



**CARDIFF HIGH SCHOOL**

**Years 9-10**

**Subject Descriptions**

**2022-2023**



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## INTRODUCTION

Welcome to Stage 5 study at Cardiff High School. Whether you know it or not, all the courses you have studied in Years 7 & 8 have been counting towards your Record of School Achievement (RoSA). All the courses so far have been mandatory.

Now you have the opportunity to select electives to study in your area of interest or expertise. You may want to pursue a career in some of these areas or are just interested in learning more to see if you want to pursue the subject in senior years of study.

*Choose your electives because you are interested, not because it is what your friends are doing.*

## TERMINOLOGY

**Terms you need to know:**

**Stage 5:** Years 9 and 10.

**100 hours:** 5 periods per cycle for 1 year. (Module 1)

**200 hours:** 5 periods per cycle for 2 years. (Module 1 + Module 2)

## NESA/BOSTES

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. During this transition some terminology currently makes reference to BOSTES while others will refer to NESA. We have endeavoured to use the terminology that was correct at the time of printing.

**Board Developed Subject:**

A subject for which NESA provides a syllabus.

**Module:** A course in any subject of 100 hours.

**Record of School Achievement - RoSA - NESA Requirements.**

Students meet Stage 5 requirements by satisfactorily completing the following patterns of study at C.H.S.:

### STAGE 5 CURRICULUM PATTERN - PERIODS PER CYCLE

	YEAR 9	YEAR 10
ENGLISH	7	7
MATHEMATICS	6	7
SCIENCE	6	7
HISTORY/GEOGRAPHY	6	8
PDHPE	4	4
ELECTIVE X	5	5
ELECTIVE Y	5	5
ELECTIVE Z (100HRS)	5	
VOCATIONAL PREPARATION		1



## ELECTIVE SUBJECT OVERVIEW

- **Elective X and Y:** Year 9 students are to select two course modules that have a following module in Year 10. You must continue with at least one of these subjects in Year 10. You may seek approval to change the other elective in Year 10.
- **Elective Z:** Students may select any Module 1 or 100 Hour course to study in Year 9. You will receive a RoSA grade in this course.

### NOTE:

**SOME SUBJECTS HAVE PREREQUISITES:** subjects or modules that must have been studied previously.

**SOME SUBJECTS HAVE EXCLUSIONS:** they cannot be studied if you are studying or have studied another closely related course.

*You cannot study more than two Industrial Technology subjects. (Building and Construction, Metal, Timber)*

**SUBJECTS HAVE COURSE COSTS:** each Mandatory course has a \$6 cost to cover materials and photocopying.

**SOME ELECTIVE SUBJECTS HAVE COURSE COSTS:** *charges for materials and equipment, supplied by the school which must be paid if you choose to study such subjects.* The \$6 cost for all courses is included in the total cost given for each of these courses. Jewellery

## ELECTIVE COURSE COSTS

Course	Cost
Aboriginal Studies.....	\$6
Visual Design (Ceramics) .....	\$60
Child Studies .....	\$30
Commerce .....	\$6
Drama .....	\$15
Fashion and Textile Design .....	\$30
Food Technology .....	\$80
History (Elective).....	\$6
Industrial Technology .....	\$60 plus major work
Information Software and Technology .....	\$25
Japanese .....	\$25
Music .....	\$15
Photographic and Digital Media .....	\$45
Physical Activity and Sport & Studies .....	\$15
STEM .....	\$60
Visual Arts.....	\$35
Work Education .....	\$6



## THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is a credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

### A cumulative credential – recognising all your academic achievements

- Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC continue on to complete some further courses.
- The RoSA will show your Stage 5 grades (Years 9 and 10), as well as any grades for Stage 6 Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

### A credential for school leavers

- The RoSA will be awarded to all eligible students when they leave school. If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at this time.
- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving and if you are eligible, your RoSA credential will be sent directly to you.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

### Fair grades for everyone

- Your RoSA grades will be determined by your teachers using established guidelines and processes to ensure consistency of judgement.
- Grades for all your courses in Year 10 and 11 will be based on your results in assessment tasks that you do throughout the year. Assessment tasks may include tests developed and used in your school.
- Teachers are very experienced already in providing grades based on assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.

### Minimum Literacy and numeracy standards

- From 2020 students will be required to meet a minimum literacy and numeracy standard to gain their HSC.
- Students with a disability who undertake Stage 6 Life Skills English and Stage 6 Life Skills Mathematics courses will be exempt from the minimum standard.
- The minimum standard has been set at level 3 of the Australian Core Skills Framework.
- Students will have a number of opportunities to demonstrate the minimum standard including in Year 9 through NAPLAN or passing NESAs online literacy and numeracy tests in Years 10, 11 or 12.

### Recording extra-curricular achievements

- The NESAs are working on a new online package that will allow students to collect evidence of their extra-curricular achievements such as first-aid qualifications or volunteer work.



## MANDATORY COURSES ENGLISH

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

- study the 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:

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

In Stage 5, the selection of texts 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.

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





## MATHEMATICS

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

- study the Mathematics syllabus substantially in each of Years 7–10, and
- 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

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

- study the 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.



## HISTORY (Mandatory)

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

- study the History syllabus substantially for each of Years 7–10, and
- 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.

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

This is a requirement for eligibility for the award of the Record of School Achievement.

### Course Description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

### What will students learn about?

Stage 5 Students investigate:

#### Sustainable Biomes

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

#### Changing Places

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?

What strategies are used to manage environmental change in urban places to enhance sustainability?

#### Environmental Change and Management

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

#### Human Wellbeing

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

### 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 Record of School Achievement.



## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

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.

### 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 COURSES ABORIGINAL STUDIES**

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

### **Course Description**

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

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

Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spirituality. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity.

Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

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

Students will learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Students will also develop an awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge. In addition they will acquire a wide range of communication skills, including the ability to consult with Aboriginal Peoples and communities.

### **Record of School Achievement**

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

**COST: \$6 PER YEAR**



## VISUAL DESIGN (CERAMICS)

### Course Description

CERAMICS is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from ceramic ware such as plates, bowls and drinking vessels to jewellery, sculpture and decorative wall surfaces.

VISUAL DESIGN provides opportunities for students to enjoy making and studying artworks and to become informed about their own contemporary world.

### What will students learn about?

Students learn about a variety of ceramic processes and practices, and the ways in which these can be used in making a range of objects and forms.

Students develop an appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies.

Students develop skills to give form to their ideas as prototype designs and ceramic products.

### What will students learn to do?

Students learn to make ceramic artworks using a range of materials and techniques including hand-building, wheel-throwing, casting, and creating sculptural forms, as well as investigating surface treatments, glaze technology and firing techniques, to build a folio of work over the duration of the course.

Students learn to develop their approaches to experimentation and how to make informed personal choices and judgements.

### Course Requirements

Students are required to produce a collection of works and keep a VISUAL DESIGN journal of their ideas and concepts.

**COST: \$60 PER YEAR**



## CHILD STUDIES

Child Studies Content Endorsed Course 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.

**COST: \$30 PER YEAR**





## 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 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.

**COST: \$6 PER YEAR**



## 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.

**COST: \$15 PER YEAR**



## 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.

**COST: \$80 PER YEAR**



## FASHION AND TEXTILE DESIGN

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
- Textile arts
- Furnishings
- 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.

**COST: \$30 PER YEAR**



## HISTORY (Elective)

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

### Course Description

This course is designed for students who enjoy learning about and investigating the past. It provides opportunities, outside the scope of the mandatory course, for students to explore many aspects of past societies and historical periods. Topics may be chosen from the ancient, medieval or modern world.

### What will students learn about?

The focus for this course is on four themes:

- Mysteries
- Conspiracies
- Crimes
- Catastrophes

Examples of topics may include: the assassination of JFK, the disappearance of Amelia Earhart, the moon landing, 9/11, the truth of Jack the Ripper, the sinking of the Titanic, the death of Princess Diana, crop circles, Stonehenge, Area 51, assessments of historical accuracy in film. This is not an exhaustive list and topics may also be chosen based on student interest.

### What will students learn to do?

Students will learn how to: work effectively in groups and teams, assess the reliability and usefulness of a wide range of historical sources, ask sophisticated historical questions, research for historical purposes, create written responses, use evidence to support their arguments and present their skills and understanding in various ways.

### Record of School Achievement

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

**COST: \$6 PER YEAR**



## 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:

- Art Metal - Jewellery
- Building and Construction
- Metal
- Timber
- IT Multimedia

### 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.

**COST: \$60 PER YEAR (PLUS students own expenses for major work)**



## INFORMATION SOFTWARE AND TECHNOLOGY

Information and Software 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

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

### What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Software Development and Programming
- Authoring and Multimedia
- Robotics and Automated Systems.
- Internet and Website Development

### What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

### Record of School Achievement

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

**COST: \$25 PER YEAR**



## JAPANESE

The study of at least 100 hours in one language, to be completed over one continuous 12-month period, is a mandatory requirement for eligibility for the award of the Record of School Achievement. The 100-hour course must cover the Stage 4 outcomes and content of the chosen language syllabus, and must be studied between Years 7–10, but preferably in Years 7–8.

The Board has developed syllabus in the following language for the mandatory course:  
Japanese

### Course Description

This course provides students with the opportunity to gain effective skills in communicating in Japanese, to explore the relationship between Japanese and English, and to develop an understanding of the cultures associated with Japanese language.

### What will students learn about?

- Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.
- They will explore the nature of languages as systems by making comparisons between English and the Japanese.
- Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the Japanese culture.

### What will students learn to do?

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.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They develop a capacity to interact with people, their culture and their language.

**COST: \$25 PER YEAR**





## 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 (Years 9 and 10).

### 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 underpin 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.

**COST: \$15 PER YEAR**



## PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and Digital Media is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course.

### Course Description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

### What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works 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 making and critical and historical studies.

### What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio 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 making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

### Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

### Record of School Achievement

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

**COST: \$45 PER YEAR**



## PHYSICAL ACTIVITY AND SPORT STUDIES

Physical Activity and Sports Studies 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

### What will students learn to do?

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

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

### Record of School Achievement

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

**COST: \$15 PER YEAR**



## STEM

STEM is fundamental to shaping the future of Australia providing skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. STEM includes Science, Technology, Engineering and Mathematics in an integrated program of study that is highly practical and interactive. Students can benefit from STEM as it teaches independent innovation and problem solving skills in real world applications, in addition to content that is anticipated to be relevant for future jobs.

### Course Description

The STEM is a Board Endorsed Course which covers a number of modules in the fields of technology and engineering. Students undertake a range of inquiry-based and project based (PBL) learning activities which occupy the majority of course time. Inquiry-based and project based learning assists students to actively pursue and use STEM based skills beyond the simple transmission of content. In the course structure there are many points at which students raise questions and explore ideas.

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

### What will students learn about?

- STEM Fundamentals
- Aerodynamics
- Mechatronics
- Minor Research Project
- Motion
- 3D Design, Manufacturing and Printing
- Design for Space
- Statistics in Action
- Biomedical Innovation
- Major Research Project

This Stage 5 STEM course is our attempt to provide an innovative and imaginative curriculum which will inspire students to take up the challenge of a career in Technology or Engineering.

### What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a solution. They will use a variety of technologies to create, modify and produce products in a range of media formats. Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

The assessment of students learning will be through the project based learning and the documentation that supports these tasks.

### Record of School Achievement

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

**COST: \$60 PER YEAR**



## 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.

**COST: \$35 PER YEAR**



## WORK EDUCATION

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

### Course Description

Work Education provides students with opportunities to develop knowledge, understanding and skills regarding the world of work including an awareness of work readiness and employer expectations, the roles and purpose of a range of sectors including education, training and employment organisations and an appreciation of the role of lifelong learning in planning and managing pathways.

### What will students learn about?

The core content is arranged in two parts:

Core Part 1 – Preparing Futures topics:

- Transition Planning
- What is Work?
- Introduction to Workplace Safety
- Enterprise Initiatives

Core Part 2 – Working Communities topics:

- Workplace Rights and Responsibilities
- Exploring Post-school Pathways
- Technology and Communication
- Partnerships in the Community

Students completing the 100 hour course may study either Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and two options.

Students completing the 200 hour course will study both Core Part 1 and Core Part 2 and a minimum of six options.

All 100-hour courses must include the mandatory topic Introduction to Workplace Safety to ensure an understanding of occupational health and safety issues.

In addition students will study selected Options that cater for specific needs and interests. The Options cover areas such as technology, transitions, community participation, communication and partnerships. The Work Education syllabus encourages the integration of work and community based learning opportunities.

### What will students learn to do?

Students will learn to research a range of work related issues, for example employment trends and participation rates. Students will learn to communicate using a range of techniques targeting specific audiences, for example employers. Students will learn employability skills, which include communication skills, teamwork, ICTs, and problem solving. Students will learn enterprise skills including taking the initiative in workplace contexts. Students will learn to plan and manage their own pathways including the range of life transitions.

### Record of School Achievement

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

**COST: \$6 PER YEAR**