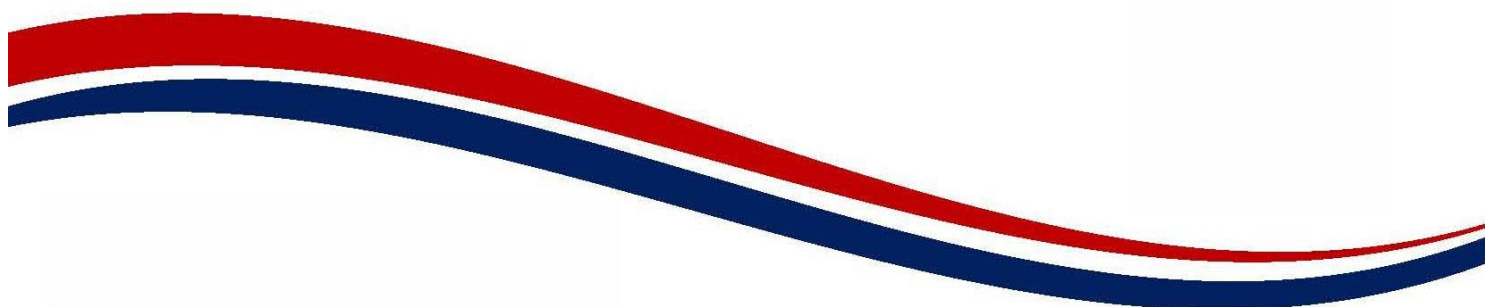




Year 10 2022

Subject Handbook



Stage 5 Structure at Sarah Redfern High School	2
The Record of School Achievement (ROSA)	2
Mandatory Requirements for Stage 4 and Stage 5	3
Curriculum for Years 9-10 at Sarah Redfern High School.....	3
Satisfactory Completion of Courses	3
HSC Minimum Standards	4
Mandatory Courses in Stage 5.....	5
English	5
Mathematics.....	5
Science	5
HSIE	5
Personal Development, Health and Physical Education	6
Elective Courses in Stage 5	7
Aboriginal Studies	8
Child Studies.....	8
Commerce	9
Dance	9
Elective Geography.....	10
Elective History	10
Food Technology	11
Industrial Arts – Construction	12
Industrial Arts – Multimedia	12
Industrial Arts – Timber	13
iSTEM	13
Music	13
Physical Activity and Sports Studies	14
Visual Arts.....	15

Introduction

This booklet has been prepared to help students and parents find their way through the curriculum structure on offer to students in Stage 5 at Sarah Redfern High School. It should be closely read and used as a reference for students and parents about the patterns of study available to students as well as essential information about each subject and course and the manner in which these are assessed and graded.

The Stage 5 curriculum results in the awarding of grades, which are forwarded to the NSW Education Standards Authority (NESA) for the Record of School Achievement (RoSA).

Students will gain skills and knowledge over the next two years, which will be essential for their further learning and also develop appropriate study skills and self-discipline.

Sarah Redfern High School offers a wide range of electives and it is important that students discuss these many options with their parents or carers and choose subjects and courses that they have an interest in with a commitment to work to their potential. Students should seek advice from appropriate staff if they are unsure of any details prior to making their final decision.

Lyndy Clowry

Principal

Stage 5 Structure at Sarah Redfern High School

For many years Sarah Redfern High School has run an integrated Stage 5 structure that combined Year 9 and 10 students in the same class. This structure was implemented when the school had a much smaller student population and enabled a wider range of subject choices to be offered. With the school's numbers growing each year, a 2020 evaluation indicated that it was no longer in the students' best interests to continue this structure. A decision has been made to return Stage 5 students to separate grades from 2022.

What that means for current Year 9 students is that they will only need to **complete one elective in Year 10 in 2022 to meet NESA requirements**. The NESA elective that students complete in 2021 will feature on their Record of School Achievement along with their 2022 elective.

The school very much values the relationships formed between students in different grades and will continue to foster this through wellbeing and extra-curricular programs.

The Record of School Achievement (RoSA)

The Record of School Achievement is a credential created for students who leave school after completing Year 10, before receiving their Higher School Certificate.

The Record of School Achievement will:

- provide an ongoing, cumulative record for students.

- record grades for courses students complete in Year 10 and in Year 11 (including elective courses completed in Year 9).
- report results of school-based assessment.
- students entering Year 10 in 2022 will be eligible for the credential when they have completed Stage 5.

Mandatory Requirements for Stage 4 and Stage 5

The NSW Education Standards Authority (NESA) requires students to complete the following mandatory curriculum requirements in Years 7 – 10. Over the four years, a student is required to study a minimum number of hours in a number of subject areas:

English	At least 400 hours
Mathematics	At least 400 hours
Science	At least 400 hours
Humanities	At least 400 hours, including 100 hours of each of History and Geography in each Stage.
Languages	At least 100 hours over Years 7 to 10 (completed in Year 7)
Technology	At least 200 hours over Years 7 and 8
Creative Arts	At least 100 hours of Music and 100 hours of Visual Arts (completed in Year 7 and 8)
PDHPE	At least 300 hours over Years 7 to 10

Curriculum for Years 9-10 at Sarah Redfern High School

NESA requires that all students in NSW complete mandatory requirements in English, Mathematics, Science, HSIE and PDHPE.

In HSIE, students in Year 9 and Year 10 will study both History and Geography for equal amounts of time.

Students will also study 2 elective subjects across Year 9 and 10. Students in Year 9 will study TWO electives for 100 hours each in Year 9 and these same electives will continue into Year 10. To meet NESA requirements, for 2022 only, Year 10 students will study ONE elective for 200 hours.

Students will be permitted to request to change their elective in the first 3 weeks of the year and this will be determined based on available spaces in their preferred elective. Changes after this time will only be permitted in exceptional circumstances.

Satisfactory Completion of Courses

To complete Stage 5 and be able to progress to Year 11 and 12 students must satisfactorily complete their mandatory courses. The course completion criteria are:

- follow the NESA developed course

- apply themselves with diligence and sustained effort to the set tasks provided in the course by the school
- achieve some or all of the course outcomes.

HSC Minimum Standards

In 2018 the NSW Education Standards Authority (NESA) introduced the HSC minimum standard to help ensure 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 2022. Information and resources on the minimum standard are available on the NESA website, NESA Schools Online and the department's HSC minimum standard webpage.

At Sarah Redfern High School, the Learning and Engagement team oversee the delivery of these assessments, beginning in Term 4 of Year 10. Assessments are required in reading, writing and numeracy. Students who have difficulty meeting the minimum standard will be provided with additional support. Students have 4 opportunities each year to sit the tests and there is no published record of the number of attempts a student required to meet the minimum standard.

Mandatory Courses in Stage 5

English

English classes in Year 9 and 10 are structured around one extension class with the remainder of the classes being of mixed ability. Each class completes work that is aimed at improving skills in Reading, Writing, Speaking, Listening and Viewing Representing. Students engage with texts created in a variety of contexts, forms and mediums as the focus of understanding and expressing ideas and knowledge. The English Program at Sarah Redfern High School follows the NSW English Syllabus for the Australian Curriculum.

Students develop skills to develop imaginative and critical thinking and learn to apply these with increasing accuracy and sophistication. The development of students' knowledge of language forms, features and structures enhances their ability to communicate for a range of purposes and audiences.

Mathematics

Students in Year 9 and 10 will study the NSW Mathematics course developed by the NSW Education Standards Authority from the Australian Curriculum. All students will be given opportunities to develop their basic mathematical skills and apply them to real life situations. Extension students will be encouraged to develop an abstract approach to mathematical thinking.

Classes will be graded and students will be placed in the class that most accurately reflects their mathematical ability, as determined by their performance and results in all formal and informal assessment procedures undertaken in the previous year.

Science

During Years 9 and Year 10, students continue to study a common course in Science. The classes are graded and students are placed in the class that best reflects their scientific ability as evidenced in both formal and informal tasks in Year 8 Science.

Students continue to study all branches of Science in their Years 9 - 10 course including Physics, Chemistry, Biology, Geology and Astronomy. The units across Years 9 and 10 are designed to prepare students for the senior courses. Exposure to these fields, assists students in choosing subjects that will be the most interesting and best suited to them for the HSC.

HSIE

All students in Year 9 and 10 will complete mandatory studies in both History and Geography.

Geography has an emphasis on both natural and human geography, students will study the sustainable interaction of people and environments then the nature of urban places and migration.

Students will follow the NSW History Syllabus for the Australian Curriculum. The Stage 5 course is titled 'The making of the Modern World and Australia.'

The NSW Education Standards Authority states: *'The Stage 5 [History] curriculum provides a study of the history of the making of the modern world from 1750 to 1945. The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows' and 'Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world.'*

Year 9 **History** engages with the Industrial Revolution, Australian Federation and World Wars I and II.

Year 10 **History** engages with the Holocaust, Human Rights (especially in Australia) and Migration Experiences.

Year 9 **Geography** engages with Sustainable Biomes examining the connection between climate, food and people while Changing Places connects the movement of people and cities.

Year 10 **Geography** engages with Environmental Change and Management to develop a positive response to caring for environments, with Human Wellbeing examining differences in life opportunities around the world.

Personal Development, Health and Physical Education

All students study Personal Development, Health and Physical Education for XX periods a fortnight.

The Key Learning Area of Personal Development, Health and Physical Education is concerned with the whole person and improvement of quality of life for all. Students participate in both theory and practical lessons in Stage 5 study three content strands:

1. Health, Wellbeing and Relationships
2. Movement Skill and Performance
1. 3. Healthy, Safe and Active Lifestyles

2.
3. In addition to the content strands there are three skill domains:

Self-management

Interpersonal

Movement

Elective Courses in Stage 5

Students will study two electives across Year 9 and 10 – each for 200 hours across the two year period. Below is the elective subject offering for 2022.

<i>Course</i>	<i>Faculty</i>	<i>Cost</i>
Aboriginal Studies*	HSIE	Nil
Child Studies	PDHPE	\$20
Commerce	HSIE	Nil
Dance*	CAPA	Nil
Food Technology	TAS	\$50
Elective Geography*	HSIE	Nil
Elective History*	HSIE	Nil
Industrial Technology – Building and Construction	TAS	\$50
Industrial Technology - Multimedia	TAS	\$50
Industrial Technology – Timber	TAS	\$50
iSTEM	TAS	\$50
Music	CAPA	\$25
Physical Activity and Sports Studies	PDHPE	Nil
Visual Arts	CAPA	\$50

* indicates an elective that is new to the 2022 offerings.

Some elective choices incur costs related to consumables required to participate in that subject. This can include building materials, art supplies, food items etc. These fees are outside of the voluntary school fee contributions. Enquiries for financial assistance should be made in writing to the Deputy Principal of the grade.

Aboriginal Studies

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal Peoples, histories, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

Students learn about:

- The diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality.
- The dynamic nature of cultural expression, and the maintenance of Aboriginal identities and cultures.
- They also develop understanding of the importance of self-determination and autonomy for the ongoing contribution and success of Aboriginal Peoples and communities.
- Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions.
- They learn about the range of interactions and relationships between Aboriginal Peoples and non-Aboriginal people, and the continued roles of Aboriginal Peoples and communities locally, regionally, nationally and internationally.
- Students develop understanding of community consultation protocols that enable them to engage respectfully and responsibly with their local Aboriginal community and other Aboriginal communities.
- They learn about the importance of Indigenous Cultural and Intellectual Property (ICIP), and ethical research practices to gather, protect and interpret data.
- In their research, students develop skills in the use of a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Through their study of core and option topics, case studies and research, students develop knowledge, understanding, skills, values and attitudes that are of value to their personal, social, cultural, academic and professional development, and enable them to become active and informed advocates for a just and inclusive world.

Child Studies

The aim of the Child Studies Content Endorsed Course is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0-8 years) in a range of settings and contexts.

The course is based around the following modules prescribed by the NSW Education Standards Authority, including:

- Preparing for Parenthood
- Conception to Birth
- Family Interactions

- Newborn Care
- Growth and Development
- Play and the Developing Child
- Food and Nutrition
- Health and Safety in Childhood
- Media and Technology in Childhood
- Child Care Services and Career Opportunities
- The Diverse Needs of Children
- Aboriginal Cultures and Childhood
- Children and Culture

Commerce

Commerce is not Business Studies or Accounting. It is studying the business world from the perspective of the consumer. It is also an excellent course to help prepare students for the workplace and to know their rights as consumers.

The contents of the course is aimed at two types of students:

1. students who need to develop commercial life skills
2. students who think they might have an aptitude for, interest in, or future in the commercial world.

The aim of the *Commerce Years 7 – 10 Syllabus* is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community. The course is excellent in giving students a ‘taste’ of some of the Humanities senior subjects.

We sample some Legal Studies, Economics, Business Studies and Senior Geography. This helps students in deciding their subject selections for Year 11.

Dance

Students will study Dance as an art form. This will involve dance performance; dance composition; and dance appreciation. Dance involves the development of physical skill as well as aesthetic artistic and cultural understanding. Through Dance, students learn about the distinctive ways in which they can express their own experiences.

Units studied may include:

- Shapes in Space
- Dance Skills and Safe Dance Practice
- Dance Technique
- Deconstructing Dance

- Transitions and Sequences
- Interpretation
- Unity in Dance
- Performance Quality

Elective Geography

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

Geography Elective enables students to learn about

- The geographical processes that form and transform environments and communities.
- Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments.
- Through geographical inquiry, students develop knowledge and understanding to become informed, responsible and active citizens.

Students have the opportunity to further their geographical understanding through investigation of the concepts of place, space, environment, interconnection, scale, sustainability and change. They engage with the geographical tools of maps, fieldwork, graphs and statistics, spatial technologies, and visual representations, in order to acquire, process and communicate geographical information.

Elective History

The Elective History course gives students who find the style of doing history useful with an opportunity to develop skills and knowledge from areas outside Australia. It draws its content from at least five of:

Constructing History

- Biography
- Local History
- Film
- Oral History
- Historical Fiction
- History and the Media

Ancient Medieval and Early Modern

- Archaeology of Ancient Societies (a hint of Ancient History)
- The Americas

Medieval and Early Modern Europe

- 19th Century study
- Asian study
- 20th Century study

Thematic Studies

- Crime and Punishment
- Heroes and Villains
- Sport and Recreation
- Terrorism
- Women
- School Based Study

Independent Research is part of the 200 hour course.

Food Technology

Food Technology is an elective course designed to build upon the Technology course in Years 7 and 8. It involves the investigation of food and food products through a 'hands-on' approach. The course will provide opportunities to evaluate the impact of food technologies on society, environment and resources. The students will engage in a variety of information and communication technologies through activities such as research, evaluating and communicating issues related to food. Students will collect, evaluate and organise information gathered from a variety of sources.

Core Areas

- Food Preparation and Processing
- Nutrition and Consumption

Focus Areas

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Special Needs
- Food for Special Occasions

Industrial Technology – Building and Construction

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries. The Building and Construction 1 core module develops knowledge and skills in the use of tools, materials and techniques related to building and construction. These are enhanced and further developed through the study of the Building and Construction 2 specialist module. Projects should reflect the practical nature of the Building and Construction focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to building and construction technologies.

These may include:

- construction of small structures
- scale models
- elementary repairs and renovations
- development of garden and recreational areas
- work undertaken on isolated building models and mock-ups.

Projects should promote the sequential development of skills, use a range of appropriate materials and reflect an increasing degree of student autonomy as they progress through the course.

Industrial Technology – Multimedia

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. The Multimedia 1 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 Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations. Practical projects should 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 may include:

- 2D and 3D animations
- augmented reality (AR) or virtual reality (VR) products
- computer games
- E-Publications
- individual photographic images and graphics (for print and/or digital display)
- Videos
- websites and apps

Industrial Technology – Timber

Industrial Technology is an elective course that builds on the knowledge and experiences gained in the Years 7 and 8 Technology Course. The Timber focus area provides 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.

The course has two core and two specialised areas and will develop the key areas of:

- WH&S
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Society and Environmental Impact

iSTEM

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.

There are four core modules:

- STEM Fundamentals 1, STEM Fundamentals 2, Mechatronics 1 and Mechatronics 2 and ten elective modules
- Aerodynamics, Motion, CAD/CAM1, CAD/CAM2, STEM PBL Minor, STEM PBL Major, Surveying, Design for Space, Statistics in Action and Biomedical Innovation.

Music

The aim of studying Music is to:

- encourage a positive attitude towards Music
- create an awareness and appreciation of a wide variety of musical styles
- increase skills in musical involvement via class and College based activities
- promote active participation in the various musical activities of the College.

There are three strands to this course: Performance, Composition and Listening. Each of the three strands carries approximately equal weight in both class time and assessment components.

Performance involves individual, small group and whole class activities, aiming to develop existing talents as well as providing the opportunity to explore new instruments.

Composition involves the use of musical elements to create music. The aim of this component is to develop students' awareness of sound as a raw material and the possibilities for its use. The Music Technology Lab is also utilised to create music.

Listening involves students in a variety of musical styles with a view to appreciating how other people have combined the elements.

Performance and **Participation** are important aspects of Music.

Physical Activity and Sports Studies

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The Physical Activity and Sports Studies course enables students to develop the ability to make informed decisions about physical activity and healthy lifestyle choices. It extends on the ideals promoted in the compulsory PDHPE curriculum by specifically meeting the following needs by: providing an elective option for students who wish to broaden their interest and understanding in exercise, sport and health enabling students to specialise in specific areas by allowing greater depth and focus in content preparing a solid base for students wishing to study PDHPE in Years 11 and 12.

The course will include an excursion and practical components, which are linked to the course content.

Students will undertake study from the following modules:

Foundations of Physical Activity

- 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

Physical Activity and Sport in Society

- 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

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing Performance - strategies and techniques
- Technology, participation and performance
- Event Management

Visual Arts

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in both artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds an understanding of the role of art in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies, many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

