# Menai High School

CARE AND COMMITMENT

# Patterns of Study

## for

# Year 9 2022

# Year 10 2023

# Handbook

Principal ..... Mr B Ellevsen
Deputy Principal (Years 9, 11) ..... Mrs R Allen
Deputy Principal (Years 8, 10) ..... Mrs E Sayed-Rich
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# MENAI HIGH SCHOOL

CARE AND COMMITMENT

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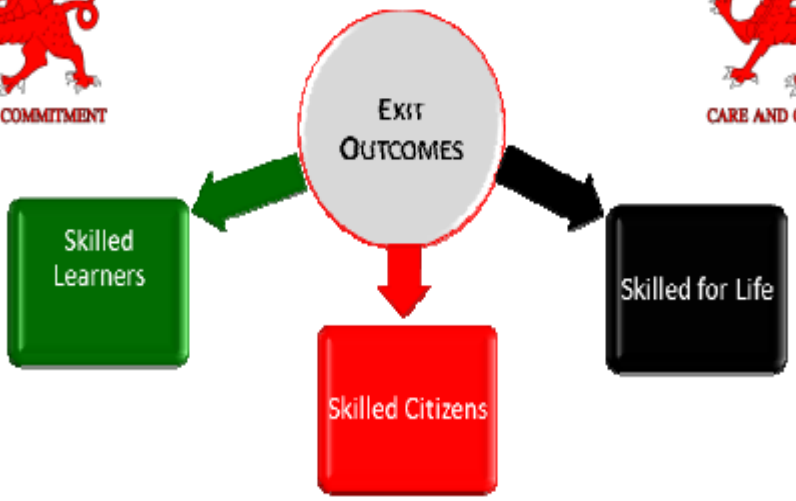



**Skilled Learners -**

with the capacity to be independent thinkers who are:

- Literate
- Numerate
- Creative
- Technologically Skilled
- Life Long Learners

**Skilled Citizens -**

with local,national and global perspectives and commitment to practising the values of :

- Respect
- Empathy
- Tolerance
- Integrity
- Excellence
- **Responsibility**
- **Cooperation**
- **Care**
- **Fairness**
- **Democracy**

**Skilled for Life -**

with life skills that enable a proactive and confident approach to living through:

- Communication
- Adaptability
- Organisation
- Problem Solving
- Decision Making
- Resilience
- Teamwork
- Healthy Lifestyle

MHS Passport for the Future.

# Introduction

The junior curriculum at Menai High School is organised in two stages Years 7 and 8 Stage 4 and then Years 9 and 10 Stage 5. At the end of this year, Year 8 students come to the end of their Year 7 and 8 Stage 4 curriculum.

This booklet has been written to help students and their parents make choices relating to Years 9-10 or Stage 5. Information is given relating to the various subjects offered and the requirements for the completion of Stage 5.

Years 9 and 10 or Stage 5 requires students to satisfy the requirements for the completion Stage 5 and if required the award of a Record of Student Achievement (RoSA).

For this to occur a student must:

1. Satisfactorily complete courses in
   - English
   - Mathematics
   - Science
   - History
   - Geography
2. Have adequate experience in Design & Technology, Art, Personal Development, Health and Physical Education.
3. Attend school at least 85% of all available days.
4. Satisfy the Principal that he/she has applied him/herself at school to a degree which warrants the completion of Stage 5 courses.

## Compulsory Subjects

The compulsory subjects at Menai High School in Years 9 and 10 are

a) English
b) Mathematics
c) Science
d) History
e) Geography
f) Personal Development, Health and Physical Education
g) Careers

## Elective Subjects

In addition to the compulsory subjects students must choose another three from the subjects described in the elective pages of this booklet. Whilst every effort is made to give students a wide choice of elective subjects, the school is limited by the resources available.

Firstly, there must be sufficient students choose a subject for it to be considered. Secondly, there must be a teacher available to teach the subject and thirdly, resources and accommodation must also be available. It is important therefore for students to realise that in some subjects the vacancies will be limited and that a student's attitude may affect his/her chances of inclusion in such subjects.

## Subject Charges

Included in this booklet is the cost of each individual subject. Parents should be aware that student's inclusion in an elective class may be conditional upon these costs being paid.

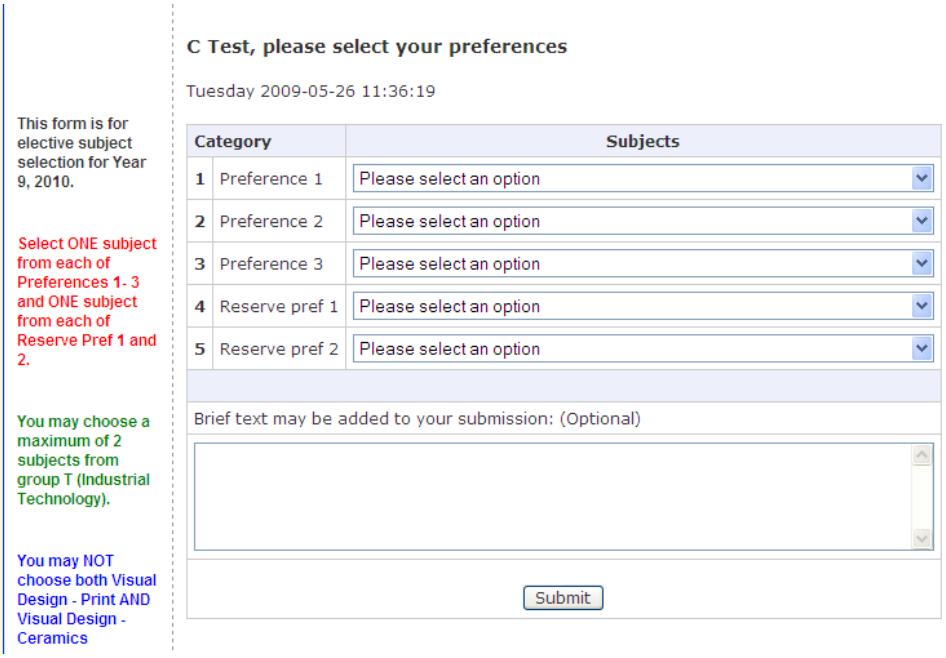
## Choice of Electives – On Line

Before you begin:

- You will need your user name and log-on password which will be emailed to your DET Email account by 6pm **Monday 19th July, 2021.**
- You will need to enter your choices online by Friday 6th August, 2021.
- You will need to be able to print your subject choices.

**Step 1**: Log onto: https://spring.edval.education/login
This is the EDVAL WebChoice Log-in page
Enter your information as received in your DET email account.
(Do not type the asterisks ****)

**Step 2**: Read instructions and enter your preferences.
Remember the order in which you make your preference is important.
You must choose a different subject in EACH *Preference* **and** *Reserve* Preference category.




**Step 3**:When you have made your selections, click the SUBMIT button.
If your selections meet all the requirements, they will be displayed on the screen and you will be prompted to print a copy.

**Please make sure you print a copy of your selection.**

If your selections do not meet the requirements 'red' text will appear at the top of the screen indicating your error. Please edit your preferences until you no longer have errors.

*(If you are still having trouble please contact Mrs Allen or Ms O'Donnell at school as soon as you can.)*

The site will automatically log you out after a successful submission of preferences.

**Step 4**:You are now required to have your parent(s) sign your preferences showing their agreement to your choices.
Bring your signed preference sheet to school and place in the box marked "YEAR 9 SUBJECT SELECTIONS" at the front office by Friday 9th August, 2021.

*You may change your subject selections up until the closing time of* midnight Friday 6th August, 2021*, by logging back into the site, selecting your new preferences and hitting* ***SUBMIT****.*

*Remember to print off your revised selection and then complete step 4 again.*

**DO NOT LEAVE YOUR SELECTION OF CHOICES UNTIL THE LAST MINUTE IN CASE YOU REQUIRE HELP FROM STAFF AT SCHOOL**

## Advice From Teachers

Some students may have problems finalising their choice of subjects. If this is the case, students should seek advice from their teachers. Some parents also may wish to clarify some problems for their children. To do this they should telephone the school on 9543 7000 and ask to speak to any of the Head Teachers, Deputy Principals or Principal.

## Can a Student Change His/Her Mind?

The purpose of this early selection of subjects is for planning to commence on the organisations for 2022. The task of planning is not an easy one and whilst no student will be forced into a subject against his or her will, extreme care should be taken to try to choose the right subjects first time round. Of course changes will be allowed, but these must be kept to a minimum. Please think about your choices carefully. Changes can be made only up until the date set by NESA for Stage 5 entries which is usually mid to late term 1. Students will be notified of this date when NESA notifies the school.

## Some Points To Consider When Choosing Subjects

Students should choose elective subjects in Years 9 and 10 if

(i) they like the subject
(ii) they think the subject will be useful for the job they intend to seek when they leave school.
(iii)they do well in the subject
(iv)they are interested in the subject

It is important to remember that all elective subjects are equal in esteem and that no elective subject is a prerequisite for Years 11 and 12. Almost every subject that will be offered in Year 11 and 12 can be started in Year 11 without having studied the subject in Years 7 and 10.

Finally, whilst it is important for parents to guide the choice of their children, it must be the children who choose.

# English

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

- study the Board 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:

| **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.

# Mathematics

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, 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.

# Science

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

The Geography (Mandatory) course requires students to complete:

- 100 hours of Physical and Human Geography locations, events and processes on a global scale in Stage 4
- 100 hours of Physical and Human Geography focusing on the global and local issues 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 along with the cross curricular priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

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

**What will students learn about?**
Stage 4 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 Stage 5 Geography learn about the interaction of human and physical Geography in a case study context. They examine physical environments and communities and explore how they are changing and responding to change. Students also look at Human Wellbeing globally and how individuals and groups are planning for a better 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 communicating their research.

**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.

# History

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

- study the Board developed 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.

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.

# 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

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The course provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

## What will students learn?

The PDHPE K–10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. The three strands include:

**Health, Wellbeing and Relationships** – students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

**Movement Skill and Performance** – students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

**Healthy, Safe and Active Lifestyles** – students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

# VET

**What you should know about Vocational Education and Training (VET) Courses**

Vocational Education and Training (VET) courses are offered as part of Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and Universities and will assist students to move to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Students will receive documentation showing any competencies achieved for the VET course undertaken.

# Careers Education

## Communications

It is essential students have access to information about career, employment and further education opportunities. Students and parents have access to the following:

- Careers Internet sites:
  Menai High Careers Internet site at https://menaihighcareers.com/. Resumre assistance can be gained by registering on https://www.careertools.com.au/student/register/menaihighcareers.com
  Jobjump which is excellent for subject selection https://jobjump.com.au/
  Myfuture as well has a range of information https://myfuture.com.au/ including open days at various institutions
- UAC (University Admission Centre) has lots of information for Year 10, 11 and 12 students https://www.uac.edu.au
- Important information is regularly emailed to Year 9, 10, 11 and 12 students.
- Sentral is used to distribute information sent to students & parents to keep them up to date about important events
- Careers information in the school newsletter

## Careers Activities

- All Year 10, 11 and 12 students are interviewed in a small group situation to get a general profile of their career aspirations.
- Career decision making, job search, post school pathways are covered in the Year 10 Study Skills Day that is held in Term 1/2. This assists students to prepare for senior subject selection.
- Some career activities are integrated into the curriculum and are part of the assessment for that subject eg the resume is part of the PD/Health/PE assessment program and a letter to an employer is part of the English program.
- Work Experience: mandatory 2 weeks for all Year 10 immediately following the formal examinations. Years 9-12 students are able to do work experience at any time during the year. This is to assist students to make informed post school decisions.
- Job Club - caters for students in years 9-12 who want help to find a job or apprenticeship. Students may self nominate or will be referred by a member of the senior executive or parent. Concentrated assistance is provided for students where they are withdrawn from class for 1 period a fortnight or as required. Students are encouraged to do additional work experience to assist them to develop contacts with employers.
- Get Into VET – short courses run at TAFE, usually 1 day a week for 5 weeks in a range of industry areas. This is available to students who are considering leaving after year 10.
- YES – TAFE trade experiences are short, one day per week for one term courses for students at risk of disengagament in Years 9 & 10.
- Attendance at both local and regional expos – Careers Advisers host various expos that focus on specific industry areas and apprenticeships. These are usually held at one of the high schools within Sutherland Shire.
- Large expos eg. Careers expos at Moore Park (June) and Homebush (June) – students are encouraged to go to investigate post school options. At times these will be formal excursions for students who self nominate.
- Links to Learning – program presented by 2Connect that runs for 1 day per week for 1 term. This is for students who may be disengaging from school and its aim is to provide a network of contacts that students will have post school.
- Various excursions to universities, industry sites, TAFE, expos.
- Since COVID-19 lockdowns in 2020 led to many online webinars that were highly successful, there will be more of these created in future years for students and parents to access.

## ELECTIVE SUBJECTS

AGRICULTURE

COMMERCE

DANCE

DESIGN & TECHNOLOGY

DRAMA

FOOD TECHNOLOGY

INDUSTRIAL TECHNOLOGY - ENGINEERING

INDUSTRIAL TECHNOLOGY - METAL

INDUSTRIAL TECHNOLOGY – TIMBER

INFORMATION AND SOFTWARE TECHNOLOGY

JAPANESE

MUSIC

OCEANS ALIVE

PHOTOGRAPHY VIDEO DIGITAL MEDIA

PHYSICAL ACTIVITY AND SPORTS STUDIES

STUDIES OF THE ANCIENT AND MODERN WORLD

TEXTILES TECHNOLOGY

VISUAL ARTS

VISUAL DESIGN

WORK EDUCATION

# Agriculture

Agriculture is an elective course that may be studied for 200 hours 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.

Satisfactory completion of 200 hours of study in Agriculture during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Stage 5 Record of Student 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?**
All students study Consumer and Financial Decisions and The Economic and Business Environment. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study Legal 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.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

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

# Dance

Students in the Year 9 and 10 Dance Course develop knowledge, understanding and skills about dance as an art form through dance performance, dance composition and dance appreciation.

Dance involves the development of physical skills as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enable students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyses dance. They think imaginatively and share ideas feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

The three areas are integrated in the new dance syllabus. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

The study of dance encourages the creative and confident use of technologies, including traditional and contemporary and emerging applications in information and communication technologies (ICT) and virtual dance software programs.

Dance caters for students with a high level of prior knowledge as well as those students without prior knowledge. It can be further studied in Years 11 and 12. Students are able to access Life skills content in Years 9 and 10, for those students with special education needs.
The syllabus allows the study of a number of different dance styles. Some of these can include:

- Modern/Contemporary Dance
- Jazz Dance
- Classical Dance
- Musical Theatre (including dance for school musical productions)

Composition involves the creative process of making dances.Appreciation concerns making informed judgements about dance, live and video performances.
Satisfactory completion of 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Stage 5 Record of Student Achievement.

# Design and Technology

Design and Technology is an elective course that may be studied for 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.

Satisfactory completion of 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 Stage 5 Record of Student Achievement.

# Drama

Drama is a very practical course that aims to provide students with an opportunity to develop their acting skills through a variety of performance opportunities.

It is not only a course for those students who wish to pursue a career in acting but also for those who wish to develop their confidence and communication skills. Students leave drama with lifelong skills that they can utilize throughout their lives, whatever career path they choose.

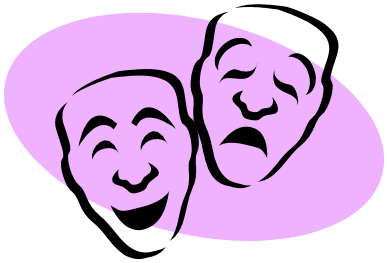
Students will learn:

- Acting skills and techniques
- Acting for Camera
- Playbuilding
- Scripted Drama
- Dramatic Elements
- Improvisation Skills
- Theatre Direction Techniques
- Creative Movement and Mime
- Clowning/Comedy
- Physical Theatre
- Vocal Training
- Dramatic Styles eg Realism, Commedia
- Presentation Skills
- Confidence

Drama activities encourage and develop:

Self-confidence; Appreciation of Dramatic Performance; Leadership Skills; Imaginative and Creative Thinking; Non verbal, and Deportment skills; Communication Skills; Concentration and Focus Skills; Self esteem; Adaptability; Group negotiation skills; Problem solving skills; Social skills; Enactment and acting skills.

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

In this course students develop practical skills in planning, designing, preparing, presenting and evaluating food. Students develop and build knowledge of the relationship and impact of food on individuals, health, society, culture, the environment, our economy, history and industry.

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.

**Links to Year 12 HSC Courses**

This course will build a foundation for the following courses in HSC:

- Food Technology
- VET Hospitality – Food and Beverage; HSC and TAFE Accredited

**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 service and catering
- Food equity
- Food for special needs
- Food product development
- Food for special occasions
- Food selection and health
- 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 then 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.

Satisfactory completion of 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Stage 5 Record of Student Achievement.
Subject fee for Food Technology will cover the cost of most class practical activities.

A course fee applies in this subject.

# Industrial Technology - Engineering

**Course Description**
Students will develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Engineering Structures
- Engineering Mechanisms
- Control Systems
- Alternative Energy

**Career paths:** Architecture, Building, Structural Engineering, Mechanical Engineering, Electrical Engineering, Bio-medical Engineering.

**Links to HSC Courses**
This course will build a foundation for the following HSC courses in:

- Engineering Studies
- Design and Technology
- Industrial Technology

**What will the students learn about?**
WH&S, Properties and Structures of Materials, Engineering Principles (bridges, building dams etc), Forces in beams and columns and Design Principles, Modification of Materials, Mechanical Advantage Systems.

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

- Safely use materials, hand and power tools.
- Experiment with materials to understand their properties.
- Design and construct mechanisms for specific purposes.
- Experiment with load applications on structures.
- Determine the effects of forces on engineered structures.
- Design and construct, or simulate, control systems for specific purposes.
- Use an alternative energy system to power a mobile devices.
- Use CAD programs (fusion 360) to produce 2D workshop drawings for projects.
- Use 3D printing and laser cutter technologies to produce prototypes and solve engineering problems.

**Course Requirements**
Students will be required to complete practical projects/exercises, research assignments and written tests.
***Students will be required to bring in their own laptop for every lesson. Please see the school website for Laptop requirements.***

It is **possible** to choose one or two subjects from: *Graphics Technology, Industrial Technology – Timber, Industrial Technology – Metal and Industrial Technology – Engineering* in your elective choices.

A course fee applies in this subject.

# Industrial Technology - Metal

**Course Description**
Students will develop knowledge and skills in the use of materials, tools and techniques related to metal and associated industries. A series of practical projects will be the focal aspect of the course, through the reading and interpreting workshop drawings.

**Links to HSC courses**
This course will build a foundation for the following HSC courses in:

- Design and Technology
- Industrial Technology
- Engineering Studies

These projects will provide experience in the use of a wide range of tools and equipment. A major project must be attempted in Year 10. The practical work will be supported by theoretical study involving use of information booklets, preparation of assignments and homework.

**What will students learn about?**
WH&S, Materials and components, Equipment, Tools and machines, Techniques, Links to Industry, Design, Workplace Communication, Societal and Environmental Impact.

**What will students learn to do?**

- Safely use tools, materials and equipment.
- Use a range of metals in the production of practical projects
- Adjust and use hand tools and power tools in the production of practical projects
- Measure and mark out materials from a project drawing
- Shape metals by cutting, filing and bending
- Modify the properties of metals through heat treatment processes
- Learn to use welding equipment appropriately
- Use CAD programs (Fusion 360) to produce 2D workshop drawings for projects.

**Course Requirements**

- Students will be required to complete practical projects/exercises.
- Research assignments and/or projects
- Written tests

***Students will be required to bring in their own laptop for every lesson. Please see the school website for Laptop requirements.***

It is **possible** to choose one or two subjects from: *Graphics Technology, Industrial Technology – Timber, Industrial Technology – Metal and Industrial Technology – Engineering* in your elective choices.

A course fee applies in this subject.

# Industrial Technology Timber

**Course Description**
The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken should reflect the nature of the Timber focus area. A series of practical projects will be the focal aspect of the course, through the reading and interpreting workshop drawings.

**Career paths:** Construction Management, Construction trades, Carpentry, Cabinetmaker, Furniture Restoration, Theatre and Stage Designing, Boat Building

**Links to HSC courses**
This course will build a foundation for the following HSC courses in:

- Design and Technology
- Industrial Technology
- Engineering Studies
- VET Construction

**What will students learn about?**
WH&S, Materials and components, Equipment, Tools and machines, Techniques, Links to Industry, Design, Workplace Communication, Societal and Environmental Impact.

**What will students learn to do?**

- Select and use personal protective equipment.
- Consider basic timber working characteristics and use solid timbers in the production of practical projects.
- Use portable power tools and machines.
- Produce and interpret simple workshop and pictorial drawings.
- Perform lathe machining operations.
- Identify and apply the factors influencing good design to the design and/or modification of projects.
- Use CAD programs (fusion 360) to produce workshop drawings for projects.

**Course Requirements**
Students will be required to complete practical projects/exercises, research assignments and written tests.

It is **possible** to choose one or two subjects from: *Graphics Technology, Industrial Technology – Timber, Industrial Technology –Metal and Industrial Technology – Engineering* in your elective choices.

A course fee applies in this subject.

# Construction (VET)

## Year 9

**Public Schools NSW, Ultimo Registered Training Organisation 90072**
**VOCATIONAL EDUCATION and TRAINING**

### 2022 CONSTRUCTION COURSE DESCRIPTION STAGE 5

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

Course: **Construction** (100 indicative hours) Board Endorsed Course

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

**Statement of Attainment towards CPC10111**
**Certificate I in Construction (release 3)**
**Based on Construction, Plumbing and Services Training Package Version Release 9.6 (CPC08 v9.6)**

**Units of Competency**

**Core**

| | |
|---|---|
| CPCCWHS1001 | Prepare to work safely in the construction Industry |
| CPCCOHS2001A | Apply WHS requirements, policies and procedures in the construction industry |
| CPCCVE1011A | Undertake a basic construction project |

**Electives**

| | |
|---|---|
| CPCCCM1011A | Undertake basic estimation and costing |
| CPCCCM2004A | Handle construction materials |
| CPCCVE1002B | Undertake a basic computer design project |

** NB advice is provided based on existing NESA course information, however qualification CPC10120 Certificate I in Construction will be delivered, subject to NESA approval*

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

**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

**Recommended Entry Requirements**
Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

**Pathways to Further Study**
As part of the HSC, students may complete CPC20220 Certificate II in Construction Pathways. School-based traineeships and apprenticeships are also available in this field.

**Project and work-based learning**
This course is based on project based learning where the students are involved in a number of projects, functions and activities around the school or during out of class hours. These could include group project work, individual research or other activities.

**Competency-Based Assessment**
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**
Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

**Course Costs: Resources $40(Year 9)/$40 (Year 10)**

Refund Arrangements on a pro-rata basis
Please see your VET teacher to enquire about financial assistance.

**Other White Card – The White Card will be delivered by an external RTO (GTK) Cost Approximately $100.**

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

**Stage 5 Construction** will include group project work, individual research or other activities that meet the learning needs of students. This course will be credentialled as a 100-hour elective study on the Record of School Achievement (RoSA) and will be studied alongside the **100-hour elective Work Education** course with focus on the Construction industry.

Work Education provides students with opportunities to develop knowledge and understanding of the world of work, including its dynamic and diverse nature. Students prepare for the working world by developing an understanding of the roles of education, training and employment, and an appreciation of the role of lifelong learning in career development and managing transitions. They develop transferable work-related skills, including interpersonal skills and entrepreneurial behaviours.

Work Education provides opportunities for students to explore the nature of work and current workplace issues, including the rights and responsibilities of employees and employers, and workplace safety. The purpose and roles of education, employment and training organisations in planning and managing their own transitions are investigated. Students are encouraged to explain their personal goals, attributes and values to inform choices and career pathway plans.

Students develop skills, attributes and entrepreneurial behaviours for effective participation in work and society, including skills related to career development and managing transitions. They develop research and communication skills that relate to the world of work and have opportunities to use appropriate forms to communicate information for different audiences.

Students will study THREE core topics and FOUR option topics within the Work Education component of the course.

This course is aimed at students who are interested in gaining employment within the Construction Industry at the end of year 10 or year 12. During the course, students will be encouraged to seek opportunities to undertake work experience within the Construction industry.

# Japanese

The study of Japanese in Years 9 and 10 enables students to communicate with others in Japanese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

Japanese is the official language of Japan, one of Australia's northern neighbours in the Asia region. There are also large Japanese-speaking communities in Hawaii, Peru and Brazil. Australia has a significant number of Japanese national residents, particularly in the major cities on the eastern seaboard. Japan has been a close strategic and economic partner of Australia for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. **Students engage with elements of modern Japan, including popular culture such as *anime*, *manga*, music and fashion, as well as with the rich cultural tradition of this part of Asia.** Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

The ability to communicate in Japanese provides **incentives for travel and for more meaningful interactions with speakers of Japanese, encouraging sociocultural understanding between Australia and Japan, and cohesion within the Australian community**. It also provides opportunities for students to gain insights into the contributions that have been made by Japanese-speaking communities to Australian society and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Japanese language skills and understanding of their cultural heritage.

The study of Japanese in Stage 5 (Year 9 & 10) may be the basis for further study of one of the differentiated Japanese syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

# 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 completion of Stage 5 course. 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 art form, 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.

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

# Oceans Alive
# (Marine and Aquaculture Technology)

Marine and Aquaculture Technology is an elective content endorsed course that is studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

**Course Description**
Marine and Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water related environments in an environmentally sustainable way.

For a 200 hour course students study a core of 35 hours and eleven 15 hour optional modules. There are forty eight modules available from a broad range of marine and aquaculture areas. They are organised into seven focus areas:

- Biology
- Employment
- Ecology
- Management
- Leisure
- General Interest.
- Aquaculture

**What will students learn about?**
All students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

**What will students learn to do?**
The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Occupational Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

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

# Photography, Video and Digital Imaging

The Photography and Digital Imaging syllabus is an elective course that may be studied for 100 or 200 hours in Stage 5 (Year 9 and 10). It builds on the knowledge, skills and experiences developed in the Visual Art (Mandatory) Years 7-8 Syllabus. Photography and Digital Imaging is an increasingly competitive vocational field. This course is related to career choices including photography, magazine/newspaper visual editing, advertising and computer animation.

**Course Description**

The study of Photographic and Digital media provides students with a broad knowledge of photography and digital media as print, interactive and moving forms. Students examine how much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia.

This course provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20th century and into the 21st century. Artmaking projects will enable students the opportunity to be creative, represent ideas and demonstrate their knowledge of photographic and digital processes in a contemporary world.

**What will students learn about?**

Students will learn about Photographic and Digital Media through the study of focus areas designed to target the development of technical skill and ideas. The following areas the focus areas will explore are Still Photography and the Moving Image. Still photography will investigate the use of digital photography, computer generated imagery and images in printed form. The Moving Image will explore animation and film.

**What will students learn to do?**

By examining a range of artist's students will learn to use the creative process to create photographic and digital works. Students will develop processes to document and communicate their ideas. Students will learn how to form compositions, use lighting, manipulate imagery, use appropriate computer software to create digital works including still and moving images. Students will learn to interpret and explain artworks as well as identify the influence of historical, cultural and contemporary perspectives in photography and digital media.

Satisfactory completion of 200 hours of study in Photography, Video Digital Imaging during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Stage 5 Record of Student Achievement.

**Expected Course Cost?**

The expected course cost will be $40. This cost will include materials and equipment for camera based and non-camera based works.

# Physical Activity and Sports Studies 7–10

## 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 students learn

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

Throughout the course students develop knowledge, understanding and 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.

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

# Studies of The Ancient and Modern World

Elective history in Years 9 and 10 is an interesting and flexible course, which can be designed to take account of the interests and abilities of each student. It combines studies from both the Ancient and Modern World.

The course will be drawn from the following areas:

In Years 9 and 10 you will be covering topics from the following areas –

- World Mythis and Legands
- Witches
- Crime Myster and Conspiracy Theories
- The Americas
- Music Through History
- Civil Rights Movement
- Pirates
- Alexander the Great
- French Revolution

Issues arising from these areas of study will be explored using a variety of evidence: written documents, film studies, the Internet, site studies and historical reconstuctions.

Students will explore the relevance and accuracy of "historical" films, music and websites. Activities and assessment will be drawn from some or all of the following: Model making, recreations of the past, excursions, debates, research, groupwork, ICT and crafts.

Satisfactory completion of 200 hours of study in Studies of the Ancient and Modern Worlds during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Stage 5 Record of Student Achievement.

# Survivor: Practical Geography

Elective Geography in Years 9 and 10 is a course which makes Geography accessible, practical and relevant for all students. This course is based on theory, as well as, hands-on activities and experience where students are encouraged to take themselves into new areas of research and inquiry.

This course consists of global and local geographic issues and case studies which are diverse complementing further studies in Geography, Science, Business Studies and more.

The course will be drawn from topics such as:

- Physical Geography
- Oceanography
- Primary production
- Global citizenship
- Australia's neighbours
- Political Geography
- Interactions and patterns along a transcontinental transect
  And other school developed options

These areas will be explored through a variety of theoretical and practical research methods including: films, web quests, orienteering, camping, fieldwork, demonstrations and excursions.

Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Activities and assessment will be drawn from some or all of the following: debates, case studies, practical tasks, research, group work, creating films.

Satisfactory completion of 200 hours of study in Survivor: Practical Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Stage 5 Record of Student Achievement.

# Textiles Technology

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

**Course Description**
The Textiles course is based on five different focus areas which include apparel, furnishings, costume, non-apparel and textile arts.

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 of 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.

**Links to Year 12 HSC Courses**
This course will build a foundation for the following courses in HSC:

- Textiles and Design
- Design and Technology

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

Subject fee for Year 9 and Year 10 does not include materials for major practical projects.

# 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, spread over several years. This is a requirement for eligibility for the completion of the Stage 5 course. 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, worlds and 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, 31D 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.
Satisfactory completion of 200 hours of study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Stage 5 Record of Student Achievement.

# Visual Design: Print/2D Design

Visual Design is an increasingly competitive vocational field. Career choices related to this field include interior/exterior design, advertising, marketing, magazine/newspaper, visual editing, computer animation, commercial graphics, sign writing, fashion design and many other design forms.

If you have an interest in these fields or simply enjoy creating artworks that have specific purpose and function then this course is for you.

The two year Visual Design course introduces students to the basics of "Good Design". Students learn to work within strict criteria and tailor their work to meet the demands of a supposed client or customer. The range of materials and practical techniques covered in this course remains broad and includes printmaking, computer graphics, illustration, photography, drafting, and painting in various mediums.

Units of work in this course include the design and creation of CD cover for a contemporary music act, the writing and illustrating of a children's story book, redesigning the packaging and marketing material for an existing consumer product with a new look and feel, fashion and object design (such as jewellery or furniture) as well as many more.

This course is taught in line with the new Visual Design syllabus. Students engage with designed objects in terms of their intended audience, the wider work, and individual artistic intent. The theory of form, function, and commercial aesthetics is explored, as is the role and social value of design. Each of these key design objectives are presented to students using the four syllabus "Frames", Post-modern, Subjective, Cultural and Structural.

## Please Note:

***Only ONE Visual Design specialist area may be selected by a student for Stage 5 Course*** (eg Visual Design Print/2D Design **or** visual Design Objects/Ceramics).

# Work Education

The course has been designed for students who intend following a vocational education pattern of study in Years 11 and 12. It is also designed to meet the needs of students at risk of not participating in post compulsory education and to focus students, early in their education on realistic educational and career decisions.

Students must study a core course (30 indicative hours) which includes such topics as:

1. The world of work
2. Planning for a working life
3. Introduction to the workplace
4. A work portfolio

In addition students must complete a minimum of 3 electives (70 indicative hours). The choice includes:

1. Workplace first aid
2. Workplace induction
3. The individual in the workplace
4. Contemporary workplace issues
5. Working in a Changing world
6. Planning for a working life
7. Employment and you
8. Small business skills
9. Introduction to industry
10. Workplace literacy and numeracy
11. Workplace communication

A 30 hour workplace component must be completed by Year 10 students.

# Fact Sheet: The HSC Minimum Standard

**What**

- A minimum standard of literacy and numeracy will be required to receive the HSC from 2020.

**Why**

- The HSC minimum standard is set at a level of literacy and numeracy that will support students in meeting the academic requirements of their HSC subjects, and day-to-day life after school.
- Regardless of a student's plans beyond school, they are going to need adequate reading, writing and numeracy skills to make sure they can do things like:
  - take meeting notes and complete official documents.
  - write a job application
  - prepare an invoice
  - follow operating instructions in equipment manuals to compare prices and understand percentages
  - understand interest rates and lending offers
  - work out quantities and measurements
  - manage personal budgets
  - understand and write routine workplace instructions
  - navigate websites

**New online reading, writing and numeracy tests**

- Students will demonstrate the minimum standard by passing new, short online reading, writing and numeracy tests in the lead up to the HSC.
- These tests will take place at school, and students will have two opportunities a year to pass them in Years 10, 11 and 12. They will also be able to take them for a few years after they leave school.
- Students don't have to pass all three tests at once. Students will decide with their teachers when they are ready to attempt each test.
- Students will have four opportunities a year to pass them.
- The online tests are adaptive which means students will be asked questions appropriate to their skill level. This improves the student's test experience, decreasing stress associated with being asked questions beyond one's capability.
- Sample questions available: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests/what-to-expect-in-the-tests/sample-test-questions
- **The results for Year 9 NAPLAN tests will no longer be linked to the minimum standard of numeracy and literacy for the HSC.**
- Tests can be taken in Years 10, 11 or 12. These tests are available for students to take at set points throughout the year.

**Students who don't demonstrate the minimum standard by Year 12**

- Requiring a minimum standard of literacy and numeracy for the HSC provides assurance to the community that students with a HSC have the basic skills for success in life.
- Regardless of whether students attain the HSC minimum standard or not, students will be able to sit their HSC exams and receive their HSC course results.
- Students who don't attain the HSC minimum standard will receive a Record of School Achievement.
- Students will have a few more years after completing Year 12 to meet the minimum standard and receive their HSC certificate.

**Support and resourcing to help students meet standard**

- Literacy and numeracy skills are a priority for all schools from Kindergarten to the HSC.
- Quality teaching of the NSW curriculum is the best way to prepare students to meet the standard.
- The day-to-day work of teachers involves identifying students who need learning support, and tailoring programs to help them improve their knowledge and skills.

**Students with disabilities and exemptions**

- Students with a learning, sensory or physical disability will be able to access disability provisions to provide them with a fair opportunity to respond to the online literacy and numeracy tests.
- Students with an intellectual disability undertaking Life Skills English or Mathematics courses will be exempt from the HSC minimum standard requirement.

More information, short animated video and resources for students, parents and schools available on the NESA website.

# Fees

| Schedule of Charges | Year 9 | Year 10 |
|---|---|---|
| Voluntary Contributions | $100 | $100 |
| P&C Family Contribution ($25/family) | $25 | $25 |
| Agriculture | $20 | $20 |
| Commerce | - | - |
| Construction (Vet) | $40 | $40 |
| Dance | $10 | $10 |
| Design and Technology | $60 | $70 |
| Drama | $10 | $10 |
| Food Technology | $70 | $70 |
| Industrial Technology - Engineering | $70 | $70 |
| Industrial Technology - Metal | $60 | $70 |
| Industrial Technology - Timber | $60 | $70 |
| Information Software & Technology | $15 | $15 |
| Maths Online Software License | $15 | $15 |
| Music | $10* | $10* |
| Oceans Alive | $20 | $20 |
| Photography & Digital Imaging | $50 | $50 |
| Technical Support Levy | $80 | $80 |
| Textiles Technology | $25 | $25 |
| Visual Arts | $40 | $45# |
| Visual Design | $40 | $45 |

| | |
|---|---|
| | Administration Charge for Repeat Subject Changes $10 |
| # | Plus Major Project |
| ## | May also require the additional cost of First Aid Certificate/WHS Course |
| * | Plus necessary sheet music and backing |
| ** | Plus Drawing Instruments |
| ^ | Hospitality—plus Chefs Uniform |