



# **Blakehurst High School Subject Selection Guide Year 9 2025/Year 10 2026**

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

INTEGRITY RIGOUR EMPATHY

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## COMMON TERMS

Term	Definition
RoSA	Record of School Achievement
NESA	New South Wales Education and Standards Authority (NESA)
Syllabus	Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the NESA website.

## INFORMATION ABOUT THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

At Blakehurst High School Year 9 and 10 students follow courses leading to the Record of School Achievement (RoSA) that require the study of the following **mandatory** subjects.

- English
- Mathematics
- Science
- Human Society and Its Environment (Australian History/Australian Geography)
- Personal Development, Health and Physical Education
- Sport

In addition to the mandatory subjects, students must choose THREE (students must nominate 6 subjects in order or preference when selecting electives) of the following NSW Education and Standards Authority (NESA) developed **elective** subjects:-

- Child Studies
- Chinese
- Commerce
- Dance
- D.I.S. - Design Innovation STEM
- Drama
- Food Technology
- French
- Graphics Technology
- History Elective - Histories Mysteries
- Industrial Technology - Timber
- Computing Technology
- Italian
- Japanese
- Modern Greek
- Music
- Photographic and Digital Media
- PASS – Physical Activity & Sport Studies 1
- PASS – Physical Activity & Sport Studies 2
- Textiles Technology (Fibre, Fabric and Fashion)
- Visual Arts
- Visual Design

*These elective subjects are **2-YEAR COURSES**. Students will **NOT BE ABLE TO CHANGE** these courses at the end of Year 9. These courses are graded and will appear on the Record of School Achievement (RoSA)*

### IMPORTANT NOTE:

All elective courses require that a sustainable number of students choose to do that course otherwise the course cannot be run. In the event that a course is cancelled due to lack of numbers students will receive their reserve preference. In cases where a course is oversubscribed (too many students for 1 class but not enough to run a second class) the students will be allocated to that class according to the order in which they selected that elective. (Times are recorded automatically in the on-line selection forms).

## YEAR 10 GRADES

For each course studied, your achievement is reported as a Grade A—E. The grade awarded is determined by the school, based on your performance in the course throughout the year. For each course a set of Course Performance Descriptors has been developed. Each descriptor is a statement about achievement related to the knowledge and skills in the course.

- Grade A — Outstanding Achievement
- Grade B — High Achievement
- Grade C — Sound Achievement
- Grade D — Basic Achievement
- Grade E — Limited Achievement

Teachers set assessment tasks and class activities to collect information about a students' achievement in a course. This information is used to make a final judgment about the grade to award at the end of Year 10.

It is therefore extremely important that you complete all work given by teachers to the best of your ability.

## 'N' AWARD

- If the Principal considers that you have not met NESA requirements of:
  - following the course developed or endorsed by the Board;
  - applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; or
  - achieving some or all of the course outcomes,

You may receive an 'N' Award for one or more subjects.

Poor attendance will certainly impact on the three above mentioned criteria.

- An 'N' Award will be recorded on the RoSA and may impact on your RoSA and eligibility to undertake Year 11 Preliminary HSC courses.

## WORK ETHIC

The school recognises that a student's positive work ethic is crucial to their success with their academic studies.

For students, their work ethic can be enhanced by addressing each of the points listed below:

- Be punctual to all lessons.
- Provide all necessary equipment and books for all lessons.
- Be prepared for lessons by having books open with other equipment at hand ready to use as required. They should do this without awaiting specific teacher direction.
- Be aware that there will be consequences when deadlines are not adhered to.
- Be aware that the responsibility for learning lies with the student themselves.
- Become planners and goal setters.
- Make every endeavour NOT to waste time.

## BRING YOUR OWN DEVICE POLICY

In line with our policy, it is expected that students bring their own device to school each day. This device should be suitable for the courses each student has selected.

# How To CHOOSE YOUR COURSES

## Step 1

Consider the following factors

- **ABILITIES:** Choose subjects which match your level of ability, in which you are capable of doing well will make your school life rewarding. Look at your school reports and examine your level of performance.
- **INTERESTS:** Choose subjects in which you are interested. This will make your life at school more enjoyable.

## Step 2

Discuss your ideas and concerns with

- **SUBJECT TEACHERS AND YEAR ADVISER** – talk to teachers about course content and requirements. Your Year Adviser knows you well and can help with advice for study.
- **PARENTS AND CAREGIVERS** – they have a wealth of experience and understanding. They know you better than almost anyone else.

## Step 3

Now you must lodge your application online.

- Students will be sent an email with the code which is to be used and the website to go to.
- Students need to select the electives in order of preference with the fourth, fifth and sixth preference being the reserve choices and subjects that students will be willing to study.
- Once all selections are correct SUBMIT these choices.
- Print off this form and have a parent/carer sign.
- Return this form to the front office.

## COURSE LEVIES/FEES

Please note that some courses attract a levy to cover the cost of materials which form an integral part of the delivery of that particular course. If a course levy applies, it is indicated at the bottom of the subject specific pages. This can include a refundable book deposit for the use of school owned textbooks.

Some courses have a levy attached to cover the cost of materials required as identified above. In addition to this, some courses involve further costs associated with field work opportunities, theatrical performances, excursions, etc. Such costs are not incorporated into School fees.

<b>Subject</b>	<b>Fees</b>
Building and Construction	\$50 per year
Child Studies	\$35 per year
Computing Technology	\$30 per year
Dance	\$35 per year
Design Innovation STEM	\$40 per year
Drama	\$30 per year
Food Technology	\$130 per year
Graphics Technology	\$40 per year
Industrial Technology - Timber	\$100 per year
Languages Student Workbook	\$35 per year
Mathematics (for MathsOnline)	\$16 per year
Music	\$30 per year
Photographic and Digital Media	\$70 per year
Physical Activity and Sports Studies 1	\$35 per year
Physical Activity and Sports Studies 2	\$35 per year
Textiles Technology	\$70 per year
Visual Arts	\$70 per year
Visual Design	\$70 per year

## BUILDING AND CONSTRUCTION

Year 9 Industrial Technology Building and Construction Syllabus 100 hours and Year 10 VET Stage 5 Construction 100 hrs. The VET Stage 5 Construction is a dual accreditation course and is NSW Board endorsed for the students completing their ROSA and Statement of Attainment for competencies to Certificate I Construction.

Note: This is one subject over the course of 2 years. Students who select this subject will study this subject throughout Years 9 and 10.

### COURSE DESCRIPTION

#### Year 9

Industrial Technology-Building & Construction, allow students to develop lifelong industry skills. This course develops student knowledge and skills relating to the selection, use and application of materials, tools, machines and processes in construction through the planning and production of quality projects.

Industrial Technology Building & Construction (100 indicative hours)

- WH&S practices in the workshop
- Planning and production
- Production and reading drawings
- Hand and power tools
- Equipment & machines
- Materials and costing

#### Year 10

#### VET Construction (100 indicative hours)

This statement of attainment provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisational structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. This course is competency-based and the student's performance is recognised against a prescribed industry standard. Assessment strategies may include:

- Observation
- Student demonstration
- Questioning
- Written tasks
- Tests

Students are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.

Correct footwear is MANDATORY in the workshop. Student shoes must always be full leather upper to enter the workshop. Please see 2025 Construction Course Descriptor over page.

**Elective Contribution: \$50 / Year 9**

**\$50 / Year 10**



**2025 Construction Course Descriptor**  
**CPC10120 Statement of Attainment towards Certificate I in Construction**  
**RTO - Department of Education - 90072**

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.

Course: **Construction**  
Board Endorsed Course

**Stage 5**  
**100 Hours**

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC10120 Statement of Attainment towards Certificate I in Construction <https://training.gov.au/training/details/CPC10120>. You will be expected to complete all requirements relevant to the RoSA. To gain this statement of attainment, you must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Entry Requirements**

You must complete the VET induction process, supply your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.

**CPC- Construction, Plumbing and Services (version release 6.5) Units of Competency**

**Units of Competency**

**Core (70 Hours)**

CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry  
 CPCCWHS1001 Prepare to work safely in the construction industry  
 CPCCCM1011 Undertake basic estimation and costing  
 CPCCCM2004 Handle construction materials

**Elective (35 Hours):**

CPCCOM1017 Prepare simple construction sketches  
 CPCCVE1002 Undertake a basic computer design project

Successful completion of the compulsory unit CPCCWHS1001 will lead to the award of a SafeWork NSW General Construction Induction Card (White Card) which allows the student to access to construction sites across Australia for work purposes.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.

**Industry based learning**

This course is based on industry-based learning where you are involved in a number of projects, which could include group project work, individual research or other activities. Career, enterprise and work education programs currently operating in the school may be linked to the Construction course.

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: \$50**

**School Specific equipment and associated requirements for students**

**Refunds**

Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

**Exclusions: Nil**

VET course exclusions for this course can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/construction>



## CHILD STUDIES

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. This allows students to reflect upon the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students have the opportunity to explore this interrelationship through each stage of development in the early years.

Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment.

Students have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services. Learning through Child Studies promotes students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.

**AIM:** The aim of this 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.

**OBJECTIVES:** Students will:

- knowledge and understanding of child development from preconception to and including the early years
- knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
- knowledge and understanding of external factors that support the growth, development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development

**Elective contribution: \$35 / year**

## CHINESE

Due to the connections between Asia and Australia, Australians who can understand and speak Chinese are greatly sought after in business and tourism.

The emphasis which the Chinese Year 7-10 syllabus places on enabling students to communicate in Chinese with Chinese speakers, both in Australia and overseas, contributes strongly to the students' personal and social development.

The course is designed for students beginning the study of Chinese and provides the opportunity for those who already have some knowledge of Chinese to extend and develop their language skills and to learn about their cultural heritage.

Students will be learning through using the language in a series of communicative tasks organised around the topics set by the syllabus.

They will be provided with the opportunity to use Chinese in real-life or simulated situations through a variety of learning experiences inside or outside the classroom. Excursions to Chinese speaking areas of Sydney or Chinese restaurants will help expand the students' awareness of the Chinese way of life and culture. Those students who choose to continue their study of Chinese in Years 9 and 10 will have the opportunity to visit China.

Students at Blakehurst High, at the end of the course will be able to comprehend spoken and written Chinese as well as speaking and writing confidently in Chinese within the range of set topics. They will also, through an understanding of Chinese culture, gain an appreciation of other ways of life and respect for differences between people.

The syllabus for Chinese requires the use of a broad range of materials and the course is designed to meet the needs of both background and non-background students.

## COMMERCE

Commerce is a field in which all people are involved for their entire lives. We are all involved in Commerce because we are all involved in trying to obtain a high standard of living by using the various resources available to us. We generally think of our main resource as being money, but money is merely something which we can use to obtain goods and services.

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues.

Commerce involves a study of what resources are available to us, how we use these resources and how we might use them more efficiently. The course also provides an opportunity for students to appreciate our fundamental rights, rules and laws that promote fairness, justice and equity in society through informed, responsible and active citizenship.

The course aims at creating an interest in our legal, commercial and economic environment and providing a framework of knowledge about the commercial activities of individuals, businesses and governments.

Commerce provides excellent background for the study of Business Studies, Legal Studies and Economics in Years 11 and 12.

The study of Commerce covers many aspects of the affairs of individuals as well as business. Core topics over the 2 years in Stage 5 are:

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

Apart from the core, a number of optional topics will be addressed over the duration of the course. These topics include:

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

# COMPUTING TECHNOLOGY

As we know, computers and digital technology are now involved in all parts of our daily lives and the broader community.

Computing Technology provides students with a rich experience in a wide range of practical projects and technical theory. Each student has access to a variety of computers, printers (both A4 and A3), digital still and video cameras, scanners and graphic drawing tablets.

Training is available in an extensive collection of computer software programs including Microsoft Office, Adobe Photoshop, Illustrator and other products.

The skills gained in this course allow students to become competent users of digital technology, equipping them with a head start in the workplace and future study.

This course integrates the study of core content and selected options delivered through projects.

## **Core:**

The core is divided into the following areas:

- Design, Produce and Evaluation • Data Handling • Hardware • Issues • Past, Current and Emerging Technologies
- People • Software

## **Options:**

Options are selected from the following topics:

- Artificial Intelligence, Simulation and Modelling • Authoring and Multimedia • Database Design • Digital Media
- Internet and Website Development • Networking Systems • Robotics and Automated Systems • Software Development and Programming

## **Projects:**

Projects include organised series of activities to design, produce and evaluate information and software technology solutions for an identified need or problem. The content for projects focuses on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions.

Computing Technology will prepare students for further study at TAFE, continuation into the HSC areas of Information Processes and Technology or Computing Applications as well as for future vocations.

**Elective Contribution – \$30/Year 9**

**\$30/Year 10**

## DANCE

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.

Dance as an 'artform' distinguishes the content and teaching approaches that are used in the teaching of dance as art in education. The conceptual basis of the study of dance as an artform centres on the three practices of performance, composition and appreciation of dance as works of art.

Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance. Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

This subject also allows students to develop and enhance their creativity and movement ability through fun and innovative activities, workshops and lessons. Students get to participate in both practical and theory lessons and get to develop their skills and knowledge in relation to various styles of dance. This is a 200 hour course that provides students with experience for future careers in dance, performance, arts, the fitness industry and teaching.

**AIM:** The aim of this course is for students to experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance.

**OBJECTIVES:** Students will:

- develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas
- develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas
- develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context
- value and appreciate their engagement in the study of dance as an artform

**Elective contribution:   \$35 / year**

# D.I.S DESIGN INNOVATION STEM

Design Innovation STEM is an elective subject where students may undertake 200 hours (Year 9 & 10) for the ROSA. Design Innovation STEM is run using the Stage 5 Design and Technology curriculum.

## COURSE DESCRIPTION

The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities, and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

Design and Technology is delivered through units of work that integrate core content with project work in the creation and documentation of designed solutions. During the study of each unit students are required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests. Each unit of work must align with one of the context areas;

Agriculture - animal enterprise, environmental, plant enterprise, student-negotiated focus area (SNFA).

Digital Technologies - automated systems, control systems, software solutions, (SNFA).

Engineered Systems - aeronautical, environmental, mechatronic, medical, structural, transport systems (SNFA).

Food Technologies - food, food packaging, food presentation, nutrition, (SNFA).

ICT - 3D modelling/animation, architecture, desktop publishing graphics, marketing, multimedia, (SNFA).

Material Technologies- electronics, jewellery, metals, packaging, polymers, textiles, timber, (SNFA).

## What will students learn to do?

Students will learn to identify needs and design opportunities in a chosen context. They will investigate and research existing designs and manufacture prototypes. Appropriate tools including information and communication technologies (ICT) are to be integrated in each focus area. NSW Record of School Achievement (RoSA) Satisfactory completion of 200 hours (Year 9 & 10) of study in an Industrial Technology course during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement Part A.

**Elective Contribution: \$40 / Year 9  
\$40 / Year 10**

## DRAMA

The rationale for the Stage 5 Drama Course is to provide a means of increasing students' confidence and social awareness.

Stage 5 Drama involves the students in practical as well as theoretical work. It also enables students to develop cooperative learning strategies and to develop effective communication skills.

By studying Drama students will develop their ability to:

- use voice and movement effectively
- use relaxation and concentration
- work cooperatively in a group
- create and interpret situations and characters
- write critically about drama and theatre
- use scripted and non-scripted material in performance

Drama students will develop dramatic skills including:

- basic movement and mime
- simple improvisation and character portrayal
- correct breathing and voice projection
- masks and mask-making
- the clown and techniques of clowning
- Commedia dell'arte
- the Greek Theatre
- the script in performance

And later, more complex and rigorous dramatic skills including:

- the character monologue
- the play in performance
- the roles of personnel in the theatre
- the Elizabethan theatre
- Shakespeare and his plays

The viewing of live and recorded performances is an essential part of the course. Students will experience a variety of dramatic presentations and then evaluate these presentations based on their learned skills.

(Students will be required to pay the additional cost of attendance at any live performances).

**Elective contribution: \$30 / year**

## FOOD TECHNOLOGY

This subject enables students to learn about and work with food. Students gain knowledge and skills related to the manufacture and marketing of food products and the consumption of food to meet nutritional and social needs.

This course explores the relationship between food and health and challenges students to examine the eating patterns of Australians and to develop skills to plan, prepare and present nutritious foods. Communication using various methods to present information is an essential part of the course. The use of computer technology for analysis of diet, and written and graphic display is included in this course.

This course provides an excellent foundation for students who wish to study Food Technology to Higher School Certificate level. It also provides opportunities to develop skills and talents associated with creative use of food, and aims to develop a life-long association with food from home preparation to career opportunities. Students must purchase an apron for practical lessons. This is available from school for \$9 (*approximately - this could be subject to change*). Students are also required to provide a tea towel and container for all practical lessons. Students who fail to bring their practical equipment will not be able to participate in practical activities.

Students are required to wear, at all times in the food laboratory, footwear with **'full black leather uppers and a non-slip sole'**. It must be noted that 'joggers' even with full leather uppers are not acceptable. Students without the correct footwear will not be able to participate in practical activities.

**Elective contribution:   \$130/ year**



## FRENCH

French is the second most widely spoken language in the world today and an official language of world organisations such as the United Nations and the European Community. It is also the official language of the Olympics. The French program aims to provide students with an active knowledge of the sort of French to enable them to cope linguistically in everyday situations and be a springboard for more intensive study if desired.

The emphasis which the French Year 7-10 syllabus places on enabling students to communicate in French with French speakers, both in Australia and overseas, contributes strongly to the students' personal and social development.

The course is designed for students beginning the study of French and provides the opportunity for those who already have some knowledge of French to extend and develop their language skills and to learn about their cultural heritage.

The aim of the Stage 5 course is to develop the students' ability to understand and use standard French competently and confidently.

Students will be learning through using the language in a series of communicative tasks organised around the topics set by the syllabus.

They will be provided with the opportunity to use French in real-life or simulated situations through a variety of learning experiences inside or outside the classroom.

Students at Blakehurst High, at the end of the course will be able to comprehend spoken and written French as well as speaking and writing confidently in French within the range of set topics. They will also, through an understanding of French culture, gain an appreciation of other ways of life and respect for differences between people.

The basic course book is supplemented by a wide range of materials and activities - films, videos, excursions, mapwork, reading magazines, leaflets and short stories. Those students who choose to study French in Years 9 and 10 will have the opportunity to visit France or New Caledonia in Year 10.

The emphasis in Year 9 and Year 10 is on speaking and listening skills through reading and writing skills are developed as well and the course provides an excellent foundation for those who choose to do a more intensive and specialised study of French in the senior school.

## GLOBAL STUDIES

Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

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.

Through the study of Global Studies, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. Global Studies emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

The study of Global Studies enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through this course can be applied to further education, work and everyday life.

Global Studies will present students with the opportunity to study the following topics in Stage 5:

- Physical Geography
- Oceanography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interactions and Patterns Along a Transcontinental Transect

Global Studies provides an excellent background for the study of Geography, Society and Culture and Legal Studies in Years 11 and 12.

## GRAPHICS TECHNOLOGY

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

The study of Graphics Technology develops in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and nontechnical ideas and information. They learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

The use of graphical images to communicate information overcomes the barriers of time and linguistic, cultural and social differences. In an age of globalised industry and rapid technological development, where computer-aided design (CAD), computer-aided manufacture (CAM) and multimedia applications are widely used, the study of Graphics Technology is particularly relevant.

Throughout the course, students will collate notes derived from class discussions and be involved in practical work within the classroom using desktops and a variety of software applications. This may also lead to the use of the Faculty Laser Printer and 3D additive technology printers.

Graphics is a universal language and an important tool for thinking and communicating. Graphics Technology develops in students specific manipulative and cognitive skills in using a variety of tools, materials and techniques widely available in industrial, commercial and domestic settings. An important part of the cognitive process associated with this syllabus involves the generation and use of images, models and pictures.

This includes:

- The visualisation and manipulation of three-dimensional concepts and images
- The interpretation and presentation of ideas graphically
- The capacity to solve problems and generate and communicate solutions and
- Students become confident in the application of conventions and procedures that are essential to the global transfer of concepts and images irrespective of language barriers.

Through the study of Graphics Technology students become increasingly productive, creative, discriminating and confident in the development and use of a range of technologies relevant to current practice in graphics and graphics-related industries. The syllabus encourages the development of collaborative skills in the real and virtual worlds and fosters an understanding of the advantages and responsibilities that are associated with these processes.

**Elective contribution: \$40 / year**

## HISTORIES MYSTERIES

This is a course for students who:

- Have a desire to ask questions and to uncover the truth about problems that time has either given up on or there are so many versions of the truth that often the first explanation is the accepted theory.
- Have a passion for reasoned argument.
- Want to have a better understanding of the past and how people, events and forces have shaped our world.
- Want to investigate actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts.

The History Elective course develops the skills for students to answer the question *'How do we know'*? An investigation of an historical issue through a range of sources can stimulate curiosity and develop empathetic understanding, problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students also engage in research involving ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.

### Course structure and requirements:

The History Elective course consists of **three** topics which could include a range of the following case studies..

The topics include:

- **Topic 1:** History, Heritage and Archaeology
  - Study of Archaeology
  - Study of the Holocaust through memoir
  - History through Film e.g. Roman Gladiators
- **Topic 2:** Ancient, Medieval and Modern Societies
  - Life in the 19<sup>th</sup> Century in Britain, including Jack the Ripper murders
  - History of Russia - the Romanov dynasty and the mystery of Anastasia
- **Topic 3:** Thematic Studies
  - World myths and legends
  - Crimes through Time e.g. Ned Kelly, assassination of JFK, Azaria Chamberlain
  - Monarchy, Might and Madness
  - Heroes and Villains

### Structure:

- 200 hours: ONE option from each of Topics 1, 2 and 3 and at least TWO other options from any of the topics.

# INDUSTRIAL TECHNOLOGY - TIMBER

## Aims

The aim of the Industrial Technology Timber course is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

## Course Content

Individual modules- Timber 1 (100 hours) and Timber 2 (100 hours) provide specific content related to the focus areas which will be developed in the key areas of:

- Work Health and Safety (WHS)
- materials, tools, and techniques
- design
- links to industry
- workplace communication
- societal and environmental impact.

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

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

Projects will promote the sequential development of skills and reflect an increasing degree of student independence as they progress through the course.

Correct footwear is MANDATORY in the workshop. Student shoes must always be full leather upper to enter the workshop.

**Elective contribution:    \$100 / Year 9  
   \$100 / Year 10**

## ITALIAN

Italian is one of the most widely spoken languages in Australia and thus opportunities exist for students to hear and use the language in real-life situations.

The emphasis which the Italian Year 7-10 syllabus places on enabling students to communicate in Italian with Italian speakers, both in Australia and overseas, contributes strongly to the students' personal and social development.

The course is designed for students beginning the study of Italian and provides the opportunity for those who already have some knowledge of Italian to extend and develop their language skills and to learn about their cultural heritage.

The aim of the Stage 5 course is to develop the students' ability to understand and use standard Italian competently and confidently.

Students will be learning through using the language in a series of communicative tasks organised around the topics set by the syllabus.

They will be provided with the opportunity to use Italian in real-life or simulated situations through a variety of learning experiences inside or outside the classroom. Excursions to Italian speaking areas of Sydney or Italian restaurants will help expand the students' awareness of the Italian way of life and culture. Those students who choose to continue their study of Italian in Years 9 and 10 will have the opportunity to visit Italy.

Students at Blakehurst High, at the end of the course will be able to comprehend spoken and written Italian as well as speaking and writing confidently in Italian within the range of set topics. They will also, through an understanding of Italian culture, gain an appreciation of other ways of life and respect for differences between people.

## JAPANESE

With the ever-growing economic and cultural ties between Australia and Japan, Australians who can understand and speak the Japanese language are greatly sought after in both business and tourism.

The emphasis which the Japanese Year 7-10 syllabus places on enabling students to communicate in Japanese with Japanese speakers, both in Australia and overseas, contributes strongly to the students' personal and social development.

The course is designed for students beginning the study of Japanese and provides the opportunity for those who already have some knowledge of Japanese to extend and develop their language skills and to learn about their cultural heritage.

Students will be learning through using the language in a series of communicative tasks organised around the topics set by the syllabus.

They will be provided with the opportunity to use Japanese in real-life or simulated situations through a variety of learning experiences inside or outside the classroom. Excursions to Japanese speaking areas of Sydney or Japanese restaurants will help expand the students' awareness of the Japanese way of life and culture. Those students who choose to continue their study of Japanese in Years 9 and 10 will have the opportunity to visit Japan.

Students at Blakehurst High, at the end of the course will be able to comprehend spoken and written Japanese as well as speaking and writing confidently in Japanese within the range of set topics. They will also, through an understanding of Japanese culture, gain an appreciation of other ways of life and respect for differences between people.

An integral part of the course is the study of the Japanese writing system - Kanji (Chinese characters), Hiragana and Katakana.

Pupils are also afforded an insight into the richness of Japanese culture, traditions and lifestyles through the screening of videos, films, etc, through their active participation in the various festival days and through restaurant visits.

## MODERN GREEK

Greek is one of the most widely spoken languages in Australia and therefore many opportunities exist for students to hear and practise the language in real-life situations.

The Modern Greek K-10 syllabus enables students to communicate in Greek with Greek speakers, both in Australia and overseas, and thus contributing strongly to the students' personal and social development.

The course is designed for students beginning the study of Modern Greek and provides the opportunity for those who already have some knowledge of Greek to extend and develop their language skills and to learn about their cultural heritage.

The syllabus emphasises the importance of teaching language for communication. Through various activities and a series of communicative tasks organised around topics, students will be able to work at their own pace and derive enjoyment from the study of Modern Greek language and culture. There are different course books used to cater for the individual needs of the students as some are most advanced than others.

In this course, designed for Years 9-10, students will develop an understanding of the working of the Greek language and how it is used. Through the experience of learning Greek, students will be able to appreciate the Greek language in general for practical purposes as well as for personal enjoyment and satisfaction.

They will be provided with the opportunity to use Greek in real life or simulated situations for a variety of learning experiences inside and outside the classroom. Excursions to Greek speaking areas or Greek restaurants will help expand the students' awareness of the Greek way of life and culture.

At the end of the course students will be able to comprehend spoken and written Greek as well as speaking and writing confidently in Greek within the range of set topics. They will also receive cultural enrichment about Greece and the Greek people and have a better understanding of this important group of Australian Society through the learning of history, geography, music, film and virtual excursions.



## Music

The Stage 5 Music course builds on the introductory music course studied in Stage 4.

Students are provided with learning activities to extend their musical knowledge and they are encouraged to become actively involved in performance opportunities at school, as well as outside of school.

The aim of the Music Elective course is to provide students with the knowledge and skills necessary for active engagement and enjoyment in performing, composing and listening, and to encourage an appreciation of all genres of music.

Students will develop knowledge, understanding and skills in the concepts of music through the learning experiences of:

- Performing as a means of self-expression, interpreting musical symbols and developing solo and / or ensemble techniques
- Composing as a means of self-expression and musical creation
- Listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts

The elective course requires students to study one compulsory topic – Australian Music. Other topics for study could include:

- Jazz
- Music for Radio, Film Television and Multimedia
- Rock Music
- Classical Music
- Music of a Culture
- Theatre Music

Assessment is divided evenly between Performing, Composing and Listening

Students will engage in individual and group performances that reflect the topics studied and provide opportunities for students to develop and enhance their skills.

Varied composition tasks using music software, digital technology and other composition aids will provide opportunities for students to explore their creative potential.

Formal assessments will be used to assess student progress for each semester.

**Elective Contribution: \$30 / year**

## PHOTOGRAPHIC AND DIGITAL MEDIA

This course gives students the opportunity to think creatively and become visually aware of their environment. Students will build on the learning experiences of the Years 7 and 8 Visual Arts course and have opportunities to explore and enjoy the field of Photography and Digital Media in depth. They will experience traditional photography in a professional darkroom setting as well as industry standard software including *Photoshop*, *Premier Pro* and *SLR* Digital Cameras.

Photographic and Digital Media complements and enhances student studies in the Visual Arts and other subjects. It prepares students for further study in the Stage 6 related syllabuses, vocational and career opportunities, and in the University and TAFE sectors. Students gain skills that could lead them into graphic design, film-making, professional photography and other related areas such as commercial photography.

It is also of value as a personal interest, and as a way of engaging in the community and as a means of lifelong learning.

Photographic and Digital media works may be developed in the following broad areas:

Wet Photography (Darkroom)	Digital Forms (Still)	Time Based Forms (film, movie)
<ul style="list-style-type: none"> <li>● Photographic-media including wet photography in the darkroom</li> <li>● Camera based and non camera based works</li> <li>● Manipulated images in the form of collage, montage and image transfer</li> </ul>	<ul style="list-style-type: none"> <li>● Printed images, computer generated</li> <li>● Digitally-manipulated photography/ Photoshop</li> <li>● Enhanced images from wet photography</li> <li>● Storing and gathering electronic images</li> <li>● Drawing tablet</li> </ul>	<ul style="list-style-type: none"> <li>● Video production</li> <li>● Filming</li> <li>● Digital animation</li> <li>● Performance works</li> <li>● Time based installations</li> <li>● Animation</li> <li>● Editing</li> </ul>

**Elective contribution: \$70 / year**

## PHYSICAL ACTIVITY & SPORTS STUDIES: ELECTIVE 1

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

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity can also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness. Individuals who lead an active lifestyle enjoy a positive sense of general well-being, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

**AIM:** The aim of this course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

**OBJECTIVES:** Students will:

- Develop a foundation for efficient participation and performance in physical activity and sport.
- Develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal well-being.
- Enhance the participation and performance of themselves and others in physical activity and sport.
- Develop the personal skills to participate in physical activity and sport with confidence.
- Develop a commitment to lifelong participation in physical activity and sport.
- Develop an appreciation of the enjoyment and challenge of participation in physical activity and sport.
- Recognise the value contributions of physical activity and sport have to well-being and society.

**Elective contribution: \$35 / year**

## PHYSICAL ACTIVITY & SPORTS STUDIES: ELECTIVE 2

### Specialising in Applied Sport - Futsal

Applied Sport – Futsal will provide our Gifted and Talented players with an opportunity to develop their knowledge and understanding of the game of Futsal. It will also afford students an opportunity to improve their performance by refining their own skills, physical capabilities and psychological understanding of being an elite sportsperson. Ultimately, students will develop confidence, ability and skills to realise their full potential.

This course will benefit many Blakehurst High School students who may not have the opportunity or finances to participate in an elite Futsal training program. Cultural, ethnic and religious reasons may also preclude some of our students from participating in programs outside school. This program will fill this void so that these students may have the opportunity to realise their potential.

Gifted and Talented education is both a priority of NSW DoE and of Blakehurst High school. We attract many talented Futsal players, both male and female, and have several staff members with both the expertise and motivation to implement this course successfully.

**AIM:** The aim of this course is to enhance in each student the capacity to participate effectively in a Gifted and Talented setting to achieve excellent personal outcomes.

### OBJECTIVES

#### Students will:

- Understand the capabilities they have in Futsal
- Reach their full potential in Futsal
- Participate confidently in a variety of elite training settings
- Display a positive attitude and desire to be the best they can be

### COURSE CONTENT

1. Sport Specific Conditioning
2. Anatomy and Physiology
3. Games Strategies and Tactics
4. Sports Coaching
5. Performing at your best / Psychology
6. Media skill
7. Biomechanics and Skill Acquisition
8. Career pathways
9. Video Analysis

Elective contribution: \$35 / year

**SPECIAL NOTE:** Students cannot do BOTH the Physical Activity and Sports Study electives

# PSYCHOLOGY

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

## AIM

The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive, and socio-cultural factors on individuals and society.

## COURSE STRUCTURE

200 hours – 8 topics (over 2 years)

### **Core Topics x 2 compulsory**

Topic 1 : What is Psychology

Topic 2 : Research Methods in Psychology.

### **6 optional topics chosen from the syllabus list.**

- Biological bases of behaviour
- Intelligence and creativity
- Personality and self
- Forensic psychology
- Psychology and society
- School-developed option - Visual Communication or Art and Psychology
- Psychology and gender (if time permits)
- Psychological disorders and constructs of normality (if time permits)
- Psychology of success (if time permits)

The Stage 5 Psychology course offers students a rich, interdisciplinary educational experience that not only prepares them for Stage 6 subjects but also cultivates critical thinking, ethical awareness, and a deeper understanding of human behaviour.

**SPECIAL NOTE: This course will count towards 200 hrs of the mandatory 400 hrs of electives, however, students and parents/carers need to understand that the course will not be listed on the Record of School Achievement (RoSA).**

## TEXTILES TECHNOLOGY (FIBRE, FABRIC AND FASHION)

This course is a creative, practical course suited to students who enjoy clothing, colour and design. It provides a solid foundation for those students who wish to pursue the study of Textiles & Design in the Higher School Certificate, where an externally marked design project makes up 50% of the final result.

With Australia's growing influence on the World Fashion Scene, the study of Textiles Technology will enable students to develop talents and creativity using a variety of textile mediums.

This course allows students to acquire knowledge of the textile world from the viewpoint of a consumer, designer and manufacturer. Students develop skills in the presentation of designs and support documentation into digital and manually rendered folios.

Each term students are required to produce a minimum of one article or garment for assessment. Most materials for these projects must be provided by the student.

Students are required to wear, at all times in the textile laboratory, footwear with **'full black leather uppers and a non-slip sole'**. It must be noted that 'joggers' even with full leather uppers are not acceptable. Students without the correct footwear will not be able to participate in practical activities.

To recover the cost of smaller items and equipment, a yearly charge must be paid.

**Elective contribution: \$70 / year**

## VISUAL ARTS

This course provides a solid foundation for students who would like to attempt the HSC Visual Arts course in Years 11 and 12, as well as catering to the needs of keen Visual Arts students who may not necessarily pursue this subject after Year 10.

The Visual Arts course provides opportunities for students to discover interests and talents which will enable choices about future vocational and recreational activities. In many careers the ability to think visually and creatively is essential; e.g. marketing, advertising, architecture, graphic design etc.

Each student is capable of personal vision and creativity.

The course emphasises the students' environment as the subject matter and is extended to include the art of Australia and other cultures.

The Visual Arts course develops:

- the ability to use materials and skills expressively in the areas of painting, drawing, ceramics, printmaking, sculpture and digital photography.
- an understanding and appreciation of artworks past and present.
- visual expression, imagination and creativity.
- a positive self-concept.
- the students ability to express themselves and explore concepts they would like to express visually and conceptually
- critical and historical investigation of Art.

**Elective Contribution: \$70 / year**

## VISUAL DESIGN

The Stage 5 Visual Design course builds on the learning experiences of the Years 7 and 8 Visual Arts course and provides students with opportunities to explore and enjoy the field of Visual Design in depth.

Visual Design complements and enhances students' study in Visual Arts and other subjects. It prepares students for further study in the Stage 6 related syllabuses, vocational and career opportunities and in the University and TAFE sectors. It is also of value as a personal interest, as a way of engaging in the community and as a means of lifelong learning.

Visual Design works may be developed in the following broad areas:

2 D Forms	3 D Forms	4 D Forms
<ul style="list-style-type: none"><li>● Publications and information</li><li>● Illustration and cartooning</li><li>● Advertising</li></ul>	<ul style="list-style-type: none"><li>● Clothing and image</li><li>● Jewellery and accessories</li><li>● Textiles</li><li>● Packaging</li><li>● Furniture</li><li>● Industrial objects</li><li>● Architecture &amp; environments</li><li>● Stage sets and props</li><li>● Interior design</li><li>● Landscape design</li></ul>	<ul style="list-style-type: none"><li>● Interactive and multimedia design works</li><li>● Animation</li><li>● Video</li></ul>

**Elective contribution: \$70 / year**



## MY SELECTIONS

Use this page to make it very quick to enter your preferences online.  
Number your top 6 selections in order of preference.

- Building and Construction
- Child Studies
- Chinese
- Commerce
- Computing Technology
- Dance
- Design Innovation STEM
- Drama
- French
- Food Technology
- Global Studies
- Graphics Technology
- Histories Mysteries
- Industrial Technology - Timber
- Italian
- Japanese
- Modern Greek
- Music
- Textiles Technology
- Photographic & Digital Media
- Physical Activity & Sports Studies Elective 1
- Physical Activity & Sports Studies Elective 2
- Psychology
- Visual Arts
- Visual Design