



# **Merewether High School**

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## **Curriculum Handbook**

**Stage 5**

**Year 9 – 2022**

**Year 10 – 2023**

# Merewether High School

## Curriculum Handbook Stage 5

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# Introduction

This prospectus provides information relevant to students continuing to Year 9 at Merewether High School in 2022.

## The principles which underpin our curriculum framework are that:

- students need to take responsibility for their own learning
- students have the opportunity to elect courses of study according to their interests and abilities
- students have a right to experience success throughout schooling
- student learning is enhanced with regular constructive/formative feedback
- students learn best when they are in a partnership with their parents/caregivers and teachers
- students are provided with the opportunity to develop independent and cooperative learning skills
- students enjoy learning

## The Stage 5 curriculum enables students to:

- choose their course of study according to their interests and abilities
- know the course outcomes and assessment criteria of their courses
- gain regular feedback on their progress through a formal report each semester
- work independently and/or cooperatively to achieve the set outcomes
- access the HSC experience in a course of study as an “accelerated student”.

All courses offered by this school are listed in this booklet with an outline of content and course requirements. Initial elective course selection is important as the curriculum pattern is established based on such choices. Parents and students are advised to carefully read and discuss all the information provided.

After this booklet is distributed, students should also take the opportunity to discuss choices individually with their Teachers, Head Teachers and Year Advisers.

Students will be emailed to their school email address, a web link and personalised code to enter their subject choices online. (A sample of the online student input form is included at the end of this booklet). **Once submitted, students will be required to print a copy of their completed selection form, have it signed by a parent or carer and return this copy to the white box outside the Head Teacher Admin office by Friday 6 August 2021.** From these choices a line pattern will be determined that accommodates the greatest number of students.

Some students may not be able to obtain their original choice of elective courses because:

- a) the courses that they have chosen are incompatible with the line pattern determined by the majority of students
- b) The courses they have chosen have insufficient student interest and therefore have to be removed from the courses available.

It cannot be assumed that all courses listed in this prospectus will run in the year 2022.

Should you have any questions about the information in this booklet, you are welcome to contact the school.

**Rochelle Dooley**  
**Principal**

# Assessment and Reporting Procedures

**Academic progress reports will be issued at the end of each semester.**

**These reports will detail:**

- 1) the different areas of learning for each course studied
- 2) the overall level of achievement for each course studied - this is reported in line with state standards for the course
- 3) a summative and formative teacher comment
- 4) high, low and average marks for the cohort (all students studying the course at Merewether High School)
- 5) the individual student's mark for the course
- 6) specific ratings on social development criteria, and
- 7) specific ratings for criteria related to commitment to learning.

**Dates for parent-teacher interviews will be advertised in the school's bulletin.**

Students will also receive, at the commencement of the course, a copy of the assessment schedule for each course studied.

**These schedules outline:**

- the areas of learning
- the specific tasks that will be reported on
- the nature of assessment tasks for the course and
- the approximate dates for the completion of each assessment task - these dates will be confirmed by the faculty concerned when each task is formally notified.

## HSC minimum standard

**What is the HSC minimum standard?**

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard.

Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills mathematics will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

## Curriculum

### Introduction

Every student enrolled in Stage 5 at Merewether High School will undertake a program of study as indicated below:

Course/Subject	Year 9	Year 10
	Periods / fortnight	Periods / fortnight
English	7	8
Mathematics	8	8
Science	7	8
History	4	4
Geography	4	4
PDHPE	4	5
200 hour Elective	6	6
100 hour Elective 1	6	0
Academic Enrichment Course	6	0
Accelerated Course	0	8
Sport	4	4
Careers	0	1
<b>Totals</b>	<b>56</b>	<b>56</b>

### Elective Courses

Students are required to choose two elective courses that they will study through Years 9 and 10. One of these courses will be accredited as a 200 hour elective course and one will be accredited as a 100 hour elective course by NESA. The 200 hour course will be studied in both Years 9 and 10. The 100 hour course will be studied in Year 9 only.

### Academic Enrichment Course through Inquiry Based Learning

The Academic Enrichment Course provides our High Potential and Gifted Students an opportunity for enrichment and extension to challenge their thinking and provide sound basis for a lifetime of enquiry. This course is designed to teach students the foundational skills to develop higher order research methodologies and to support deep knowledge gained through project management. It will allow students to explore their intrinsic passion and talents whilst appreciating and experiencing higher order thinking across a variety of contexts through which they will gain knowledge.

Students will further develop their skills in literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical understanding and intercultural understanding. Through their explicit module work and application projects, students will support their accelerated learning and develop a richness and depth to their learning which highlights the interconnectedness and relevance of their knowledge to real world perspectives.

This course will support students to gain highly developed skills in critical research and enquiry that explicitly supports their future pathways in tertiary study. Students will gain skills in empirical, quantitative and social reasoning, along with refined communication skills and personal qualities that support them to be the best they can be, demonstrating

support, respect and empathy for others, whilst taking personal responsibility for their project management. This aligns firmly with the school values of Pride, Respect and Responsibility.

In providing an enrichment program for High Potential and Gifted students, this course explicitly meets the needs of our 21<sup>st</sup> century learners through the provision of personal control and choice in application of these learning skills and the opportunity for deep knowledge and enquiry learning utilising real world experience, an authentic audience for project development and presentation and engaging tools for learning in a contemporary setting.

On completion of this course of study, 100% of students will move into accelerated preliminary courses of study. The completion of this module will support their higher order skills and further prepare them for advanced levels of study and project development in our academically selective high school.

### **Acceleration Course**

Students will have the opportunity to commence one Year 11 course of study as part of their Year 10 learning program in 2023– this course of study will extend through to completion of the HSC course at the end of the Year 11 learning program (Stage 6). This effectively means the student is an “accelerated student” in that course of study. Courses offered under this program will be detailed **during Term 3 2022**, enabling students to plan their learning program.

### **Progress of Students**

A student's progress will be measured against the Areas of Learning listed in each course of study. This course will only be accredited to a student if the course outcomes are achieved. Students will reach these outcomes at various levels of achievement. Each teacher will advise students of their progress and formative strategies for ongoing development.

## Course Fees

The following courses incur a consumable charge. In accordance with the Department of Education policy, if the charge is not paid or **other** arrangements not made by the end of Term 1 in 2022, the student may be withdrawn from the course and required to select an elective course without a charge, or alternatively undertake study of the course using basic materials only.

	Fee for Year 9	Fee for Year 10
<b>Course Fee</b>		
Academic Enrichment-Inquiry Based Learning	\$10	N/A
Careers Education	N/A	\$10
English	\$10	\$10
Mathematics	\$10	\$10
Science	\$20	\$20
Geography	\$10	\$10
History	\$5	\$5
PDHPE	\$10	\$10
Welfare	\$10	\$10
<b>Elective</b>	<b>Elective Courses</b>	<b>Elective Courses</b>
Commerce (100 and 200 hours)	\$5	\$5
Design and Technology (100 hours and 200 hours)	\$65	\$70
Drama (100 and 200 hours)	\$40	\$40
Food Technology (100 and 200 hours)	\$110	\$110
Geography (100 hours and 200 hours)	\$5	\$5
History (200 hours)	\$5	\$5
Industrial Technology – Engineering (100 and 200 hours)	\$60	\$80
Industrial Technology – Multimedia (200hrs)	\$10	\$20
Information and Software Technology (100 hours)	\$10	N/A
International Studies (100 hours)	\$5	N/A
Japanese (200 hours)	\$20	\$20
Music (100 and 200 hours)	\$50	\$50
Photographic and Digital Media (100 hours)	\$80	N/A
Physical Activity and Sport Studies (100 and 200 hours)	\$20	\$20
Textiles Technology (200 hours)	\$50	\$50
Visual Arts (100 and 200 hours)	\$90	\$90
<b>Mandatory Competitions</b>		
ICAS Science	TBA	TBA
Australian Geography	\$4.00	\$4.00
Australian Maths	\$6.50	\$6.50
<b>Mandatory Excursions</b>		
Science (Surfing Scientist - Year 9) (Forensic Investigation - Year 10)	TBA	TBA
Commerce (100 and 200 hours)	TBA	TBA
Geography	TBA	TBA
<b>Mandatory Online Access</b>		
Hot Maths (Mathematics Program)	\$13	\$13
SKWIRK (Access to curriculum resources)	\$5	\$5

***Mandatory***  
***(Core)***  
***Courses***



# English

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## **Description of Course**

The study of English is an active pursuit where students use language to learn about language. In years 7 to 10, English is the study of language in its various textual forms. These forms encompass spoken, written, visual, media, multimedia and digital texts. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts.

When responding to texts students will read, listen to or view texts. Responding to texts typically involves:

- Shaping and arranging textual elements to explore and express ideas, emotions and values.
- Identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating texts.

When composing texts students will produce a range of written, spoken or visual texts. Composing typically involves:

- Shaping, making and arranging textual elements to explore and express ideas, emotions and values.
- Processes of imagining, drafting, appraising, reflecting and refining.
- Knowledge, understanding and use of the language forms, features and structures of texts.

**In Year 9 English, students will study four (4) modules throughout the year. These include:**

### **1. The Hero's Journey**

In this unit, students will examine the concept of the hero's journey and numerous examples of dystopic texts, developing not only their understanding of science fiction, but also their ability to compose texts within this genre. Through a close study of a novel and a film, students will broaden their knowledge of how fictional future worlds can be used to examine issues relevant to their own society. During this unit, students will be provided with opportunities to develop further their creative writing skills.

### **2. Texts Through Time**

In this unit, students will identify the chronological, technical, and thematic features of different periods of English literature. Students will read extracts of canonical texts from each era, and consider how field, tenor, and mode change and contribute to a characteristic literary voice and style which we can identify as being of that era. Students will write creatively and at length in order to explore themes associated with one era of their choice.

### **3. Gendered Texts**

Students will compare and contrast the gender stereotypes that are represented in their two set texts. They will explore the concept of appropriation through studying a Shakespearean text and a modern film appropriation of this text.

### **4. Cultural Connectedness**

Students will explore the relationships between language and the concepts of empathy and displacement through studying a range of multicultural texts from Australia and around the world. By responding to and composing a range of imaginative and critical texts they will develop a broader understanding and appreciation of how texts explore the representation of cultural groups.

## Year 10

In Year 10 English students will study four (4) modules throughout the year. In 2021 these included:

**1. Close Study of Text**

Students undertake a close study of a Shakespeare's Macbeth with a focus on identifying and analysing the major concerns, characterisation, context and dramatic conventions.

**2. Contemporary Australian poets**

Students engage in detailed analysis of an Australian poet. They explore how the ideas, forms and language used in a series of poems can represent a unique view of Australia and Australian personalities.

**3. Intercultural Experiences**

Students engage in a close study of a novel and a film to provoke critical, creative and reflective responses. Students are encouraged to explore the difference and diversity reflected in the world and to reflect on their personal and cultural context.

**4. Genre (Gothic)**

Students study and gain a clear understanding of the conventions associated with the world of the Gothic genre. Students explore the conceptual elements of the Gothic genre and how these concepts are influenced by context.

**Course fees:** \$10

# Mathematics

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## **Description of Course**

Students undertake 500 hours of Mathematics over Stages 4 and 5, 55% in Stage 5. Mathematics Stage 5 is mandatory. It consists of three parts, Stage 5.1, Stage 5.2 and Stage 5.3. All students do Stage 5.3.

## **Core**

Topics from each of the strands number and algebra, statistics and probability, measurement and geometry, as well as the processes from working mathematically.

## **Stage 5.3**

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They analyse and describe physical phenomena and rates of change. Algebraic skills are extended to expanding the special binomial products and factorising non-monic quadratic expressions, using a variety of techniques. Students solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations involving one linear and one non-linear equation. They solve practical problems using linear, quadratic and simultaneous equations. They change the subject of literal equations. Students generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles. They use formulas to calculate midpoint, gradient and distance on the Cartesian plane, and to determine the equations of straight lines.

Students solve problems involving the surface areas and volumes of pyramids, cones and spheres, and related composite solids. They explore similarity relationships for area and volume. They determine exact trigonometric ratios for  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ , extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from  $0^\circ$  to  $360^\circ$ . Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles. They use Pythagoras' theorem and trigonometry to solve problems in three dimensions.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students prove known properties of triangles, quadrilaterals and circles.

Students use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit. They investigate statistical reports and explore how data is used to inform decision-making processes.

**Course Fee:** \$10

# Science

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## **Description of Course**

Science is a course that extends students' understanding about the world around them. It includes studies and "hands-on" experiences dealing with Biology, Ecology, Chemistry, Physics, Astronomy and Earth Science. Students will be engaged in various activities which will enhance their skills in analytical thinking, planning and predicting, designing and conducting experiments, computer and technological skills and research investigations.

The course is divided into four sections, each culminating in an examination and a report home to parents. Each section is divided into topics, arranged according to theme. Each topic is 6-8 weeks in duration.

## **Course Design**

The content is divided into 10 topics:

### **Year 9 Topics**

- 9.1 - Electricity
- 9.2 – Periodic Table
- 9.3 - Waves
- 9.4 – Reading the Earth
- 9.5 - Coordination

### **Year 10 Topics**

- 10.1 –Motion
- 10.2 –Chemical Reactions
- 10.3 - Genetics and Evolution
- 10.4 - Cosmology
- 10.5 - Ecosystems

A student outcome sheet, which outlines each topic of work, is given to students at the beginning of the topic. Copies are also available on the school's Moodle.

Students in Year 10 are required to complete a student Library Research Project and Experiment Project. These are part of the assessment program for the Year 10 course.

**Course Fee:** Year 9 - \$20, Year 10 - \$20

# Geography

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## **Description of Course**

Students must undertake 100 hours of study of Stage 5 Geography (mandatory).

Geography is a rich and complex discipline involving a spatial dimension and an ecological dimension. This course teaches students to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments.

The study of Geography develops skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Students learn to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning.

## **Course Design**

The content is divided into 4 topics guided by inquiry questions:

- ✓ **Sustainable biomes**  
How do we live sustainably and increase food security?
- ✓ **Changing places**  
Why do people change places and how do we impact the world through our patterns of movement?
- ✓ **Environmental change and management**  
What are the causes and consequences of change in environments and how can this change be managed?
- ✓ **Human wellbeing**  
How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

## **Students will learn about:**

**Geographical concepts:** The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are the key ideas applied across the course. These concepts develop students' ability to think geographically and can be applied to guide an inquiry or investigation to deepen their understanding

**Geographical inquiry skills:** Students will apply geographical skills during an inquiry based approach to acquire, process and evaluate geographical information to form proposal and where appropriate, act upon them. Inquires may vary in scale and geographical context and will involve fieldwork opportunities outside of the classroom.

**Geographical tools:** Geographical tools are used during an inquiry to acquire, process and communicate geographical information. Students will learn to use tools such as maps, graphs, statistics, spatial technologies and visual representations to synthesise and communicate findings of geographical inquiry

**Course Fee: \$10**

# History

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## **Description of Course**

Students must undertake 100 hours of study of Stage 5 History (mandatory).

Stage 5 History (mandatory) is designed to provide students with an understanding of International Historical issues and their impact on Australia. Students will also develop the skills required for the effective study of History.

## **Course Design**

The content is divided into Depth Studies which incorporate internal choice. Inquiry questions are provided to define the scope of inquiry for each area of study.

### **Depth Study 1: Making a Better World**

- The Industrial Revolution **or**
- Movement of Peoples **or**
- Progressive ideas and movements

### **Depth Study 2: Australians at War**

- World Wars I and II

### **Depth Study 3: Rights and Freedoms**

- Civil rights movements in Australia and the World

### **Depth Study 4: School developed topics** (Options selected from the list below)

- The Cold War
- Australia in the Vietnam War era
- Teacher constructed case study - Holocaust

Students complete a site study in Stage 5.

## **Students will learn about:**

- **Historical Literacy:** Students will develop methods to interpret and understand historical texts and use historical terms and concepts in appropriate contexts. They will identify and analyse reasons for differing perspectives on historical issues and synthesise these to develop conclusions.
- **Developing sophisticated oral and written expression skills:** Framed through historical inquiry used to interpret History within the context of actions, attitudes and motives of people in the context of the past. Students will learn to express judgements supported with evidence and incorporating relevant ICT skills
- **Evaluate historical sources:** Students will refine their source analysis skills from Stage 4 History and develop sophisticated analysis skills of primary and secondary sources. Source analysis focuses on recognition that historians' interpretations of historical events are constructed and open to interpretation. Students will also develop an ability to evaluate the usefulness, reliability and perspective of primary and secondary sources.
- **Research and communication:** Students will plan historical research to suit historical investigations. They will identify, locate, select, interpret and organise information from a variety of sources including ICT. Research findings will be presented using a range of communication forms including oral, graphic, written and digital media to communicate effectively about the past.

**Course Fee:** \$5

# Personal Development, Health and Physical Education

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## **Description of Course**

Personal Development, Health and Physical Education is mandatory in Stage 5.

Personal Development, Health and Physical Education is integral to the cognitive, social, emotional, physical and spiritual well-being of all of students. Students learn about ways of maintaining active lifestyles and enhancing the health and well-being of themselves and others. It is also concerned with students learning through movement experiences that are both challenging and enjoyable; improving their capacity to move with skill and confidence in a variety of media and promoting the value of physical activity in their lives.

Students undertake study in a number of areas that will currently impact on their health and well-being as well as investigating numerous aspects that will positively affect their health literacy. Recent syllabus revisions has directed learning specifically to addressing those needs of students at our school.

In terms 1 and 4 the emphasis of learning involves practical concepts whereas theory topics are introduced and developed throughout Terms 2 and 3.

## **Course Design**

The course is divided into theoretical and practical units examining the concepts of:

### **Stage 5**

#### **Theoretical Units**

- Human Sexuality
- Party Drugs / Music Festivals
- Health Literacy
- Domestic Violence
- Life skills – budgeting, goal setting etc
- Mental health
- Leadership
- Men’s health
- Women’s health
- Australia’s health
- Road safety
- First aid

#### **Practical Units**

- Fitness development and evaluation
- Athletics and cross country
- Dance
- Indoor and outdoor games
- Individual and team sports
- Recreational sports and activities
- Modified and initiative games

#### **Students will learn about:**

- health issues focusing on the development of health-promoting attitudes and behaviours;
- evaluating, developing and maintaining personal fitness;
- moving competently and using effective team play across a range of media including athletics, dance and games.

**Course Fee:** \$10

***Elective***

***Courses***



## Commerce 100 or 200 hours

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### **Description of Course**

Students may elect to undertake

- 100 hours of Commerce (year 9 only) or
- 200 hours of Commerce (years 9 & 10)

In Commerce students study consumer, financial, business, legal and employment issues. Students learn about commercial and legal processes and develop financial management skills.

Through Commerce you develop the knowledge, skills, understanding and values to make sound financial, legal and entrepreneurial decisions. You will acquire critical thinking and reflective learning skills.

Commerce is the foundation for Business Studies, Economics and Legal Studies in the senior school.

### **Course Design**

Course content is organised into core and options.

<b>Core Content</b>	<b>Option Topics</b>
<ul style="list-style-type: none"><li>• Consumer and Financial Decisions</li><li>• Economic and Business Environment</li><li>• Employment and Work Futures</li><li>• Law, Society and Political Involvement</li></ul>	<ul style="list-style-type: none"><li>• Investing</li><li>• Towards independence</li><li>• Travel</li><li>• Law in action</li><li>• Running a business</li><li>• Our economy</li></ul>

Students selecting the 100 hours Commerce course study part of the core and two options.

Students selecting the 200 hours Commerce course study all of the core and five options.

### **Students will learn about:**

- managing their personal finance
- investment options, risk and return, and key issues in the current investment environment
- the legal system in Australia, the role of juries, and criminal and civil cases
- crime and punishment, resolving disputes, and current issues and the law
- employment, current issues in the workplace and dispute resolution
- politics in Australia; including political parties, voting and being politically active
- the essential management skills for successful travel overseas
- the Australian economy, inflation, unemployment and exchange rates
- developing entrepreneurial skills

**Course Fee:** \$5

## Design and Technology 100 hours and 200 hours

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### **Description of course**

Students may elect to undertake either 100 hours or 200 hours of study in Stage 5. The study of a minimum of two focus areas is required for a 100 hours and a minimum of three focus areas for a 200 hour course. These focus areas of design include, communication systems, interior design, manufacturing processes and sustainable living. (An option exists for a student-driven area of investigation.)

**100 hours** - aims to develop students' ability to initiate design projects and investigations that influence their design processes. Students would demonstrate their ability to extract information and use experiments to enhance the development of their design projects.

**200 hours** - students demonstrate skills in innovation and enterprise in their work. They are competent in a range of information, communication and technology skills and have the ability to select appropriate ICT applications to develop documentation for project work and communicate design solutions.

### **Course Design**

#### **100 hours - 6 periods per cycle over 1 year**

The content is divided into three topics:

- Topic 1: Communication systems
- Topic 2: Interior design (Eco lamp)
- Topic 3: Manufacturing Processes (vacuum formed design)
- Topic 4: Sustainable Living (Future Homes)

#### **200 hours - 6 periods per cycle in Year 9 6 periods per cycle in Year 10**

The content is divided into three topics:

- Topic 1: Mechanical timber machine
- Topic 2: Student-negotiated focus area of design (Major Work)
- Topic 3: Material Technologies (Metal)

### **Students will learn about:**

- the purpose of, and interrelationship of, design with technology
- principles of design in new situations and contexts
- project management, communication and presentation techniques
- establishing criteria for success and evaluating design briefs
- responsible design and development of their own values and ethics in relation to technological choice and decisions
- the impact of resource selection on society and the environment, and
- solving problems through negotiation, collaboration and teamwork.

**Course Fees:** Year 9 100 and 200 hours - \$65, Year 10 200 hours - \$70.  
Students to supply major materials.

## Drama 100 or 200 hours

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### **Description of Course**

Students may undertake 100 or 200 hours study in the elective course.

Stage 5 Drama offers students the opportunity to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

### **Course Design**

**100 hours - 6 periods per cycle over 1 year**

**200 hours - 6 periods per cycle in Year 9**

**6 periods per cycle in Year 10**

Students will study Playbuilding and at least three other dramatic forms or performance styles. In Playbuilding, students collaborate to make their own piece of drama from a variety of stimuli. Other dramatic forms include improvisation, mime, script, puppetry, small screen drama, physical theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in theatre, the visual impact of design, production elements and the importance of the audience in any performance.

### **Content Design**

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. Students will be required to make written responses on the theatrical processes undertaken in dramatic and theatrical works. They learn to respond to, reflect on and analyse their own work and the work of others, and evaluate the contribution of drama and theatre to enriching society.

- Improvisation
- Acting skills – communication, confidence and presentation skills
- Playbuilding
- Directing scripted works and own plays
- Movement
- Theatresports
- Street theatre
- Theatrical styles – ... such as realism, absurdism and comedy
- Shakespeare
- Costume design, film, make up and mask
- Elements of production – lighting, sound

**Course Fee:** Year 9 100 hours and 200 hours - \$40

Year 10 200 hours - \$40

## Food Technology 100 or 200 hours

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### **Description of Course**

Students can elect to study 100 hours or 200 hours of Food Technology in Stage 5.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the hygiene and safe working practices. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. This is achieved by students' participation in a variety of practical food preparation activities. Practical component is 50% of class time. Covered leather shoes are a WH&S requirement.

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics.

### **Course Design**

#### **100 hours - 6 periods per cycle over 1 year**

The content is divided into four focus areas of study integrating the core topics:

- focus area:- food in Australia - "Bush to Bruschetta"
- focus area:- food selection and health - "Nutritious is Delicious"
- focus area:- food service and catering - "Feastmakers"
- focus area:- food for convenience – "Food at your fingertips"

#### **200 hours - 6 periods per cycle in Year 9 6 periods per cycle in Year 10**

The content is divided into six focus areas of study, integrating the core topics:

- focus area:- food in Australia, core area:- food preparation and processing
- focus area:- food selection and health, core area:- nutrition consumption
- focus area:- food for special needs, core area:- nutrition consumption and food preparation, and processing
- focus area:- food for special occasions
- focus area:- food service and catering
- focus area:- food trends
- focus area:- food equity
- focus area:- food for convenience.

#### **Students will learn about:**

- food hygiene, safety and the provision of quality food
- food properties, processing and preparation and their interrelationship to produce quality food
- nutrition and consumption and the consequences of food choices on health
- researching, evaluating and communicating issues in relation to food
- designing, producing and evaluating solutions to specific food purposes and the role of food in society.

**Course Fee:** Year 9 100 hours and 200 hours - \$110

Year 10 200 hours - \$110

## Geography 100 or 200 hours

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### **Description of Course**

Students may elect to undertake

- 100 hours of elective Geography (year 9 only) or
- 200 hours of elective Geography (years 9 & 10)

The Geography elective course provides students with the opportunity to broaden and deepen their understanding of Geography. Students deepen their skills in the processes of geographical enquiry. This course adds depth for Geography and Legal Studies in the senior school.

### **Course Design**

- Physical Geography - The geographical processes that form and transform the physical world, including plate tectonics, physical processes, climate, weather, and biogeography.
- Primary Production - The patterns, functions and issues associated with primary production, including the nature and spatial distribution of primary production, the importance of primary production across a range of scales.
- Global Citizenship - The role of informed, responsible and active global citizenship including the values, attitudes and ideas of global citizens, and how global challenges are addressed through action
- Australia's Neighbours - The environments of Australia's neighbours and specific geographical issues within the Asia-Pacific region, including the characteristics of the Asia-Pacific region
- Political Geography - The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions, including world politics, political tension and conflict, and conflict resolution
- Interactions and Patterns along a Transcontinental Transect - The factors responsible for causing variation in spatial patterns across a continent from one specific location to another, including broad continental patterns, and places and events of significance

Each topic will also include an investigative study of student choice

Students selecting the 100 hours elective Geography course study part three topics.

Students selecting the 200 hours elective Geography course study five topics.

**Course Fee:** \$5

## History 200 hours

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### **Description of Course**

Students may elect to undertake 200 hours of study in History elective in Stage 5.

Stage 5 History elective is designed to provide additional opportunities for students to develop sophisticated understanding of the skills and concepts essential to senior studies in Modern or Ancient History. Engaging and through provoking topics aim to provide students with an understanding of History and historical inquiry, past societies and historical periods. Students will also continue to develop their argumentative expression in both visual and written media forms.

### **Course Design**

200 hours - **6 periods per cycle in Year 9**  
- **6 periods per cycle in Year 10**

- ONE area of study from each of topics 1, 2 and 3 and least TWO other choices from any topic.

### **Topic 1 History, Heritage and Archaeology**

- Film as History
- History and the media
- Family history
- Evaluating historical sources
- Archaeological Sites
- Heritage and Conservation
- Historical reconstructions
- Historical fiction
- Museum Studies
- Local History
- Biography

### **Topic 2 Ancient, Medieval and Modern Societies**

- Africa
- Pacific
- Middle East
- The Americas

### **Topic 3 Thematic Studies**

- Heroes and villains
- war and peace
- Crime and punishment
- World Myths and Legends
- Children in History
- Music through history
- Slavery and Spiritual
- Religious beliefs/ practices
- Sport and recreation in history
- School-developed study

### **Students will learn about:**

- the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions
- the major features of an ancient, medieval or modern society and of particular relevance is the study of historical causation and factors contributing to continuity and change
- the application of their understanding of the nature of History and the methods of historical inquiry.

**Course Fee:** \$5

## Industrial Technology – Engineering 100 or 200 hours

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### **Description of Course**

The engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules that cover alternate energy and control technology.

### **Course Design**

**100 hours - 6 periods per cycle over 1 year**

The content is divided into 2 core modules:

Core module 1:

- Structures students learn graphical communication techniques.  
3D Balsa tower design, construction and testing

Core module 2:

- Mechanisms analysis, design and construction of a variety of mechanisms  
Including the trebuchet challenge and rocket design, construction and testing

**200 hours - 6 periods per cycle in Year 9**

**6 periods per cycle in Year 10**

**In addition to the two core modules as indicated above, students will be required to undertake the two specialist modules below.**

Specialist module 3:

- Alternate Energy investigation and implementation of alternate energy systems.  
Researching wind, solar, wave, geothermal tidal technologies.  
Construction of Resource kit, Solar Powered Vehicle, and jet boat.

Specialist module 4:

- Control Technologies students will construct a range of devices that focus on control systems and timing, including the coding of Arduino robots that they construct and keep.

These modules all cover the following areas:

OH&S, materials, tools and machines, engineering principles, links to industry, design workplace communications, societal and environmental impact.

### **Students will learn about:**

- identifying hazards in the work environment and the principles of risk management
- the properties, structures and applications of materials related to engineering mechanisms
- the range of equipment, tools and machines used in experiments, prototypes and products
- the nature and purpose of mechanisms as well as the components that make up mechanisms
- the nature and purpose of alternative energy systems
- the principles of simple control systems
- the application of control systems
- a range of engineering fields and traditional, current and emerging technologies that relate to engineering
- reading and interpreting graphics, freehand drawing, sketches, pictorial and orthogonal drawings

**Course Fee:** Year 9 100 hours and 200 hours - \$60

Year 10 200 hours - \$80

# Industrial Technology – Multimedia 200 hours

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## *Description of Course*

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

### **Course Design**

**200 hours - 6 periods per cycle in Year 9**  
**6 periods per cycle in Year 10**

The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques. These are enhanced and further developed through the study of the Multimedia 2 specialist module.

Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies. These will include:

### Module 1

- Image manipulation and graphic design
- Animation fundamentals and techniques
- Sound and audio production
- Video editing and media production

### Module 2

- Advanced image creation, manipulation and design
- Advanced animation and 3D modelling
- Gaming development and analysis
- Advanced video editing and media production

### ***Students will also learn about:***

- WHS and risk management
- Workplace communication skills
- Societal and environmental impact
- Links to industry
- Design
- Tools, equipment and techniques

**Course Fee:** Year 9 - 200 hours - \$10, Year 10 - 200 hours - \$20



# Information and Software Technologies (IST) 100 hours

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## **Description of Course**

The computing course is designed to develop a student's knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions. Students develop computing solutions through project work, individually and collaboratively. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about computing.

## **Course Design**

### **Core:**

- design, produce and evaluate: investigating how solutions to various problems are identified, evaluated and presented
- past, current and emerging technologies
- data handling: forms, sources, types, transmission types, storage, compression and security
- hardware: functions, components, classification
- issues: legal, ethical, social and industrial
- people: roles, responsibilities and careers and
- software: systems, types, hardware requirements, interface, graphical user interface.

### **Options**

- Artificial Intelligence, Simulation and Modelling
- The Internet and website development
- Software development and programming
- Multimedia systems

The core and the options will be integrated into units. These units should be structured around projects focusing on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions. 100 Hour Course: students to be introduced to all core content within the study of a minimum of two (2) options.

### **Students will learn about:**

- Applying appropriate software to a range of tasks
- Using appropriate hardware for a range of tasks
- Designing producing and evaluating appropriate information and software solutions to a range of problems
- Responsible practices and ethical use of information and software technology
- Acquiring and manipulating data and information in an ethical manner
- The effects of past, current and emerging information and software technologies on the individual and society
- Applying collaborative work practices to complete tasks
- Communicating ideas, processes and solutions to a targeted audience and
- Key roles and responsibilities of people in the field of information and software technology.

**Course Fee:** Year 9 - \$10

# International Studies 100 hours

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## **Description of Course**

Students may elect to undertake 100 hours of study in International Studies in Stage 5.

International Studies will explore cultures around the world and contrast these to our Australian experience. Historic and contemporary attitudes to complex ideas and concerns will be explored. The course is also designed to focus on the critical thinking and writing skills essential to students considering HSC Society and Culture.

International Studies has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

## **Course Design**

100 hours - **6 periods per cycle in Year 9**

Modules of Study	Student Learning Outcomes
Issues that may be explored in International Studies include: <ul style="list-style-type: none"><li>• human rights</li><li>• popular culture</li><li>• “Just war”</li><li>• internationalism and globalisation</li><li>• country study</li><li>• the role of the media</li><li>• security and terrorism</li><li>• other contemporary international events, people and issues as they arise</li><li>• Culture on the move ➡ Refugee Vs Asylum Seeker</li></ul>	<ul style="list-style-type: none"><li>• identifies and describes relationships and interactions within and between social and cultural groups</li><li>• identifies and applies social and cultural concepts</li><li>• explains continuity and change and their implications for societies and cultures</li><li>• plans and conducts ethical social and cultural research</li><li>• communicates information, ideas and issues using appropriate written, oral and graphic forms</li></ul>

**Course Assessment:** Students will complete a media portfolio and conduct a real piece of research and Diversity report

**Special Requirements:** Nil

**Course Fee:** \$5

# Japanese 200 hours

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## **Description of Course**

The aim of the course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. Students will have a practical approach in language development whilst exploring both the traditional and vibrant pop culture of Japan as they participate in cultural activities such as cooking Japanese traditional dishes, playing Japanese games and watching anime. Students will also have the opportunity to make contact with Japanese students to establish friendships and compare lifestyles between Australian and Japanese teenagers.

This course will prepare students to continue their study of Japanese through Stage 6 Japanese Continuers.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

## **Course Design**

Students will develop language learning, cultural understanding and communication skills through the following topics:

- Time and dates
- Teenage daily life
- Hobbies, Pop culture, fashion, music and arts
- Invitations
- Friends, recreation and pastimes
- Travelling and sightseeing around Japan
- Japanese food and theme cafés
- School life in Japan and Australia
- Homes and neighbor hoods
- Part time jobs

## **Students will learn about:**

- Applying Japanese to communicate authentically with Japanese speakers around the world both in person and via technology and social media
- The effect that Japanese culture has had throughout the world
- The significance of the ability to speak another language as a useful real world skill and to connect with others in an increasingly globalised world

## **Future Applications**

- Literacy skills developed in this course will be transferable to other languages, including English as well as other areas of learning.
- An ability to communicate in more than one language and empathise with speakers of languages other than English are in high demand by employers across a range of industries and produce exceptional global citizens.

**Course Fee: \$20**

## Music 100 or 200 hours

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### **Description of Course**

Students may undertake 100 or 200 hours of elective Music in Stage 5.

The 100-hour course will prepare students for the Music 1 Year 11 course. This course allows students to perform, compose and listen to music from a range of contemporary topics. There are 21 topics to choose from for the HSC Music 1 course, so the course caters for students with a vast range of interests. Topics include: Rock Music, Music for the Theatre, Popular Music, Technology and Its Influence on Music, Music for Small Ensembles, An Instrument and Its Repertoire and Music of the C20th and C21st.

The 200 hour course will equip students for the study of EITHER Music 1 or Music 2 for the HSC.

**100 hours - 6 periods per cycle over 1 year**

**200 hours - 6 periods per cycle in Year 9  
6 periods per cycle in Year 10**

Stage 5 elective Music offers students the opportunity to further develop their musical abilities and potential. The nature of musical study allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

### **Course Design**

The compulsory topic in Stage 5 Music is Australian Music. In addition to this topic, 100 hour and 200 hour course students study the topics listed below.

### **Compulsory topic – Australian Music**

#### **100 Hour Course**

- baroque music
- popular music
- Australian Music
- theatre music

#### **200 Hour Course**

- baroque music
- popular music
- Australian Music
- theatre music
- classical music
- art music of the 20<sup>th</sup> and 21<sup>st</sup> centuries
- music and technology
- jazz

### **Course Content**

Students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) underpins the development of skills in performing, composing and listening within the context of a range of styles, periods and genres.

**Course Fee: Year 9 - \$50  
Year 10 - \$50**

# Photographic and Digital Media 100 hours

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## **Description of Course**

Photographic and Digital Media is an elective course in which students will learn the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-ups, and action photographs as well as alternative photo making techniques. In video production students will learn about visual storytelling, video technologies, basic equipment operation, audio production/planning plus video editing using software such as Adobe Premier. Students will complete storyboards, shoot photographs and use computer software for editing and processing. Students will have the opportunity to develop their skills in Adobe Photoshop and create a range of digital photographs, art and poster designs.

## **Students will learn about:**

Students learn about making different genres of photographic and digital media works. They learn to represent their ideas and interests with reference to emerging photographic trends. Students also explore how their own lives and experiences can influence their art making practice.

- Introduction to Photography
- Traditions, Conventions, Styles and Genres (including alternative photographic techniques - including sunprints and creating their own Pinhole camera)
- Manipulated Forms inspired by Photographic movements
- Green Screen Techniques and investigations in Photoshop
- Develop their own website to display their Photographic portfolio

## **Course Design**

### **100 hours - 6 periods per cycle over 1 year**

Content will include art making photographic and digital media works and studying photographers and their works. Students record procedures and activities about their art making practice in their photographic and digital media journal.

## **Course Requirements**

Students are required to produce a photographic and digital media portfolio and keep a photographic and digital media journal. Students must have their own digital camera, not just a phone with a camera.

**Course Fee:** Year 9 100 hours - \$80 (fees cover the cost of ink, professional grade paper and other consumables).

## Physical Activity and Sports Studies (PASS) 100 or 200 hours

### **Description of Course**

The Physical Activity and Sports Studies (PASS) course enhances student knowledge and understanding of the science of human movement. Students will apply key theoretical concepts to sporting and movement contexts and develop valuable and marketable skills in organisation, enterprise, leadership, communication and the use of technology. PASS offers opportunities for students to improve and refine their movement capabilities in a range of contexts that include practical laboratories, peer teaching sessions and participation in traditional, contemporary and emerging sports. The PASS course provides a valuable link to HSC PDHPE, and prepares students for tertiary study and careers in sport and health related professions such as sports medicine, physiotherapy, sports nutrition, exercise science, sports psychology, occupational therapy and sport administration.

### **Course Design**

Students may undertake 200 hours of study across Stage 5 or 100 hours of study in Year 9.

<b>Students will learn about:</b>	<b>Students will apply their knowledge and skills to practical experiences including:</b>
<p><b>Physical Fitness</b></p> <ul style="list-style-type: none"> <li>• Assessment and development of physical fitness</li> <li>• Anatomy and physiology of movement</li> <li>• Integration of Technology into sport and performance eg GPS, Video etc</li> </ul> <p><b>Safe Participation</b></p> <ul style="list-style-type: none"> <li>• Anatomy and physiology of sporting Injuries</li> <li>• Management, prevention and rehabilitation of sporting injuries</li> </ul> <p><b>Event management</b></p> <ul style="list-style-type: none"> <li>• Conducting and planning sporting events</li> <li>• Managing groups and planning</li> <li>• Managing Yr 7 Lifesaving Program, Zone Carnival Officials</li> </ul> <p><b>Australia's Sporting Identity</b></p> <ul style="list-style-type: none"> <li>• Sport and Australia's national identity</li> <li>• Major events and competitions</li> <li>• Future perspectives in Australian sport</li> </ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>• Effective coaching</li> <li>• Coaching opportunities and qualifications</li> <li>• Coaching of Year 7 Gala Day teams</li> </ul> <p><b>Issues in physical activities and sport</b></p> <ul style="list-style-type: none"> <li>• Contemporary issues in Australian sport</li> <li>• Politics and sport</li> </ul>	<p><i>Indoor Sports</i></p> <p><i>Football Codes</i></p> <p><i>Modified Games</i></p> <p><i>Olympics/Recreational Activities</i></p> <p><i>Skills, game play and rules for a range of individual and team sports and tournament formats.</i></p>

**Course Fee:** \$20

# Textiles Technology 100 hour

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## **Description of Course**

Students can elect to undertake a 100 hour Textiles Technology course in Stage 5.

The Textiles Technology course is designed 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. The course has a focus on practical application and encourages independent learning and creativity.

## **Course Design**

**100 hours - 6 periods per cycle over 1 year**

The content is divided into 5 focus areas:

- textile arts - “War on Waste”
- non apparel - Patchwork Ninja
- apparel - Own choice
- furnishing - Message in a Quilt.
- costume – Enter Stage Right

## **Objectives**

### **Knowledge, understanding and skills**

#### **Students develop:**

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of and skills in design for a range of textile applications
- knowledge and understanding of the significant role of textiles for the individual consumer and for society
- skills in the critical documentation, communication and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items.

### **Values and attitudes**

#### **Students:**

- appreciate the contribution and impact of innovation and technologies now and in the future
- appreciate the dynamic nature of textiles and their use to develop their use to develop solutions for personal, social and global issues
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- Value the development of skill and gain satisfaction from their use to solve problems and create quality products.

**Course Fee:** \$50

## Visual Arts 100 or 200 hours

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### **Description of Course**

The Visual Arts course can be studied for 200 or 100 hours in Stage 5 (Years 9 and 10).

The Stage 5 visual Arts course provides a foundation for Stage 6 and the Accelerated HSC Visual Arts course.

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

### **Students will learn about:**

Students learn about making different kinds of artworks in 2D (drawing, painting, printmaking, photography), 3D (sculpture, ceramics) and/or 4D (film, video) forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their artmaking, drawing ideas from their environment to inspire their artmaking.

### **Course Design**

**100 hours - 6 periods per cycle over 1 year**

**200 hours - 6 periods per cycle in Year 9**

**6 periods per cycle in Year 10**

Content will include critical and historical study and making artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time.

### **Course Requirements**

Students are required to produce a folio of work, study artists and their works and keep a Visual Arts diary.

**Course Fee:** Year 9 100 hours - \$90

Year 9 200 hours - \$90

Year 10 200 hours - \$90



## Secondary College of Languages (Formally Saturday School of Languages)

### Connection Diversity Excellence

The Secondary College of Languages is the largest provider of face-to-face languages education in NSW. Classes are held every Saturday morning during the school term at 14 Campuses across the state. Students from public and non-government secondary schools are eligible to enrol in their background language. There are no fees for students to enrol at the school.

Courses are offered for Stages 4,5 and 6 in the following languages:

Arabic	Hungarian	Polish
Armenian	Italian	Portuguese
Bengali	Japanese	Punjabi
Bosnian	Khmer	Russian
Chinese	Korean	Serbian
Croatian	Macedonian	Tamil
Filipino	Maltese	Turkish
Hindi	Modern Greek	Vietnamese

Merewether High School Campus currently offers Chinese but may be able to offer additional languages upon application.

- Classes are held on Saturdays for each of the four government school terms.
- In 2022, classes are due to start on Saturday, 5 February.
- In 2022 the formal enrolment period for new students will end on Friday 18 February 2022.

Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.

For more information and an enrolment form, please visit the Secondary College of Languages website [saturdaycl-h.schools@nsw.gov.au](mailto:saturdaycl-h.schools@nsw.gov.au) or Email [SSCL-Merewether@det.nsw.edu.au](mailto:SSCL-Merewether@det.nsw.edu.au)

2022 enrolment application forms will be available from the website from early Term 3 2021.

## Year 9 Online Subject Selection 2022



Students will receive an email with the following link to their Online Subject Selection form <https://spring.edval.education> along with a personal webcode to lodge their selections.

All Year 8 students are required to select one 200hr Elective (to be studied across Year 9 and 10), as well as one reserve choice for a 200hr Elective.

In addition, students are required to select one 100hr Elective (for study in Year 9 only), as well as one reserve choice for a 100hr Elective (see below).

Yr9 elects

Main Units	Subject	Units
200Hr Elective Preference 1	No selection	0
100Hr Elective Preference 1	No selection	0
		Total 0

Reserve Units	Subject	Units
200Hr Elective Preference 2	No selection	0
100Hr Elective Preference 2	No selection	0
		Total 0

Cancel Submit

Notes

All Year 8 students are required to select one 200hr Elective (to be studied across Year 9 and 10), as well as one reserve choice for a 200hr Elective.

In addition, students are required to select one 100hr Elective (for study in Year 9 only), as well as one reserve choice for a 100hr Elective.

**On completion and submission of choices, students must print a copy of their choices and have a parent or carer sign and date their choices. The signed copy must then be placed in the year group box outside the Head Teacher Admin office by Friday, 6<sup>th</sup> August 2021.**