



# O'Connor Catholic College

**The Fruit of the Spirit is Love**

## Curriculum Handbook Stage 5

**Year 9 (2018) – Year 10 (2019)**

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# Introduction

The purpose of this booklet is to inform students and parents/ caregivers about the curriculum studied in Stage 5 (Year 9 & 10). It also provides information for students and parents about elective subjects on offer for Year 9 & 10, 2018/2019.

Please do not hesitate to contact any of the teaching staff listed below if you require additional information regarding any aspect of Stage 5 study.

Principal	Regina Menz
Assistant Principal	Simon Fleming

## Leaders of Learning

Religious Education	Damian Roff
English	Sue McLeod
Mathematics	Stephen Chapman
Science	Mitchell Smidt
Human Society & Its Environment	Ellen Newberry
Technology & Applied Science	Glenn Watson
Creative & Performing Arts	Jenny Roff
Personal Development, Health & Physical Education	Ruth Patrick

# Record of Student Achievement (RoSA)

## A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [Students Online](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

## Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA
- Complied with all requirements imposed by the Minister or the Board
- Completed Year 10.

## School Attendance

- The New Educational Standard Authority (NESA) does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

Note: NESA – NSW Education Standards Authority formally Board of Studies.

### Mandatory curriculum requirements

Students are required to complete the following mandatory curriculum for the RoSA:

<b>English</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
<b>Languages Other than English</b>	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies</b>	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
<b>Creative Arts</b>	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

# Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote *Refer to Vocational Documentation*.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*.

(Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA.)

## Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

- A Profile of Student Achievement is printed and issued by BOSTES to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can access a record of outcomes achieved via [Students Online](#).
- Teachers are required to indicate outcomes achieved by students in Years 10, 11 and 12 for each course based on Life Skills outcomes and content through [Schools Online](#).
- When entering information, teachers can select from two options:
  1. Achieved – for outcomes achieved independently or with adjustments required for demonstration on the same basis as their peers.
  2. Achieved with support – for outcomes achieved with additional support, such as visual or verbal prompts.

Outcomes that have not been addressed in the teaching and learning program or that the student has not achieved will remain indicated as 'Not applicable'.

## 'N' Determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

A principal with appropriate delegation by NESAs may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA. The principal is required to notify NESAs of any such redemption and eligibility for the RoSA.

## Curriculum Structure

All students in NSW must complete a course of studies over Years 9 and 10, which includes;

- 200 hours of English
- 200 hours of Mathematics
- 200 hours of Science
- 100 hours of Australian Geography
- 100 hours of Australian History
- 150 hours of PDHPE

# Electives

In order to give students the opportunity to pursue areas of special interest and to explore new challenges, the College is offering an elective program where students can develop skills and knowledge over Years 9 and 10 in a particular subject area.

Students may select to do 100 hour courses or a combination of 200 hour and 100 hour courses across years 9 and 10. A 100 hour course reflects 1 year of study. At O'Connor we believe in students having a broad educational experience, thus we have decided to offer 100 hour courses across years 9 and 10. We also respect those students who have a particular aptitude and interest in a subject and wants to pursue this experience over years 9 and 10.

Students in Year 8 will be presented with information on each elective offering over the next 2 weeks. Enclosed in this booklet you will also find information about each elective subject.

## Assessment

### **Internal Grades**

As part of the Record of School Achievement, all students will receive a grade for each subject, whether mandatory, RE or an elective. This grade is based on state-wide syllabus standards and assesses how each student has demonstrated the knowledge, skills and understanding required for each subject throughout the two years of study. The specific syllabus for each subject outlines the standards and criteria, which indicate student achievement at a particular level.

Note: A non RoSA elective would not receive a grade. This would be a school based course rather than one followed by the NESAsyllabus.

# Stage 5 Curriculum Handbook

Subject selection for Years 9 and 10 requires careful consideration of each student's abilities and interests. Communication between all concerned parties (students, parents and the school) is vital.

This booklet is designed to assist students and their parents in the selection process by describing the requirements for the NSW Record of School Achievement (RoSA).

It also outlines some of the essential features of study at this college, including homework, revision and assessment requirements. In particular, it includes a description of each course offered by the college for 2018-2019.

The College's curriculum offerings at Stage 5 level include subjects that are broad in their scope and which provide a suitable foundation for Stage 6 study (Years 11 and 12). The range of elective courses enables students to develop patterns of study that are best suited to their interests, abilities and future needs.

Although each student's choice of Stage 5 subjects should be made with at least some consideration of future studies and possible career paths, it is unrealistic for students in Year 8 to make subject choices for Years 9 and 10 based solely on these criteria. Rather, students need to choose their subjects based on their interests, motivation and ability.

# Key Learning Areas (KLAs)

The NSW K-12 Curriculum is organised in Key Learning Areas. In Years 7-12, these are as follows:

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages
- Creative Arts
- Technological and Applied Studies
- Personal Development, Health and Physical Education

NSW Record of School Achievement (RoSA) candidates must study subjects from seven of the eight KLAs. Five KLAs must be studied in each of the Years 7-10 (Stages 4–5). These are:

- English
- Mathematics
- Science
- Human Society and its Environment
- Personal Development, Health and Physical Education

In addition, students at O'Connor Catholic College study 100 hours of Religion in each year 7-10.

The remaining three KLAs, Technological and Applied Studies, Languages and Creative Arts will be studied initially during Years 7 and 8 with further elective study available during Years 9 and 10. Greater scope for elective study in the Human Society and its Environment KLA is also introduced in Years 9 and 10.

The NSW Educational Standard Authority (NESA) website contains useful information about these RoSA courses (including syllabus statements) and also publishes bulletins relating to the RoSA and the HSC.

# Homework

All students need to regularly revise their work and practise the skills appropriate to each subject studied. A cyclic process of review and note making is encouraged in which students:

- Read through the material covered each week for each subject (as appropriate).
- Make summary notes of that material, complete problems and/or revise related skills.
- Develop a revision folder in which their summaries, tests, revision exercises and related materials for subjects are kept for future reference.
- Set aside time each week for reviewing material from the previous month.
- Students should use their summaries and refer to their class notes and texts wherever necessary. This helps to keep skills and knowledge current and increases the depth of their knowledge.

It is important that students take responsibility for their own learning. The development of sound homework habits and effective revision methods will greatly assist students in achieving their academic goals. The skills learned by following the methods outlined above will also serve as a sound foundation for the rigours of future study.

In this regard, teachers are available to provide advice to students and will assist with developing skills required for the development of suitable study methods.

Students must develop the habit of commencing all assessment or homework tasks in the week they are given the tasks so that they have time to complete them to the best of their ability.

Students should not delay starting assessment tasks or put them off until the last few days before they fall due. If an assessment task is confusing or needs clarification students should discuss it with the class teacher.

Starting assignments early, seeking clarification and thorough research are techniques that will be invaluable for successful study in Stage 5 through to Year 12 and beyond.

A detailed description of our homework policy can be found on our College website.

# Plagiarism

It is very important that students learn to use source material responsibly. The use of another person's ideas and written material as if it is your own original work is unacceptable in school assessment tasks. This includes information taken from books, encyclopaedias, magazines, the internet and other resources. Proven cases of plagiarism will be construed as cheating. According to the discretion of the class teacher/Leader of Learning or curriculum coordinator, any work containing plagiarism will be attributed zero marks and students may be required to complete an alternative task.

All sources of information must be correctly acknowledged and referenced in a bibliography included at the end of each assignment. If students are unsure how to avoid plagiarism or how to write a bibliography there are guidelines available on the College website.

## NSW Record of School Achievement (RoSA)

### RoSA Assessment

The NSW Educational Standard Authority (NESA) requires schools to submit assessment grades (A, B, C, D, E) in all subjects studied in Stage 5. These grades are awarded by the school and are based on student achievement as measured against performance descriptors in each course.

The purpose of assessments is to provide a final measure of achievement in each of your Year 10 subjects. These assessments are based on multiple measures and observations made throughout Stage 5. Measuring achievement at points during a course can provide a better indication of achievement than a single, final examination. It increases the accuracy of the overall assessment of ability in each course by using a variety of assessment tasks and methods relevant to each subject. It caters for those knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. practical, research or fieldwork skills). This broadens the base of the assessment.

### RoSA Grading System

The NESA 'course performance descriptors' are used to measure student achievement on school assessment tasks, compared to a set of predefined (NESA) standards of student achievement. These grades are summarised as A, B, C, D, E or N. Students may appeal against 'N' awards. Such appeals may only be made on the grounds that the grade awarded is not consistent with the progressive reporting. The marks awarded for individual tasks will not be subject to review.

A RoSA will only be printed by the NESA when a student exits formal education after the completion of Year 10 and prior to the completion of the HSC.

The RoSA will record the student's results in each subject completed and list those subjects the student has been enrolled in but may not have completed yet.

# Students Undertaking Courses Based on Life Skills Outcomes and Content

If a student is undertaking one or more courses based on Life Skills outcomes and content and meets NESA requirements, he/she will be awarded the NSW Record of School Achievement. The Record of Achievement will list all courses satisfactorily completed, including courses based on Life Skills outcomes and content.

## Subject Descriptions

The following pages provide subject descriptions for the O'Connor Catholic College compulsory and elective subjects undertaken in Years 9 and 10. The compulsory subject descriptions are listed first, followed by the elective subjects in alphabetical order.

# Core Subject Information

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## Religious Education

### **Aims**

Each student is encouraged to develop a personal 'owned faith' appropriate to his or her particular stage of development. This is approached through experiences in a serving and caring community and participation in reflection days and liturgies. In formal lessons, students are invited to deepen their understanding and appreciation of commitment to the Christian message through a program which includes the development of knowledge, skills, attitudes and values.

### **Content**

The formal RE programme for years 9 and 10 is based on the Sydney guidelines for Religious Education approved by the Diocese of Armidale 'Faithful to God, Faithful to People'. The units of work build on each other and the work done in previous years in an attempt to develop an understanding of the five major areas of scripture and Jesus, Church, Community, God, Religion and Life, Prayer, Liturgy and Sacraments and Morality and Justice. Each student has access to the textbook "To Know Worship and Love" which has been written specifically for this Religious Education Course.

### **Year 9 Course**

#### **Theme 1: Sacraments of Healing**

**Aim:** To examine the importance of the Sacraments of Penance and Anointing of the sick in the Catholic Tradition and to see the need for reconciliation and healing as unifying forces for our community.

#### **Theme 2: Literary Forms in the scriptures**

**Aim:** To allow students to recognise the types of writings contained in the Old and New Testament and to appreciate the breadth and nature of the scriptures and the objectives of their writers.

#### **Theme 3: Ten Commandments and Beatitudes**

**Aim:** To demonstrate and apply the teachings of the Ten Commandments and the Beatitudes as guides for living the Christian Life.

#### **Theme 4: Mary**

**Aim:** To enable students to analyse and outline developments in traditions and prayers relating to Mary and to respect her role in the life of the Catholic Church.

#### **Theme 5: Images of Good and Evil**

**Aim:** To enable students to recognise the images in our society and through an analysis of music media and film to highlight a contrast of good and evil.

#### **Theme 6: Key Church Teachings**

**Aim:** To help students to identify and appreciate the relevance of the Key Teachings of the Catholic Church.

**Theme 7: Old Testament – selected Texts**

**Aim:** Through an analysis of the themes and messages of the Pentateuch, prophets and wisdom literature to allow students to see the scriptures as a source of wisdom and religious interpretation of Israel's history

**Theme 8: Australian Church History**

**Aim:** To consider the Church's journey in history and to appreciate its relevance to the life and mission of the Church today.

**Year 10 Course****Theme 1: Personal Moral Responsibility**

**Aim:** To enable students to identify ways in which individuals develop personal responsibility and moral maturity and to appreciate the need for personal moral conviction.

**Theme 2: The Church History**

**Aim:** To consider the Church's journey in history and to appreciate its relevance to the life and mission of the Church today.

**Theme 3: Major Christian Denominations**

**Aim:** To enable students to identify and compare the beliefs and practices of the major Christian denominations and to appreciate what Christians share in common and quest for Christian unity.

**Theme 4: Working for Justice in Australia**

**Aim:** Through an investigation of contemporary examples of individuals and movements working for justice, to empower students to critique the value system of contemporary Australian Society and to value their own potential to be involved in promoting justice.

**Theme 5: A Synoptic Gospel**

**Aim:** To make a study of a Gospel Tradition, to identify the main elements of the portrayal of Jesus and to apply Gospel themes to a variety of modern day situations.

**Theme 6: Eucharist**

**Aim:** To enable students to analyse the meaning and significance of the Eucharist and its place as the central focus of worship for Catholics.

**Theme 7: Ancient Indigenous Peoples and Religions**

**Aim:** To distinguish between the various components of the religion with regard to belief systems and spirituality of some of the world's indigenous people including Australian Aborigines.

## Assessment

Assessment is ongoing and will be based on levels of understanding of course content. A range of tasks will be used.

# English

## **New NSW K–10 syllabus for the Australian Curriculum Implementation from Year 7 and Year 9 2014 and Year 8 and Year 10 2015**

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the NESA developed English syllabus substantially in each of Years 7–10, and
- complete at least 400 hours of English study by the end of Year 10.

### **Course Description**

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

### **What will students learn?**

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world and reflect on their learning in English.

### Particular course requirements

The study of English in Years 7-10 involves the following text requirements:

<b>Stage 4</b>	<b>Stage 5</b>
<b>Fiction</b> – at least two works	<b>Fiction</b> - at least two works
<b>Poetry</b> – a wide range of types of poems	<b>Poetry</b> – a variety drawn from different anthologies and/or study of one or two poets
<b>Film</b> – at least two works	<b>Film</b> – at least two works
<b>Non Fiction</b> – at least two works	<b>Non Fiction</b> – at least two works
<b>Drama</b> – at least two works	<b>Drama</b> – at least two works

In Stage 5, the selection of text must give students experience of Shakespearean Drama.

### Record of School Achievement

Students who have met the mandatory study requirements for English during Years 7 -10 will receive a grade for English for the Record of School Achievement. (RoSA)

Further information about the Record of School Achievement can be found on the RoSA website.

# Mathematics

## **New NSW K-10 syllabus for the Australian Curriculum Implementation from Year 7 and Year 9 2014 and Year 8 and Year 10 2015**

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- Study the Board developed Mathematics syllabus substantially in each of Years 7–10.
- Complete at least 400 hours of Mathematics study by the end of Year 10.

### **Course Description**

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

What will students learn? Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning. They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

### **Record of School Achievement**

Students who have met the mandatory study requirements for Mathematics during Years 7–10 will receive a grade for Mathematics for the Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the RoSA website.

# Science

## **New NSW K–10 syllabus for the Australian curriculum Implementation from Years 7 and 9 2014 and Years 8 and 10 2015**

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed Science syllabus substantially in each of Years 7–10, and
- complete at least 400 hours of Science study by the end of Year 10.

### **Course Description**

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

### **What will students learn?**

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

### **Particular Course Requirements**

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

### **Record of School Achievement**

Students who have met the mandatory study requirements for Science during Years 7–10 will receive a grade for Science for the Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the RoSA website.

# Geography (Mandatory)

The Geography (Mandatory) course requires students to complete:

- 100 hours of Global Geography in Stage 4
- 100 hours of Australian Geography in Stage 5

This is a requirement for eligibility for the award of the Record of School Achievement. Civics and citizenship learning is an essential feature of the Years 7–10 Geography Syllabus.

## Course Description

Geography allows students to develop an understanding of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there.
- the ecological dimension – how humans interact with environments.

## What will students learn about?

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and different perspectives about the issues; and develop an understanding of civics and appropriate methods of citizenship for individual and group responses to these issues.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

## What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

## Course Requirements

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

## Record of School Achievement

Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

# History (Mandatory)

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the NESA developed History syllabus substantially for each of Years 7–10
- complete 100 hours of History in Stage 4 and 100 hours of History in Stage 5.

## **Course Description**

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

## **What will students learn?**

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study.

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives and interpretations to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

## **Particular Course Requirements**

All students must complete a site study in Stage 4 and in Stage 5.

## **Record of School Achievement**

Students who have met the mandatory study requirements for History during Years 7–10 will receive a grade for History for the Record of School Achievement. Further information can be found on the RoSA website.

# Personal Development, Health and Physical Education (Mandatory)

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement. (RoSA)

## **Course Description**

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

## **What will students learn about?**

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

## **What will students learn to do?**

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem solving, decision-making, planning and moving.

## **Record of School Achievement**

Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student's Record of School Achievement.

# Elective Subject Information

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## Agricultural Technology

Agricultural Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

### **Course Description**

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

### **What will students learn about?**

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

### **What will students learn to do?**

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

### **Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Agricultural Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Child Studies

Child Studies Content Endorsed Course (CEC) Years 7–10 is an elective course that may be studied in Stage 5 for 100 or 200 hours for the Record of School Achievement. While the syllabus can be taught at any time in Years 7–10, its outcomes and content have been designed at a Stage 5 standard.

## **Course description**

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

## **What will students learn about?**

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules should be between 15 and 30 hours duration.

The syllabus modules are:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

## **What will students learn to do?**

Throughout the course students will develop skills that enhance their ability to:

- Support a child's development from pre-conception through to and including the early years
- Positively influence the growth, development and wellbeing of children
- Consider the external factors that support the growth, development and wellbeing of children
- Research, communicate and evaluate issues related to child development.

## **Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Child Studies CEC Years 7–10 during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Commerce

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

## **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, 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.

## **What will students learn about?**

Students undertaking a 100-hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and one option.

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options.

Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

## **What will students learn to do?**

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. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

## **Record of School Achievement**

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 School Achievement.

# Dance and Film Technology

Dance is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

## **Course Description**

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

## **What will students learn about?**

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

## **What will students learn to do?**

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

## **Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Design and Technology

Design and Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

## **Course Description**

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

## **What will students learn about?**

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

## **What will students learn to do?**

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

## **Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Drama

Drama is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

## **Course Description**

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

## **What will students learn about?**

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

## **What will students learn to do?**

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

## **Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Food Technology

Food Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

## Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

## What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

## What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

## Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Geography (Elective)

Geography (Elective) is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

## Course Description

The Geography (Elective) course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

Students may undertake either 100 hours or 200 hours in Geography (Elective).

## What will students learn about?

Geography (Elective) enables students to learn more about:

- the geographical processes that form and transform environments and communities
- the importance of the world's environments and issues associated with them
- human activities at a range of scales
- contemporary world events and issues in terms of their spatial and ecological dimensions
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- being an informed and active citizen.

## What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

## Course Requirements

In a 100-hour Geography (Elective) course students must study at least three of the eight focus areas. In a 200-hour Geography (Elective) course they will study at least five of the eight focus areas.

## Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Geography (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Graphics Technology

Graphics Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

## Course Description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

## What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration.

## What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

## Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Graphics Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Big History (Elective)

Big History, Stage 5, 100 hours

## What is Big History?

Big History examines our past, explains our present, and imagines our future. It's a story about us. An idea that arose from a desire to go beyond specialised and self-contained fields of study to grasp history as a whole. It is designed for anyone seeking answers to the big questions about the history of our Universe.

The Big History Project is a joint effort between teachers, scholars, scientists, and their supporters to bring a multi-disciplinary approach to knowledge to lifelong learners around the world. At O'Connor we are offering Big History as a possible elective in Year 9. Starting from 2018 Year 9's only option to study history will be the Big History course. The course will build upon the learning across the curriculum content and the general capabilities priorities from the NSW Board of Studies syllabus documents for the Australian Curriculum that encompass the knowledge, skills, attitudes and behaviors to assist students to live and work successfully in the 21st century.

Students undertaking the proposed course will achieve a deepening of their understanding and knowledge of the numerous philosophical, scientific and historical approaches to investigating their relationship to the universe and understanding their place within it. They will also have the opportunity to develop a critical approach to investigating claims of knowledge and sources of information.

## Course Structure Overview

Module	Title	Hours
1	What do we know and how do we know it?	20
2	Where do we come from?	20
3	What makes us human?	20
4	How have humans changed things?	20
5	Where are we now and where are we heading?	20
	Total CORE hours	100

## Big History - Module Descriptions

Module 1 - **What do we know and how do we know it?** Hours: 20

In this module students will be exposed to ideas, and develop an understanding of concepts related to the study of epistemology. Students will be challenged to think about the different types of knowledge they encounter exploring processes of reasoning employed to decide whether to 'trust' claims of knowledge they encounter. Students will examine ways of knowing across a range of disciplines such as history, science and philosophy, as well as exploring how different groups of people across time represent differing claims of knowledge.

## Module 2 - **Where do we come from?** Hours: 20

In this module students will explore responses to the fundamental question, 'where do we come from?' within our universe. Students will explore the role of origin stories from a range of cultures in searching for answers to this enduring question. Students will be introduced to the concept of the universe and explore their place within that universe, investigating claims made, and the use of evidence to support those claims across a range of disciplines, including history, examining how we came to be in this current time and place.

## Module 3 - **What makes us human?** Hours: 20

In this module students will explore a range of ideas, claims of knowledge and types of evidence that address the question 'What makes us human'? Students will investigate existing claims of knowledge and create their own hypotheses to this question, to understand and appreciate the complex nature of this essential philosophical question.

## Module 4 - **How have humans changed things?** Hours: 20

In this module students will investigate claims of knowledge **and** philosophical questions relating to how the nature of our existence on this planet has changed the way we live and the environment we inhabit. Students will be asked to think actively and critically about how the relationship of human beings to each other and the world they live in has changed over time. Students will explore how the growing interconnections between peoples with differing world views and belief systems has shaped responses to enduring philosophical questions, and how this relates to issues students face today.

## Module 5 - **Where are we now and where are we heading?** Hours: 20

In this module students will reflect on claims of knowledge, evidence and hypotheses made throughout the preceding four modules of this course to critically assess contemporary and future relationships of human beings with each other, their environment and the universe. Students will revisit key philosophical questions explored in this course and apply them to the context of the world in which they currently live. Students will develop informed hypotheses about the future of human beings in the universe and pose their own philosophical questions relevant to their experiences now and in the future.

Further information about this course can be found at:

<https://school.bighistoryproject.com/bhplive>

# Industrial Technology

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

## Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students may undertake one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance. These include studies in:

- Automotive
- Building and Construction
- Ceramics
- Electronics
- Engineering
- Farm Maintenance
- Leather
- Metal
- Multimedia/Photography
- Polymers
- Timber

## What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

## What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

## Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. This may occur in up to two courses.

# Music

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The elective course can be studied for 100 or 200 hours in Stage 5.

## **Course Description**

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

## **What will students learn about?**

In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

## **What will students learn to do?**

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

The study of the concepts of music underpins the development of skills in performing, composing and listening.

## **Course Requirements**

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

## **Record of School Achievement**

Satisfactory completion of the mandatory Music course will be recorded on the student's Record of School Achievement.

Satisfactory completion of 100 or 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Physical Activity and Sports Studies

Physical Activity and Sports Studies (PASS) is an elective content endorsed course that may be studied for 100 or 200 hours for the Record of School Achievement. The syllabus can be taught at any time in Years 7–10 however, its outcomes and content have been designed at a Stage 5 standard.

## **Course Description**

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

## **What will students learn about?**

The course includes modules selected from each of the following three areas of study:

### Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

### Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

### Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

# STEM

This school developed Endorsed Course covers a number of modules in the fields of technology and engineering, they include; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and the Major Research Project. There are five compulsory modules.

## **Course Description**

To satisfy the requirements of the course students must undertake a range of inquiry-based learning activities, which occupy the majority of course, time. Inquiry-based learning assists students to actively pursue and use technological knowledge rather than experience it as pre-packaged and complete —to be accepted and practised. Thus in the course structure there are many points at which students raise questions and explore ideas.

In module 1 activities 'guided inquiry' strategies are used, but students are later encouraged to shape their own inquiry around questions that interest them, such as the Major Research.

The aim of the STEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

## **What will students learn about?**

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

STEM aims to reverse these lowered participation rates by inspiring and enabling secondary school students to appreciate the role and potential of science, technology, engineering and mathematics in the world in which they live, and to learn from their journey of technological inquiry, the essence of evidence-based critical thinking.

One of the aims of the STEM course is to increase the number of students studying physics, chemistry, engineering, design and technology, computing and mathematics subjects at the upper secondary school level. This is to be achieved through an integrative technology and engineering course structure, which give practical relevance to scientific and mathematical concepts.

## **Secondary aims of the STEM course include;**

Improve the level of technological and engineering literacy and understanding in the community.

Prepare students to engage with engineering ideas and be knowledgeable about the way engineers and technologists work.

Increase the number of students choosing science and engineering careers to address the shortage of science and engineering graduates.

Increase students' awareness of careers in STEM areas including trades.

Improve the quality of classroom teaching practices and enable teachers to develop confidence and skills that will assist them in delivering the Australian Curriculum.

Improve teaching quality through a cross-curriculum approach to programming and lesson delivery.

# Textiles Technology

Textiles Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

## Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

## What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Textile arts
- Non-apparel
- Costume

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

## What will students learn to do?

By examining the work of designers students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

## Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Textiles Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Visual Arts

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

## **Course Description**

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

## **What will students learn about?**

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks. Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

## **What will students learn to do?**

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary. They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

## **Course Requirements**

Students are required to produce a body of work and keep a Visual Arts diary.

## **Record of School Achievement**

Satisfactory completion of the mandatory Visual Arts course will be recorded on the student's Record of School Achievement. Satisfactory completion of 100 or 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Language – French

When students have completed the mandatory 100 hours' language study, they may continue the study of that language as an elective for the Record of School Achievement (RoSA) and/or choose to study another language.

## **Course Description**

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

## **What will students learn about in the study of a modern language?**

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages and systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

## **What will students learn to do in the study of a modern language?**

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.