



Sydney Boys High School

Curriculum Handbook

Year 9 2026
into
Year 10 2027



A Subject Selection Information Meeting
for

Year 9 2026

will be held at 6:00pm via Zoom
on Tuesday 9 September 2025

CONTENTS - INTRODUCTION

It is compulsory for all students in Year 9 to study English, Mathematics, Science, Geography, History, Personal Development Health and Physical Education and Values Education. In addition, students must choose **TWO ELECTIVES** for study in Year 9.

Elective choices offered in 2026

Students must study **two** elective subjects from those listed below. Students may choose more than one elective from the same faculty area. Not all electives offered may run each year.

Creative Arts

Drama, Music, Music (Advanced),
Photographic and Digital Media, Visual Arts,
Visual Design

Human Society and its Environment

Commerce

Modern Languages and Classics

Chinese (Mandarin), Classical Greek, French,
German, Japanese, Latin

Technological and Applied Studies

Design & Technology, Graphics Technology

Early entry into HSC courses

A number of opportunities may exist for students to commence the study of HSC courses in Year 10. It may be possible to study one of the following HSC courses in this way: Business Studies, Geography, Modern History, Languages and Music.

Students would study the Preliminary Course in Year 10 2027 and the HSC Course in Year 11 2028.

Usually, students would only be allowed to study one accelerated subject and they must be able to demonstrate by means of a '*personal education plan*' how participation in the course will benefit them. To be eligible to participate in this program, students must demonstrate in their application form that they are above average in each of their current subjects throughout their Year 9 studies and meet other specific course requirements.

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Two Year Course - Year 9 and 10 (Stage 5)

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, political, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community. Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers, citizens and business. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

Compacting

Compacting the curriculum delivers the content at a faster pace. Therefore, the Years 9 and 10 Commerce course is completed in one year (Year 9), rather than two years. In Year 10 students study school developed options that deliver enrichment and extension based topics leading to the senior school.

Acceleration

This will create the opportunity for a selected group of high achieving students to participate in an Accelerated HSC Business Studies program while in Year 10. Students continuing with the Commerce Program in Year 10 will benefit from a highly differentiated Commerce Curriculum covering in depth topics related to HSC courses in Economics, Business Studies, and Legal Studies. Extension and enrichment strategies will provide an increased awareness and understanding of relevant social issues and an excellent foundation for future study of these courses.

Main Topics Covered

Year 9	Year 10
1. Consumer and Financial Decisions (<i>core</i>)	1. Our Economy (<i>option</i>) ➤ Differentiation – Economic Theory
2. Investing (<i>option</i>)	2. The economic and the business environment (<i>core</i>) ➤ Differentiation – Business Plans
3. Promoting and Selling (<i>option</i>)	3. Employment and Work Futures ➤ Differentiation – Accounting
4. Law and Society and Political Involvement (<i>core</i>)	4. Law in Action ➤ Differentiation – Human Rights, Ethics, Corporate Law and Mock Trials
5. Accounting (<i>differentiation</i>)	
6. Travel or Towards Independence (<i>option</i>)	

Particular Course Requirements

Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (*Years 9 and 10*) will be recorded with a grade on the student’s Record of Achievement. Although the study of Commerce in the Junior School is not a pre-requisite for Economics, Legal Studies or Business Studies in the Senior School, it does provide an introduction, and is of great use to all students irrespective of their future choices and intended career.

Design and Technology

Contact: Ms R Dam

Design, fashion, media arts, engineering, software designers and technology professionals in today's creative marketplace require specialised knowledge and skills. In this elective of Design and Technology, our programs are tuned to the needs of these industries, and we focus on helping creative students maximise their talents, hone their skills and build their confidence as they prepare for their next big move.

This subject leads into the fields of Engineering Studies, Software Engineering & Design as a career path.

Design and Technology is the study of the design and production of man-made objects.

These objects:

- Must be for a recognised purpose that will solve human needs
- Can be products, systems or environments
- Must use acceptable scientific / engineering principles, materials technology and human resources
- Must be suitable for use by more than one person or be used in quantities
- Designs can be idea-led, technology-led, market-led, demand-led or design-led

Purpose of studying Design and Technology:

- Acquire understanding and expertise through the process of design and construction
- Awareness of society's technological development and its impact on the environment and society
- Opportunity to use a wide range of materials and equipment
- Help develop a logical thought process and develop senses
- Develop the ability to retrieve information and make critical value judgements

This subject focuses on the study of technology through design. It provides opportunities for students to:

1. Develop an understanding of a range of technological activities and their applications to the personal, commercial and industrial areas
2. Develop confidence and competence in the use of technological resources and processes
3. Design and construct solutions to given design briefs
4. Develop an awareness and appreciation of the impact of design and technology on the quality of life
5. Develop environmental and social responsibility in design and the use of technology

Due to the facilities available in this school, the main materials used are Timber and Plastics in the construction of various projects such as Chess Boards / Multi-game Cabinet and Side tables. The non-practical component involves traditional and computer aided drawings of the project, management techniques and the use of application software in designing and representing the major project.

Those students who do well in this area of study may apply for a position in the Year 10 elective course called Computing Technology & Mechatronics. This course involves the use of robotics to solve human problems, and the programming involved in the manipulation of these robots to achieve these goals. The second course offered in Computing Technology is UX/UI & Game Development, where students learn to create computing games using UX/UI principles, where students will gain an understanding of the computational, design and system thinking used in creating games and simulations.

General Description

Drama in Stage 5 is a practical and experiential subject involving devised and scripted theatre. Students read and perform excerpts from published plays in addition to developing skills for self-devised scenes and playbuilding. For these theatrical forms, students learn performance skills using acting, voice and movement. Students learn improvisation to create original group-devised performances. They write and perform their own scripts using different theatrical forms and conventions and engage with scripts from classic and contemporary plays. Students develop skills in collaboration and teamwork through playbuilding and creating group-devised performances. They cultivate individual strengths and gain confidence through performance, script-writing and design tasks. Students improve their writing through maintaining journal entries in a logbook and increase their awareness of drama in the Australian and international contexts by attending theatre performances, including visits to Belvoir Theatre, and the Seymour Centre for the annual OnStage HSC Drama showcase.

Topics to be studied***Elements of Drama***

Theoretical and practical exploration of the aspects of theatre and performance: tension, focus, space, role, contrast, symbol and mood.

Improvisation

The skill of spontaneous performance develops students' instincts for creating theatre that makes an impact on an audience through structured performance games, dialogue exercises and scene development. Improvisation is a fun and dynamic way to begin the Year 9 Drama course.

Playbuilding

Students learn how to devise group performances based on either a narrative or performance style format and work in groups to create short performances based on these models.

Performance Styles and History of Theatre

A practical introduction to performance styles and conventions combined with research and practical exploration of a range of historical and living theatre movements: Ritual, Ancient Greek drama, Commedia dell'arte, Melodrama, Comedy, Realism and Australian Drama.

Script Writing and Producing a play

Students are given the opportunity of writing a script, casting, directing and designing it through the rehearsal process to final production.

All students can benefit from the skills-building activities practised in Drama. The course provides a structured approach through which students can interact with others and build their communication skills, confidence and self-esteem. Drama can give them the confidence to contribute to class discussions and give oral presentations. It provides an opportunity for students to channel their creativity and energy into goal-focused performance tasks.

Pathways

Opportunities abound for Drama students to audition for roles in co-productions and musicals with Sydney Girls High School, and to enter Theatre Sports competitions during Years 9 and 10, participating in our weekly Theatre Sports training sessions.

Assessment – assignments, performances and projects

Students are assessed in both a formative and summative format through practical and written work. Performance skills are assessed individually also within the context of a group performance. Groups are assessed on their process, rehearsals and final performance. Students reflect on their learning in their logbooks. They are assessed individually on journal entries in their logbooks, research and writing tasks in a range of forms such as reviews. There is a balance between theory and practical tasks so that students who enjoy developing their performance skills are rewarded for their experiential learning.

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure applications. They engage in both manual and computer-based 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 will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills to:

1. Interpret, design, produce and evaluate a variety of Engineering and Architectural presentations using a range of manual and computer-based media and techniques
2. Use Engineering and Architectural conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based assignments
3. Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information
4. Appreciate the nature and scope of Engineering and Architecture in industry and the relationships between this technology, the individual, society and the environment

In the Architectural drawing component, students will:

1. Appreciate the influence of site, environment, materials, function, form and style on house design
2. Design floor plans and conceptual drawings of an 'Eco Friendly' house
3. Design plans for a warehouse conversion into a residential dwelling
4. Understand that architects create a variety of types of drawings when designing buildings

Those students who do well in this area of study may apply for a position in the Year 10 elective course called Computing Technology & Mechatronics. This course involves the use of robotics to solve human problems, and the programming involved in the manipulation of these robots to achieve these goals. The second course offered in Computing Technology is UX/UI & Game Development, where students learn to create computing games using UX/UI principles, where students will gain an understanding of the computational, design and system thinking used in creating games and simulations.

Languages (*Modern and Classical*)

The four modern languages and two classical languages offered at our school are **Chinese (*Mandarin*)**, **French**, **German**, **Japanese**, **Latin** and **Classical Greek**.

Modern Languages Contact: *French* – Ms J Cook, *German* – Mr F Xia,
Japanese – Mr T Zheng, Ms R Fong,
Chinese – Ms W Zhang, Mr T Zheng, Ms R Fong

Classical Languages Contact: *Latin* – Ms D Burrow & Ms D Matsos,
Classical Greek – Mr D Burrow

Modern Languages

In a world where foreign language skills are increasingly valuable, even essential in many high level careers ranging from the arts through economics to the sciences, students at Sydney Boys High School should not miss the opportunity of continued language study.

Studying an additional language strengthens students' communication skills, deepens cultural awareness, and opens up future academic and career pathways in a globalised world. Whether it's connecting with family heritage through Chinese, exploring pop culture in Japanese, engaging with technology and engineering in German, or appreciating art and fashion in French, language learning brings the world closer. By the end of Stage 5, students are expected to engage in sustained interactions, interpret and respond to a range of texts, and produce original writing for different purposes and audiences.

To support students with different backgrounds and ability levels, Chinese is usually offered in two class streams in Year 9 and continuing into Year 10 (*subject to enrolment numbers*). New students will sit a placement test to determine the most appropriate class.

Classical Languages

Classical Languages provide students with access to the intellectual, cultural, and linguistic foundations of Western civilisation. At Sydney Boys High School, students can continue their study of Latin and Classical Greek as Stage 5 electives, combining language learning with exploration of ancient history, philosophy, and literature.

In Latin, students work through The **Cambridge Latin Course Books III–V** across Years 9 and 10. They learn increasingly complex language structures and begin reading authentic texts by authors such as **Cicero** and **Virgil**, developing both linguistic precision and a deeper understanding of Roman society, politics, and culture.

In Classical Greek, students begin engaging with original literary texts including mythological narratives such as Apollodorus' Library and Hercules and His Labours. They explore key elements of Classical Greek civilisation while building analytical and interpretive skills through the study of advanced grammar and authentic texts.

By the end of Stage 5, students will have gained a solid foundation in both the language and cultural legacy of the ancient world, supporting their further studies in Classics and enhancing their understanding of Western traditions and thought.

Enrichment Opportunities

A range of enrichment opportunities is offered to Stage 5 language students, including the Languages Camp, overseas tours, the National Chinese Eisteddfod, the National Latin Exam, and the National Classical Greek Exam.

Language Continuers (Accelerated)

Individual students may apply to accelerate in languages at the discretion of the Head Teacher Languages and the teacher of the target language. Selected students must complete both the Year 9 and Year 10 courses while in Year 9 and then commence the Preliminary Continuers course in Year 10

NSW School of Languages

New students who wish to enrol in a language course should contact Mr Zheng in Term 4 2025, to confirm the formation of Year 9 language classes for 2026. In the rare case that a specific language class is not formed for 2026, students can apply to study the language through the NSW School of Languages (NSL). Early registration is required by the NSL.

Music and Music Advanced

Contact: Ms S Lim

The process of music education contributes to the total development of the student because, as an art form, music provides a medium through which students can express the relationship between feelings, the intellect and the imagination.

Students are provided with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role for students.

The mandatory topic is Australian music - a broad field which includes any of the following:

- Music for radio, film, television and multimedia
- Traditional and contemporary music of Aborigines
- Art music
- Jazz
- Popular music
- Impact of technology
- Role of improvisation

Two elective topics are chosen from each of the groups below:

Group 1	Group 2
<ul style="list-style-type: none">• Baroque music	<ul style="list-style-type: none">• Popular music
<ul style="list-style-type: none">• Classical music	<ul style="list-style-type: none">• Jazz
<ul style="list-style-type: none">• 19th century music	<ul style="list-style-type: none">• Music for radio, film, television and multimedia
<ul style="list-style-type: none">• Medieval music	<ul style="list-style-type: none">• Theatre music
<ul style="list-style-type: none">• Renaissance music	<ul style="list-style-type: none">• Music of a culture (<i>different from Group 1</i>)
<ul style="list-style-type: none">• Music of a culture	<ul style="list-style-type: none">• Music for small ensembles (<i>Group 2</i>)
<ul style="list-style-type: none">• Art music of the 20th and 21st century	<ul style="list-style-type: none">• Music for large ensembles (<i>Group 2</i>)
<ul style="list-style-type: none">• Music for small ensembles (<i>Group 1</i>)	<ul style="list-style-type: none">• Rock music
<ul style="list-style-type: none">• Music for large ensembles (<i>Group 1</i>)	<ul style="list-style-type: none">• Music and technology

All music students take instrumental/vocal lessons, and play/sing in at least one of the school's music ensembles, which cater for the gifted and talented. Music promotes social development, cultural awareness, personal resilience and self-discipline.

Students will be taught to use a range of technology available to them in the classroom for composing, performing, notating and reproducing music.

This curriculum provides students with a wide sphere of skills which leads to a pathway into many career options e.g. performance and composition at many levels:

- Film industry
- Recording companies
- Advertising
- Theatre
- Community welfare
- Music education

Students in the Music (Advanced) class will complete the stage 5 course in Year 9 and will commence the Preliminary HSC music course in Year 10.

Pre-requisites for music acceleration into Preliminary course:

- Students must meet academic requirements set by the Principal, including a rank in the Top 75 in Year 9
- Year 9 yearly music results must be a minimum of distinction achievement
- Students are expected to be in at least **ONE** music ensemble

Photographic and Digital Media Course 1: Introduction to Camera Craft and Film Making

Available to Year 9 and 10 students picking up Photographic and Digital Media for the first time

Photographic and Digital Media plays a significant role in the curriculum. It provides specialised learning opportunities for students to understand and explore the nature of film making and digital media, recognised fields of artistic practice, conceptual knowledge and technological procedures. The course allows a smooth transition of Photographic and Digital Media students into Visual Arts in Years 11 and 12. There is also an obvious advantage for students considering film as a major project in English Extension 2 or Drama.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate film and digital media in great depth and breadth. Students work with Adobe Premiere Pro, After Effects, and Audition.

The **film making** aspect of the course aims to give students an understanding of and practical experience in film-making, and in the vocation surrounding it. It also aims to give students an in-depth knowledge of a specific area of short film-making through workshopping, coursework and research projects.

Students will be assessed on their ability to take part in each of the roles required in the process of producing the class's own short films. Working as part of a crew, each student will develop skills essential within film making. These skills will involve:

- Principles of Script writing
- Visualising the Script
- Directing Actors
- Production Management
- Production Design
- Sequencing
- Sound Design
- Cinematography: Camera and Lighting Techniques
- Digital Cinematography
- Editing Principles
- Producing, Film Business, Marketing & Distribution
- Film Criticism
- Digital/Visual Effects

Potential student film projects include an autobiography, movie trailer, a surrealist film and Flickerfest Festival film. Assessment will be based on practical project work, topic quizzes, film analysis and reviews, research tasks and participation.

Students' filmic knowledge will become increasingly deep and comprehensive, multifaceted, more confident and insightful. The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

Students are encouraged to enter work into film competitions such as Waverly Youth Art Prize, Woollahra Film and Art Prize, V Fest and Flickerfest. We have had a great deal of success in these events with students work screened at the Flickerfest at Bondi.

While Photographic and Digital Media does not continue in Year 11 and 12 at SBHS, students interested in pursuing a career in the Film/television industry, graphics, web design, photography etc, are advised to continue in Visual Arts in Years 11 and 12. The syllabus shares identical terminology, structure, and concepts. HSC Visual Arts expressive forms include Time Based and Photomedia. Year 12 Visual Arts students have produced Band 6 films after experiencing the Stage 5 Film course.

Students will need to have a portable Hard Drive – preferably LaCie Rugged Mini 1TB

Photographic and Digital Media Course 2: Film Making Advanced

Available ONLY to Year 10 students who have completed Photographic and Digital Media Course 1: Introduction to Cameral Craft and Film Making in Year 9

This Year 10 Extension course encourages students to deepen their knowledge in filmmaking and digital media. Group and individual projects are undertaken, which explore subjective, cultural and structural values and beliefs. The four short films they will create encourage cross-curricular themed projects to enrich understanding of course content and concepts in other Year 10 subjects.

During the production of all films, students work in teams and alternate their crew roles between director, scriptwriter, cameraperson, sound manager and editor. They extend their understanding of editing in Adobe After Effects and Premiere Pro. Professionally formatted film scripts, shot lists and storyboards are written for each project.

Students will need to have a portable Hard Drive – preferably LaCie Rugged Mini 1TB



Visual Arts

Contact: Ms J May

The Visual Arts Stage 5 course offers students an exciting opportunity to continue experiencing and mastering a wide variety of art forms from painting to digital, sculpture to film. Visual Arts develops a student's creativity, intellectual and practical autonomy, reflective action, empathy, critical judgement and understanding. 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. It is vital for students to develop a sensory awareness, powers of visual expression and communication, an understanding of visual traditions and the potential to think and act creatively. Visual Arts provides a valuable background for all students contemplating any career where acute observation, critical analysis, brain-hand-eye co-ordination/dexterity and creative problem-solving are necessary.

The skills and knowledge taught and the values formed in Visual Arts will benefit those seeking a future in art and design-related industries and will also prepare students for vocational fields such as journalism, sociology, law, medicine and dentistry, by providing opportunities to develop their social and cultural awareness, observation skills, empathy and mental/manual dexterity. Students with a background in Visual Arts may have an advantage in other curriculum areas such as History and English.

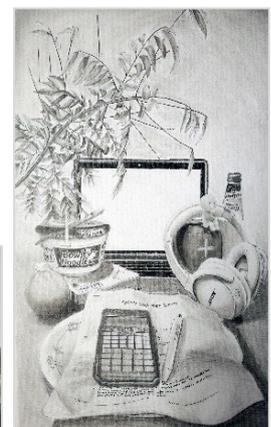
There are two components to the Visual Arts course: practical, historical and critical.

Art Study incorporates Historical Traditions, Theory of Practice and Critical Study.

Practical activities are integrated with historical (*encouraging an understanding of the social cultural significance*) and critical study (*which develops the student's ability to respond to and appreciate works of art*).

Students will have the opportunity in Art Practice to explore:

- Digital imaging
- Painting
- Printmaking
- Drawing
- Sculpture
- Applied design
- Ceramics
- Film
- Cartooning
- Animation
- Installation
- Site specific art
- Studio photography



Elective Visual Arts students participate in master classes with practising artists and attend a three-day Year 10-11 Art Camp at Arthur Boyd's studio in Bundanon. There will be frequent opportunities for students to visit galleries and events. We encourage students to take opportunities offered to them by other institutions such as National Art School.

Students are able to pick up Visual Arts in Year 10 and will join other students continuing from Year 9.

This course provides students with opportunities to explore and understand the nature of good design practice, conceptual knowledge, technology, the role of the artist as designer and the value and meaning of visual design artworks in society and the role of the audience as consumer in these contexts.

Students will develop intellectual and practical autonomy, critical judgement, reflective actions and understanding of the field of Visual Design in the making and historical and critical interpretations of Visual Design artworks.

The Visual Design syllabus offers students a broad range of opportunities to develop particular and personal interests and to be life-long learners.

The knowledge, understanding, skills and values gained from the Visual Design Years 9-10 Syllabus assists students in building conceptual, practical and critical skills. These skills are highly regarded in relation to future employment as they demonstrate the ability of students to problem solve, manage a project (*sometimes in a group setting*), critically evaluate their performance, articulate ideas, negotiate with a client and follow through on projects over an extended period of time.

Students will be given a series of design briefs:

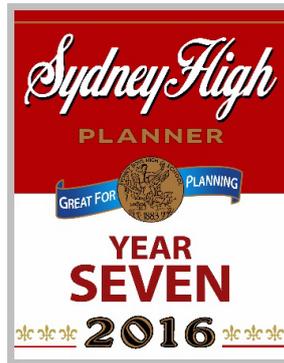
<p>2026 Design Briefs (Years 9 and 10)</p> <ul style="list-style-type: none"> • Graphic Design – School Values Poster design using Illustrator and PhotoShop • Interior Object Design – laser cutting design and lighting product • Ceramics 	<p>2027 Design Briefs (Years 9 and 10)</p> <ul style="list-style-type: none"> • Graphic Design – School Values Poster design using Illustrator and PhotoShop • Textile Printing – product design • Skate Deck and Street Culture – street art inspiration
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Students will be able to:

- Appreciate and apply design principles such as balance, rhythm, form in their own work and that of other designers
- Develop a critical and aesthetic eye through the study of architectural and design works
- Master model making and architectural drawing such as perspective drawings, site plans, floor plans
- Understand and practice design principles by working to a client’s design brief and justifying design concepts to this client
- Appreciate the development of architectural and design styles through history

Year 10 Visual Design and Art students may be invited to attend a three-day camp at Arthur Boyd’s Bundanon, depending on numbers.

In Years 11 and 12, students interested in pursuing a design-oriented career such as architecture, landscape design, graphics, town planning and some fields of engineering are able to continue in Visual Arts in Years 11 and 12. The syllabus shares identical terminology, structure and concepts and students can choose Designed Objects as an expressive form in HSC Visual Arts. Visual Arts is a recommended or preferred subject for architecture in several tertiary institutions.



Students are able to pick up Visual Design in Year 10 and will join other students continuing from Year 9.