students learn about health and safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

Record of School Achievement

Satisfactory completion of either Year 9 or Years 9 and 10 study in Marine & Aquaculture Technology will be recorded by a grade on the student's school report and a grade on the student's Record of School Achievement (RoSA).

Mrs Chapman, Head Teacher Science

Course: Music

A financial contribution of $20 is requested to help cover the cost of strings, leads, sheet music and other consumables used by music students

DO YOU ENJOY OR ARE YOU GOOD AT MUSIC?

DO YOU WANT TO LEARN TO PLAY/SING OR ARE YOU A PERFORMER ALREADY?

The elective Music course at Randwick Girls' High School is a two year course. It follows on from the learning in Year 7 and 8.

The elective course has three components: performing, listening and composing.

There are a broad range of topics that students elect over the two years. These can be traditional topics such as Classical Music or Music for Small Ensembles to Pop, Rock and Jazz. These are in addition to the compulsory topic, Australian Music.

This course gives you a greater understanding of how music works. You will learn to develop your skills in reading and writing music and appreciate how music comes together in a variety of styles.

You will perform lots of music! There are a number of instruments in the school that can be hired. Students can also develop their skills in our Concert and Jazz bands, String group or Vocal ensembles.

There are many performance opportunities in our school and in the community. Our music elective students are encouraged to develop their performance skills. Our students perform in class ensembles and may choose to do solo performances.

Practising performance skills in music can bring many benefits which include confidence building, stage presence and belief in your ability to achieve.

Music is an enjoyable subject which can allow you to be creative!

Mrs Theodorides, Relieving Head Teacher Creative Arts

Course: Spanish

Hola!

Did you know Spanish is the world's second-most spoken language? Spanish is a truly international language and speaking it can introduce you to people in communities everywhere. By learning Spanish, you will also be able to enhance your understanding of the English language, as well as gain insight into a new culture.

In Years 9 and 10, you will have the opportunity to take part in an innovative learning environment in order to understand, speak and write in Spanish. Interactive methods such as conversational activities and ICT programs including Education Perfect will ensure a thorough yet highly engaging course that will expand your linguistic and cultural horizons. You will also get an insight into the fascinating and colourful nature of Hispanic culture by analysing films in Spanish, enjoying Hispanic cuisine, and engaging in arts and crafts. Your experience of language and culture will lead to greater respect for and appreciation of the people, traditions and ways of life of Spanish-speaking communities.

Throughout the course, students will be able to:

- Initiate and maintain conversation in Spanish
- Read and understand texts in Spanish
- Write in Spanish
- Demonstrate knowledge and understanding of the Spanish language and Hispanic cultures

The new Spanish K-10 syllabus will help prepare students to acquire the language in an interactive approach while learning the following topics.

Term	Year 9 Topics	Year 10 Topics
1	My Home and Community	Welcome to my school
2	Weather and Leisure	Health and Wellbeing
3	Going Out	Planning a Trip
4	Part-time job	My Generation (technology, social media and pop cultures)

Students will learn more about the world and be able to diversify their skills, which can be taken into further education or employment.

Student work samples

Course: Textiles Technology

Subject Contribution: $30

The Textiles Technology syllabus is designed to develop confidence and proficiency in the design, production and evaluation of textile items.

The study of Textiles Technology provides students with a broad knowledge of the properties, performances and uses of textiles in which fabrics, colouration, yarns and fibres are explored.

Project Work that includes investigation and exploration will enable students to discriminate in their choices of textiles for particular uses. Students also document and communicate their design ideas and experiences and make use of contemporary technology in their project work.

Core Context Areas

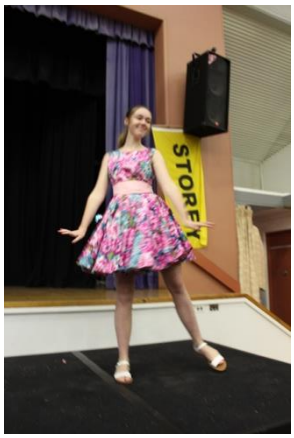
- Design
- Properties and Performances of Textiles
- Textiles and Society

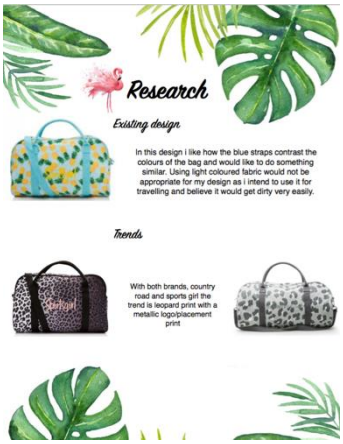
Focus Areas

* Apparel
* Furnishings
* Costume
* Textile Arts
* Non-Apparel

Career Opportunities

This course provides links with fashion designing, textile technology and science, the performing arts, consumerism, colour consultancy, fibre engineering and teaching.





Mrs Neroutsos, Relieving Head Teacher Technological and Applied Studies

Course: Visual Arts

DO YOU ENJOY OR ARE YOU GOOD AT ART?

In Stage 5 Visual Arts you can expect to develop your artmaking skills in hands on practical lessons. Whilst fostering your creativity, you will learn to gain control over various mediums, solve problems of composition, express emotion using technique, develop your critical thinking skills and construct meaning in artworks in a calm and supportive learning environment.

You will further develop the basic technical skills introduced in Years 7 and 8 and to explore some new art making techniques. The course also encourages students to extend their understanding of the art world, artists, and art works.

In Art History and Criticism lessons you will gain an understanding of civilizations that came before us and develop new perspectives which allow you to question the way we see the world. This component of the course promotes social awareness and focuses on developing interpretation and inferential reasoning skills.

Visual Arts involves two integrated areas of study:
• Art Making
• Critical and Historical Study

The Stage 5 course in Visual Arts is an exciting and enjoyable course which allows you to develop your artmaking skills and voice. With a focus on making artworks.

Focus Areas:
• Painting
• Drawing
• Wearable Art
• Sculpture and/or Ceramics

Career Opportunities
The Visual Arts course in Stage 5 leads to further study opportunities in Stage 6 Visual Arts, an ATAR course. Study in Visual Arts can lead to careers in many areas including:

- Film, television
- Theatre, costume and stage design
- Fashion and textile design
- Product design
- Interior design and decoration
- Graphic design
- Animation, publishing, special effects, music video
- Industrial and product design
- Fine Arts eg painting and sculpture, art administration
- Art education
- Art therapy
- Occupational therapy
- Art critic
- Art historian