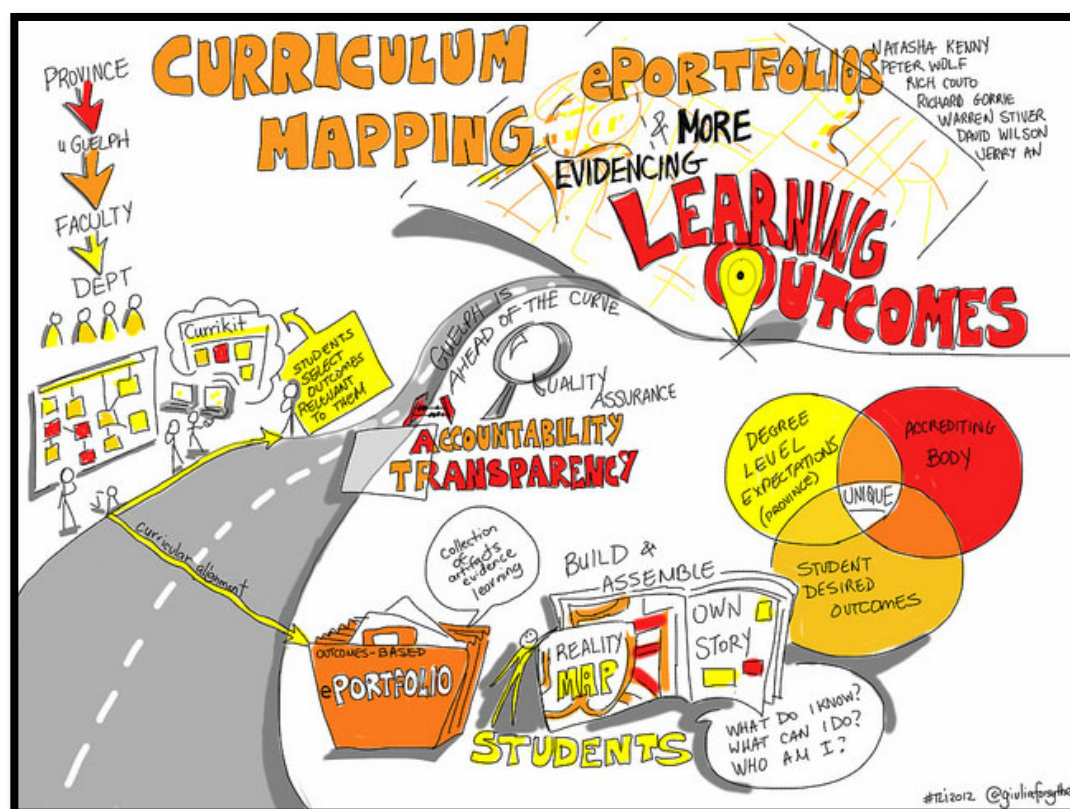


MACQUARIE FIELDS HIGH SCHOOL



CURRICULUM HANDBOOK



Stage 5

Year 9 (2024) & Year 10 (2025)

*Working Together for Excellence in
Teaching and Learning*



FOREWORD

Macquarie Fields High School is unique, being both selective, comprehensive and Special Education with a strong tradition of academic success complemented by enthusiastic student participation in cultural and sporting activities.

School vision statement School context Our empowered learning community values and fosters inclusivity through a shared aspiration for the collective growth of all. We will continue to achieve this through loyalty, sincerity and generosity as engaged and dynamic citizens. (2021 – 2024 Strategic Improvement Plan)

Schools have the responsibility for the total education of a student, for the ways in which syllabuses are implemented, and for the education provided beyond the normal core curriculum. Schools decide how to maximise student learning by providing a flexible structure where teachers can develop interesting programs and practices that meet students' educational needs.

Today more than ever there are high expectations of education. At Macquarie Fields High School we develop personal and social values, as well as the knowledge, skills, understanding and attitudes needed to prepare all students for a world characterised by rapid change. We prepare students to cope with the future by ensuring the acquisition of knowledge-based skills and the development of confidence in understanding and using new information and communication technologies

Our school's curriculum model allows students to:

- complete all necessary NSW Education Standards Authority (NESA) requirements for the award of a Record of School Achievement (RoSA)
- choose from a wide range of elective courses over two years beginning in Year 9

This curriculum handbook has been developed to help students, parents/carers and the school community to understand these curriculum structures and provide information for good decisions when making subject selections.

We encourage parents to be actively involved in all aspects of this decision making and to play a significant role in their child's education. Together we can work towards excellence in all aspects of schooling.

Karyn O'Brien
Principal



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SECTION 1.

UNDERSTANDING THE CURRICULUM HANDBOOK

CURRICULUM GOALS AT MACQUARIE FIELDS HIGH SCHOOL

The curriculum pattern offered at our school is based on the broad principles of learning as set down by our teaching and learning philosophy. All our courses aim to:

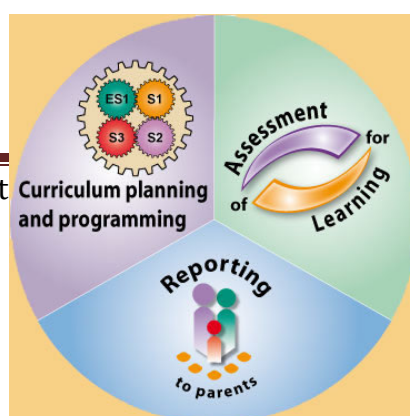
- Engage and challenge all students to maximise their individual talents and capabilities for lifelong learning.
- Allow all students to develop a positive self-concept and the capacity to establish and maintain safe, healthy and rewarding lives.
- Prepare all students to participate effectively and responsibly in the society in which they will live.
- Encourage students to develop a **growth mindset** towards their learning.
- Encourage and enable all students to enjoy learning and to be self-motivated, reflective and competent learners who can take part actively in further study, work or training.
- Allow students to develop community values and foster inclusivity through a shared aspiration for personal growth.

The curriculum in years 7-10 is made up of courses in several key learning areas. These areas offer both mandatory and elective courses. These have all been carefully planned to meet the NESA requirements towards the award of a Record of School Achievement.

LEVELS AND STAGES

NESA has organised secondary syllabuses into stages of learning:

1. **Stage 4:** the learning typically provided for students in **Years 7 & 8**
2. **Stage 5:** the learning typically provided for students in **Years 9 & 10**
3. **Stage 6:** the learning typically provided for students in **Years 11 & 12**



SECTION 2.

THE RECORD of SCHOOL ACHIEVEMENT

What is the Record of Student Achievement?

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative, more comprehensive credential to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.

The **Record of School Achievement (RoSA)** is a credential that will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technological and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA
- satisfactorily completed Year 10.

How will the RoSA report on student achievement?

Stage 5

- The RoSA will report on student achievements in Stage 5 using A to E grades (or equivalent) in the same way as currently occurs at the end of Year 10 (but without external test results).
- The current procedures and course performance descriptors for awarding grades A to E in Stage 5 courses will remain the same. Core and elective subjects that have been satisfactorily completed in Stage 5 will be reported with a school determined grade. The other mandatory curriculum requirements that have been met would also be listed.

Stage 6

- A to E (or equivalent) grades will be extended to Stage 6 Preliminary (Year 11) courses.
- New descriptors will be introduced to provide a basis for awarding grades for student achievement at the end of Preliminary courses.
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
- If a student takes HSC courses but is not entitled to a HSC, those HSC results would be recorded on their RoSA.

The Issue of credentials

- While to be eligible for a RoSA a student must satisfactorily complete Year 10 it will not be awarded at the end of Year 10. The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a record of courses studied at Preliminary level and those commenced at HSC level.
- When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the RoSA.
- Students would be able to request both a RoSA showing their earlier grades and a HSC Record of Achievement.
- Students not entitled to receive the proposed Record of School Achievement or a HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons, for instance for use in applying for casual work, may obtain a transcript of their results held at that time by NESA.



REQUIREMENTS FOR THE RECORD of SCHOOL ACHIEVEMENT

The Education Act contains specific requirements for students who wish to study the RoSA.

- The mandatory completion of courses set out in each of 8 key learning areas studied in Years 7 & 8
- English, Mathematics, Science, Human Society and its Environment, and PDHPE which must be studied throughout Years 7 to 10
- All courses must be taught in accordance with the syllabuses developed or endorsed by NESA and approved by the Minister for Education.

Based on the Education Act, NESA establishes further requirements for students seeking to gain the RoSA. Students are required to undertake study in each of the following subjects:

- English
- Mathematics
- Science
- History (World History in Stage 4 and Australian History in Stage 5)
- Geography (Global Geography in Stage 4 and Australian Geography in Stage 5)
- PDHPE
- Technology Mandatory
- Visual Arts
- Music
- Languages, including one language studied over one continuous twelve-month period.

These requirements, and the range of elective courses, are set out in the table on the next page.

Students may have the opportunity to change one of their three electives at the start of Year 10, as long as they can still meet course requirements.

At Macquarie Fields High School all students must complete:

1. The **mandatory courses**
2. **Three 200** hour electives from KLAs 1,3,4,6,7, or 8

NESA MANDATORY COURSE REQUIREMENTS

KLA No	KEY LEARNING AREA	NESA MANDATORY REQUIREMENTS	ELECTIVE SUBJECTS AVAILABLE IN THIS KLA	HOURS FOR ELECTIVES
1	Creative and Performing Arts	Stage 4: 100 hours of Music and 100 hours of Visual Arts	<ul style="list-style-type: none"> • Drama • Dance • Music • Photography & Digital Media • Visual Arts • Visual Design 	200 hours or 100 hours in some instances
2	English #	Stage 4 & Stage 5: 400 hours with substantial study in each year over 7-10	NIL	
3	Human Society and Its Environment	200 hours each of Geography & History with substantial study in each year over 7-10: 4. Stage 4: World History and Global Geography 5. Stage 5: Australian History and Australian Geography	<ul style="list-style-type: none"> • Commerce • Additional History • Additional Geography • Psychology * • International Studies * <p>* Does not appear on the RoSA</p>	200 hours or 100 hours in some instances
4	Languages Other than English	Stage 4: 100 hours including one language studied continuously over a 12 month period	<ul style="list-style-type: none"> • Japanese • French 	200 hours or 100 hours in some instances
5	Mathematics #	Stage 4 & Stage 5: 400 hours with substantial study in each year over 7-10	NIL	
6	Personal Development, Health and PE	Stage 4 & Stage 5: 300 hours with substantial study in each year throughout years 7-10	<ul style="list-style-type: none"> • Child Studies • PASS (Physical Activity & Sports Studies) 	200 hours or 100 hours in some instances
7	Science #	Stage 4 & Stage 5: 400 hours with substantial study in each year over 7-10	NIL	
8	Technologies	Stage 4: 200 hours of Technology Mandatory	<ul style="list-style-type: none"> • Agricultural Technology • Computing Technology • Design & Technology • Industrial Technology (Timber, Metal, Engineering) • Graphics Technology • Food Technology • Textiles Technology 	200 hours or 100 hours in some instances

courses requiring a minimum of 500 hours of study in Department of Education schools

MACQUARIE FIELDS HIGH SCHOOL CURRICULUM MODEL

The curriculum model allows students to complete a broad range of subjects and meet all the requirements set down by NESA and NSW Department of Education. At our school this includes the study of:

- English, Maths and Science, each for 600hrs over 4 years
- History and Geography for 200hrs each over 4 years
- Technology Mandatory for 200hrs in Year 7
- The mandatory courses of Music, Visual Arts and Languages other than English, each for 100hrs over two years in Stage 4
- PD/H/PE for 400 hours over 4 years
- 3 Elective courses studied over the two years of Stage 5 (200 hrs each)

YEAR 7	YEAR 8	YEAR 9	YEAR 10
English 6 periods / per fortnight Maths 6 periods / per fortnight Science 6 periods / per fortnight = 150 hours / yr	English 6 periods / per fortnight Maths 6 periods / per fortnight Science 6 periods / per fortnight = 150 hours / yr	English 6 periods / per fortnight Maths 6 periods / per fortnight Science 6 periods / per fortnight = 150 hours / yr	English 6 periods / per fortnight Maths 6 periods / per fortnight Science 6 periods / per fortnight = 150 hours / yr
PD/H/PE 4 periods / per fortnight = 100 hours / yr	PD/H/PE 4 periods / per fortnight = 100 hours / yr	PD/H/PE 4 periods / per fortnight = 100 hours / yr	PD/H/PE 4 periods / per fortnight = 100 hours / yr
History/Geography 4 periods / per fortnight / semester = 50 hours each / yr	History/Geography 4 periods / per fortnight / semester = 50 hours each / yr	History/Geography 4 periods / per fortnight / semester = 50 hours each / yr	History/Geography 4 periods / per fortnight / semester = 50 hours each / yr
LOTE or Music 4 periods / per fortnight = 100 hours / yr	LOTE or Music 4 periods / per fortnight = 100 hours / yr	200 hour Elective Course A 4 period / per fortnight →	
	STEM, Visual Arts 2 periods / per fortnight = 100 hours / yr	200 hour Elective Course B 4 period / per fortnight →	
Technology Mandatory 8 periods / per fortnight = 200 hours / yr		200 hour Elective Course C 4 period / per fortnight →	

Students will be asked to make curriculum choices during years 7-10. In year 8 they will choose 3 x 200 hour courses to be studied over years 9 & 10.

Year 9 Mandatory	Year 10 Mandatory
FIRST 200 hour elective course studied for 2 years	
SECOND 200 hour elective course studied for 2 years	
THIRD 200 hour elective course studied for 2 years	

- **Creative and Performing Arts:** Music, Visual Arts, Drama, Dance and Photography & Digital Media/Visual Design
- **Human Society & Its Environment:** Elective History, International Studies, Commerce, and Psychology
- **Languages:** Japanese and French
- **PDHPE:** Physical Activity and Sports Studies and Child Studies
- **Technologies:** Agricultural Technology, Computing Technology, Design & Technology, Industrial Technology (Metal, Engineering, Timber), Graphics Technology, Food Technology and Textile Technology

These decisions are important ones no matter what year you are in. The most important people to ask about subject choices include the Deputy Principal, the Careers Advisor, your Year Advisor and of course the Head Teachers in each Key Learning Area. These people are available to provide detailed course information and help you make good decisions about subject choice.

Deputy Principal
Careers Adviser
Head Teacher Teaching & Wellbeing

Head Teacher English
Head Teacher Mathematics
Head Teacher Science
Head Teacher Creative Arts
Head Teacher HSIE/Languages
Head Teacher PDHPE
Head Teacher Technologies
Head Teacher Special Education
Year Advisor:

Mr J Perrett
Mrs J Buckler
Miss M Collins

Ms Natalie Stevens
Mr G Plowes
Mr W Matchett
Mrs K Metcalfe
Mr T Neale
Miss N Boyles
Mr G Byrne
Ms P O'Sullivan
Miss R Hall

HOMEWORK

Students at Macquarie Fields High School need to be independent learners and homework is an essential part of developing these skills. It supports effective teaching and learning and helps students to achieve their full potential. People become good at a particular sport through regularly devoting time and effort to consolidation and improvement of their ability. In education the successful student generally needs to devote a good deal of time and effort to homework and study.

Every faculty is expected to have a Homework Policy and put into place strategies to monitor the regular use of homework as a part of good teaching and learning.

Every subject has homework and it is important that students devote equal time and effort to each subject to develop essential knowledge and skills about their curriculum.

The nature of homework

1. revision and /or consolidation of learning
2. extension and enrichment of the student's learning experiences
3. the skills necessary to develop regular study habits
4. opportunities initiated in the classroom to practise essential skills.

Students have homework at all times

1. Preparation for future lessons (e.g. reading, research assignments)
2. Preparation for tests and examinations.
3. Review of work covered in class, a constant activity essential for full understanding
4. Short assignments set on a frequent basis.
5. Longer assignments set on a less frequent basis.
6. Completion of some aspect of work commenced in class.
7. Reading, either set for a course, or wider reading to improve knowledge and understanding of our complex world and human behavior.

Allocating Homework in Faculties

The amount of set homework should vary from time to time and will depend on the age and ability of students. The student information handbook states that:

An average student, with good personal organisation of time and resources, should spend –

<i>Year 7</i>	<i>1 hour per night</i>	<i>Year 10</i>	<i>2½ hours per night</i>
<i>Year 8</i>	<i>1½ hours per night</i>	<i>Year 11</i>	<i>3 hours per night</i>
<i>Year 9</i>	<i>2 hours per night</i>	<i>Year 12</i>	<i>3+ hours per night</i>

These times are a rough guide as many variables can affect the student. A weekly study program should include homework. The time given to short homework assignments set on a regular basis needs consideration and must be balanced against work on larger, less-regular assignments and student-initiated study.

Teachers should be aware that students in Year 7 have nine subjects per week and this should be considered when allocating homework. Each class has a class diary and homework needs to be monitored by all Year 7 teachers so that students are not overwhelmed in their first year of high school.

Homework Diaries

A homework diary is a necessary part of a student's school requirements and **must** be brought to school each day. Effective time management is an important aspect of student learning and a homework diary will be an essential part of meeting deadlines, and developing good organizational skills

1. **Students** will record homework information and due dates on a daily basis.
2. **Teachers** will regularly check student homework diaries to see that students are keeping accurate records and developing organisational skills, and use the homework diary appropriately.

SECTION 3.

MANDATORY COURSES

English – Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

In Stage 5 English, students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

Mathematics - Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

Mathematics Stage 5.1

By the end of Stage 5.1, students explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

Students apply their knowledge of percentages, fractions and decimals to financial problems related to earning and spending money, taxation, and simple and compound interest. They simplify and

evaluate numerical expressions using index laws for positive and zero indices, round numbers to a specified number of significant figures, and express numbers in scientific notation. Students apply the index laws to simplify algebraic expressions. They determine the midpoint, gradient and length of intervals on the Cartesian plane and draw graphs of linear and simple non-linear relationships.

Skills in measurement are further developed to include finding the areas of composite shapes and the surface areas of rectangular and triangular prisms. Students describe the limit of accuracy of measurements. They apply right-angled triangle trigonometry to practical situations, including those involving angles of elevation and depression. They apply the properties of similar figures to find side lengths in problems related to similar figures.

Students' statistical skills are extended to include considering shape and skewness of distributions, comparing data and data displays, and evaluating the reliability of statistical claims. They also determine the relative frequencies of events in chance experiments and calculate probabilities from information displayed in Venn diagrams and two-way tables.

Mathematics Stage 5.2

By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

Students apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates, direct proportion, and financial contexts related to compound interest and depreciation.

Students apply the index laws with integer indices to simplify expressions. They operate with algebraic fractions, expand binomial products and factorise monic quadratic trinomial expressions. They solve linear equations and use them to solve word problems. They solve linear inequalities and linear simultaneous equations. Students solve simple quadratic equations and solve monic quadratic equations by factorisation. On the Cartesian plane they draw and interpret graphs of straight lines, and simple parabolas, circles and exponential graphs. Students determine the equations of straight lines and use the properties of parallel and perpendicular lines on the Cartesian plane.

Students extend their skills in measurement to solve problems involving the surface areas and volumes of right prisms, cylinders and related composite solids. They use trigonometric ratios to solve problems in which angles may be measured to the nearest second, and problems involving bearings and angles of elevation and depression. In geometry, they use deductive reasoning in numerical and non-numerical problems, drawing on their knowledge of the properties of congruent triangles, the angle properties of polygons, and the properties of quadrilaterals.

Statistical skills are extended to include the construction of box-and-whisker plots and the calculation of interquartile range to analyse and compare data sets in appropriate data displays. Students investigate bivariate data sets and use scatter plots to describe relationships between variables. They evaluate the sources of data in statistical reports. In their study of probability, students record and determine probabilities of events in multi-step chance experiments and examine conditional language.

Mathematics Stage 5.3

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They analyse and describe physical phenomena and rates of change. Algebraic skills are extended to expanding the special binomial products and factorising non-monic quadratic expressions, using a variety of techniques. Students solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations involving one linear and one non-linear equation. They solve practical problems using linear, quadratic and simultaneous equations. They change the subject of literal equations. Students generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles. They use formulas to calculate midpoint, gradient and distance on the Cartesian plane, and to determine the equations of straight lines.

Students solve problems involving the surface areas and volumes of pyramids, cones and spheres, and related composite solids. They explore similarity relationships for area and volume. They determine exact trigonometric ratios for 30° , 45° and 60° , extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from 0° to 360° . Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles. They use Pythagoras' theorem and trigonometry to solve problems in three dimensions.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students prove known properties of triangles, quadrilaterals and circles.

Students use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit. They investigate statistical reports and explore how data is used to inform decision-making processes.

Science - Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

By the end of Stage 5 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

Students formulate questions or hypotheses to be investigated scientifically. They apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Individually and collaboratively they plan and undertake a range of types of first-hand investigations to accurately collect data using appropriate units, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable first-hand data.

In Stage 5 students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible

alternative explanations for findings. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could be improved, including the appropriate use of digital technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

Students apply models, theories and laws to explain phenomena and situations involving energy, force and motion. They explain the concept of energy conservation, by describing energy transfers and transformations within systems.

Students describe changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth to illustrate how models, theories and laws are refined over time by the scientific community as new evidence becomes available. They describe situations where advances in scientific understanding may depend on developments in technology, and that technological advances are frequently linked to scientific discoveries.

Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They analyse interactions between components and processes within biological systems and their responses to external changes. They use scientific evidence to assess whether claims, explanations and predictions are supported and can be used to evaluate predictions and inform decisions related to contemporary issues.

Students explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms. They describe how different factors influence the rate of chemical reactions and the importance of a range of types of chemical reactions in the production of substances.

By the end of Stage 5 students describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas, including efficiency of use of electricity and non-renewable energy sources, the development of new materials, biotechnology, and plant, animal and human health. They outline examples of where the applications of the advances of science, emerging sciences and technologies significantly affect people's lives, including generating new career opportunities.

Human Society and Its Environment

History - Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching,

students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

Mandatory Geography Stage 5- Years 9 and 10

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.

The study of 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 and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

At this school Geography is assessed by a research task which develops a student's literacy and understanding of a global issue. There are also several classwork activities which are ongoing, varied and engaging. There is a final written examination at the conclusion of the course which includes geography skills, multiple choice, short answer and an extended-response type of question. There are also units on Geographic Field Work where students get out of the classroom and investigate geographic problems in an outdoor setting and also much use of ICT for classwork, research and engaging activities.

Topics in Years 9 and 10

- Sustainable Biomes
- Changing Places
- Human Wellbeing
- Environmental Change and Management

Personal Development, Health and Physical Activity (Mandatory)

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 syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

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. At Macquarie Fields High School students are required to complete four periods per fortnight in Years 7-10.

Unsatisfactory students will receive an “N” Award which will result in the non-award of the Record of School Achievement.

The study of PDHPE in K–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

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.

Other Mandatory requirements

Stage 4 Creative and Performing Arts:

100 hours of Music & 100 hours of Visual Arts must be completed in Stage 4

Stage 4 Languages Other Than English:

100 hours with one language studied continuously over a 12 month period must be completed in Stage 4

Stage 4 Technologies:

200 hours of Technology Mandatory.

From 2022, to meet the department’s requirements for additional studies (electives):

- Students study 400 hours of electives in Stage 5
- At least 200 of these hours must be Board Developed Courses, Content Endorsed
- Courses or Stage 5 VET Board Endorsed Courses or NSW Department of Education approved elective courses.

If a school chooses to deliver a NSW Department of Education approved course, students and parent/carers need to be consulted and understand that the course will not be listed on the RoSA.

SECTION 4.

ELECTIVE COURSES - 200 HOUR COURSES YEARS 9 & 10

- *Dance*
- *Drama*
- *Music*
- *Photographic & Digital Media / Visual Design*
- *Visual Arts*
- *Commerce*
- *Elective Geography*
- *Psychology **
- *Elective History*
- *French*
- *International Studies **
- *Japanese*
- *Child Studies*
- *Physical Activity & Sports Studies*
- *Agricultural Technology*
- *Computing Technology*
- *Design and Technology*
- *Food Technology*
- *Graphics Technology*
- *Industrial Technology – Engineering*
- *Industrial Technology – Timber*
- *Industrial Technology – Metal*
- *Textiles Technology*

*** Subject no longer listed on the Record of School Achievement (RoSA).**

1. DANCE– 200 hrs

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

COURSE DESCRIPTION:

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

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

COURSE OBJECTIVES:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills about dance as an artform through:

- **dance performance** as a means of developing dance technique and performance quality to communicate ideas
- **dance composition** as a means of creating and structuring movement to express and communicate ideas
- **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Values and attitudes

Students will value and appreciate:

- their engagement in the study of dance as an artform.

COURSE CONTENT:

Dance content is integrated, and the study of the elements of dance links the three practices. The application of the elements of dance informs *how the students perform* (performance/choreographic/theatrical style) and *how the students compose* (personal style). When choosing dance styles through which to study dance as an artform, schools/teachers must ensure that all content areas are covered, and that all aspects of the elements of dance are integrated into the study.

Section 7.2 provides a content overview of the context of dance as an artform, the practices and the elements of dance.

The *Dance Years 7–10 Syllabus* provides an elective study linked to Stage 5 standards. Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9.

Essential Content

In Dance Years 7–10, the Essential Content represents 100 indicative hours in which students will engage in an integrated study:

- of the **practices** of performance, composition and appreciation
- and of the elements of dance
- within the context of **dance as an artform**.

Additional Content

Additional content is included for courses of 200 hours and beyond. Additional content provides opportunities for students to further broaden, deepen and extend learning. The additional content is a recommended sequence of learning and the additional blocks of content are not interchangeable.

A 200-hour course includes the Essential Content and Additional Content 1, which builds upon the Essential Content. Students should have opportunities to apply dance technique to a variety of dance styles. There should also be an emphasis on increasing complexity and sophistication of student engagement with the syllabus outcomes and content.

For schools wishing to offer dance courses beyond 200 hours, further additional content is included. A 300-hour course includes the Essential Content, Additional Content 1 and Additional Content 2. Additional Content 3 has been provided for schools offering courses beyond 300 hours.

Life Skills

Life Skills outcomes and content are in section 8 of the syllabus.

ADDITIONAL INFORMATION

CONTACT: Mrs K Metcalfe

Costs: \$25.00 (plus costume hire)

Students will need to purchase and wear black leotard, black t-shirt and black leggings during practical lessons. Students will also need to purchase their own dance shoes depending on the dance styles chosen. There is also an annual Costume hire fee of \$ 50 for to cover the cost of costumes for performances.

2. DRAMA – 200 hrs

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.

COURSE OBJECTIVES:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic, and political aspects of the human experience.

Values and attitudes

Students will value and appreciate:

- The collaborative and diverse nature of drama and theatre
- The contribution of drama and theatre to enriching and sustaining cultures and societies.

COURSE CONTENT:

All students undertake a unit of play building in every 100 hours of the course. Play building 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.

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.

ADDITIONAL INFORMATION

CONTACT: Mrs K Metcalfe

Costs: There is a fee of **\$10 per year (plus costume hire)**. This covers all materials that are used during the study of this course. There are excursions throughout the year and there will be cost associated with this depending on the nature of the excursion.

Course Materials: Students will need to have a logbook.

3. MUSIC – 200 hrs

COURSE DESCRIPTION:

The study of music's forms, styles and ideas enables young people to develop an interest in appreciation and enjoyment of music. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own musical ideas, compositions, and performances.

The Music Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

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.

COURSE OBJECTIVES:

Knowledge, understanding and skills

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

- performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- composing as a means of self-expression, musical creation and problem solving
- listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.
- Values and attitudes
- Students will value and appreciate:
 - the aesthetic value of music and the enjoyment of engaging in performing, composing, and listening.

COURSE CONTENT:

In both the Mandatory and Elective courses, students 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.

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.

ADDITIONAL INFORMATION:

Contact: Mrs K Metcalfe

COSTS: There is a fee of \$10.00 per year –This covers equipment such as batteries, strings, manuscript paper and other resources. There is also a Band instrument hire fee, which applies to students who wish to hire an instrument for a full term. This fee varies according to the instrument and is used for the maintenance of the instruments on their return.

4. PHOTOGRAPHIC AND DIGITAL MEDIA YEAR 9 -100hrs

VISUAL DESIGN YEAR 10 – 100hrs

PHOTOGRAPHIC AND DIGITAL MEDIA

COURSE DESCRIPTION:

Photographic and digital media powerfully communicates ideas, identity, values and culture through images. The study of photographic and digital media enables young people to develop an interest in and enjoyment of investigating the rapidly evolving ideas, practices and technologies of this art form. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas, art and arts practice of others, through creatively developing their own ideas and photographic and digital artworks.

The Photographic and Digital Media Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

COURSE OBJECTIVES:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills:

- to **make photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames.

Values and attitudes

Students will value and appreciate:

- their engagement in the practice of the photographic and digital media and understand how photographic and digital media, as a field of practice and understanding, is subject to different interpretations.

Values and Attitudes Objective

Students will value and appreciate their engagement in the practice of photographic and digital media and understand how photographic and digital media, as a field of practice and understanding, is subject to different interpretations.

Values and Attitudes Outcomes

Students will value and appreciate:

- the significance and prevalence of photographic and digital works in a contemporary world
- ethical and environmentally sustainable photographic and digital media practices.

COURSE CONTENT:

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.

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

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.

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

VISUAL DESIGN

COURSE DESCRIPTION:

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about, understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

COURSE OBJECTIVES:

Knowledge, Understanding and Skills

Students will develop knowledge, understanding and skills:

- to **make visual design artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret visual design artworks** informed by their understanding of practice, the conceptual framework and the frames.

Values and attitudes

Students will value and appreciate:

- their engagement with the practice of visual design and understand how this field is subject to different interpretations.

COURSE CONTENT:

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space–time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks. Students learn about how visual design is shaped by different beliefs, values and meanings by exploring visual designers and visual design artworks from different times and places, and relationships in the artworld between the artist/designer – artwork – world –



audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

Students learn to make visual design artworks using a range of materials and techniques in print, object and space–time forms, including ICT, to build a folio of work overtime. 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 Visual Design journal.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks.

COURSE REQUIREMENTS

Visual Design 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.

Students are required to produce a folio of work and keep a Visual Design journal.

Additional Information

Contact: Mrs K Metcalfe

Costs: There is a fee of **\$45 per year. This fee includes a process diary.**

This covers the cost of materials used throughout the course such as – an assortment of photo papers, printing inks, camera memory cards and all other materials used throughout the course. Excursions organised are an important part of the course and there is an additional cost involved with this.

Student work is selected for various exhibitions throughout the year both for school exhibitions and for various local, regional and state exhibitions.

5. VISUAL ARTS – 200 hrs

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.

COURSE OBJECTIVES:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills:

- to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.

Values and attitudes

Students will value and appreciate:

- their engagement in the practice of the visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations.

COURSE CONTENT:

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.

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 overtime. 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.

ADDITIONAL INFORMATION:

Contact: Mrs K Metcalfe

COSTS: THE FEE FOR THIS COURSE IS \$50.00 PER YEAR. The fee covers the cost of all materials used in class. Excursions organised are an important part of the course and there is a cost involved with this.

6. COMMERCE – 200 hrs

COURSE DESCRIPTION:

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political 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.

COURSE OBJECTIVES:

Students develop knowledge and understanding of:

consumer, financial, economic, business, legal, political and employment matters.

Students develop skills in:

decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues

effective research and communication

working independently and collaboratively.

Students value and appreciate:

ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues

fundamental rights, rules and laws that promote fairness, justice and equity in society through informed, responsible and active citizenship.

COURSE CONTENT:

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Core topics	Additional topics
Consumer and Financial Decisions	Promoting and Selling
Economic and Business Environment	Running a Business
Employment and Work Futures	Towards Independence
Law, Society and Political Involvement	Investing + Travel

ADDITIONAL INFORMATION

Costs: Nil

CONTACT: Mr T Neale

Materials: Book, pen, calculator



7. ELECTIVE GEOGRAPHY – 200 hrs

COURSE DESCRIPTION:

Geography enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

The Geography Elective Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn:

Geography Elective enables students to learn about the geographical processes that form and transform environments and communities. Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments. Through geographical inquiry, students develop knowledge and understanding to become informed, responsible and active citizens. It will also look at the Geography of Asia and the Pacific Islands.

COURSE OBJECTIVES:

Explains the diverse features and characteristics of a range of places, environments and activities
Assesses the interactions and connections between people, places and environments that impact on sustainability

Accounts for contemporary geographical issues and events that impact on places and environments.
Explains how perspectives of people and organizations influence a range of geographical issues

COURSE CONTENT: The 200-hour course will do FIVE TOPICS. The 100-hour course will do THREE TOPICS

- Physical Geography
- Oceanography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Transcontinental Transect
- School-developed Option: In conjunction with class members

ADDITIONAL INFORMATION

CONTACT: M Mr T Neale

Costs: There will be excursions to conduct field study during the year

Materials: Students will keep a Geography Journal of their topics, research and activities during the course.

8. PSYCHOLOGY – 200 hrs

COURSE DESCRIPTION:

Psychology provides students with an understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology

COURSE OBJECTIVES:

Students develop:

- Knowledge of the main approaches to the study of the nature of human behaviour and how the field of psychology provides scientific explanations for the mind and behaviour (PSY5-1, PSY5-2)
- Knowledge of personality, disease, disorders, intelligence and creativity (PSY5-3)
- Knowledge and skills in the use of research methods, ethical practise in the application of data and communicating ideas and information (PSY5-5, PSY5-7, PSY5-8, PSY5-9)
- Knowledge of psychological theories and their importance across popular culture and everyday life (PSY5-4, PSY5-6)

COURSE CONTENT:

Students will identify psychology as a scientific discipline which studies mental processes and human behaviour, the world of the psychologist, the history of psychology and present-day theories of psychology.

Students will learn how the knowledge gained by research psychologists is used by applied psychologists in their dealings with individuals and groups. Students will appreciate the eclectic nature of psychological theories and the contributions made by psychologists of the past in formulating contemporary theories.

Students examine the scientific methods and ethics involved in psychological research and experimentation. They will investigate the types of psychological research and examine the ethical principles that practices that are required when engaging participants in research studies.

What is Psychology? (core topic)	Psychology and society
Research methods in Psychology (core topic)	Psychology and gender
Intelligence and creativity	Forensic psychology
Psychological disorders and constructs of normality	Personality and self

ADDITIONAL INFORMATION

CONTACT: Mr T Neale

Due to NESA's changes to the School developed board endorsed course program, Psychology will no longer be listed on the Record of School Achievement (RoSA). The NSW Department of Education is committed to the continued delivery of Psychology and supports schools and teachers offering [Department approved elective courses](#) as part of their curriculum in Stage 5.

Costs: Nil

Materials: Book, pen



9. ELECTIVE HISTORY - 200 hrs

COURSE DESCRIPTION:

Elective History provides opportunities for students to develop deep knowledge and understanding of past societies and historical periods. Students explore the nature of history, heritage and archaeology, through processes of historical inquiry, analysing sources and sequencing events to demonstrate an understanding of continuity, change and causation.

COURSE OBJECTIVES:

Knowledge and understanding

Students develop knowledge and understanding of:

- history and historical inquiry
- past societies and historical periods.

Skills

- Students develop skills to:
- undertake the processes of historical inquiry
- communicate their understanding of history.

Values and attitudes

- Students value and appreciate:
- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

COURSE CONTENT:

Topic 1: History, Heritage and Archaeology

Topic 2: Ancient, Medieval and Modern Societies

Topic 3: Thematic Studies

ADDITIONAL INFORMATION:

CONTACT: Mr T Neale

Costs: NIL

Materials: Workbook and Folder



10. FRENCH – 200 hrs

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of the French language.

COURSE CONTENT:

In the French elective, students will engage in a variety of learning activities, including communication tasks, games and project-based learning. Students will be learning about the day-to-day language used in talking about oneself and one's environment.

Topics include the family, clothes, food, daily activities, weather, health, the body, directions, leisure activities, school, and future plans.

Students have an assignment on New Caledonia, and a research project on Paris.

ADDITIONAL INFORMATION

CONTACT: Mr T.Neale

Costs: NIL

Materials. Workbook and Folder

11. INTERNATIONAL STUDIES - 200 hrs

COURSE DESCRIPTION:

International studies provides students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables understanding of cultures from different perspectives and develops skills to engage harmoniously in the interconnected world.

COURSE OBJECTIVES:

- analyses a variety of definitions of culture
- describes characteristics of culture
- examines cultural diversity
- identifies influences on cultures and their interconnectedness
- analyses different contexts, perspectives and interpretations of cultural beliefs and practices
- evaluates culturally significant issues, events and scenarios from a variety of perspectives
- applies understanding of cultural differences when communicating across cultures

COURSE CONTENT:

- Option 1 – Culture and beliefs
- Option 2 – Culture and the media
- Option 3 – Culture on the move
- Option 4 – Culture and travel
- Option 5 – Culture and the performing arts
- Option 6 – Culture in art and architecture
- Option 7 – Culture in film and literature
- Option 8 – Culture and sport
- Option 9 – Culture and food
- Option 10 – Culture, science, technology and change
- Option 11 – School developed option

ADDITIONAL INFORMATION:

CONTACT: Mr T Neale

Due to NESA's changes to the School developed board endorsed course program, International Studies will no longer be listed on the Record of School Achievement (RoSA). The NSW Department of Education is committed to the continued delivery of International Studies and supports schools and teachers offering [Department approved elective courses](#) as part of their curriculum in Stage 5.

Costs: NIL

Materials: Course workbook and folder.



12. JAPANESE – 200 hrs

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

COURSE OBJECTIVES:

- Speak, write and understand a person in Japanese
- Understand the way of life of Japanese peoples
- Communicate with Japanese speaking people both in Australia and abroad
- Achieve personal satisfaction and enjoyment from the study of Japanese

COURSE CONTENT:

Students studying this course will study the following topics:

- Leisure activities
- Shopping on the internet
- Festivals and food
- Family and Who am I?
- Daily routines and the Weather
- Going out and Directions
- Writing invitations and letters, journals and diary entries
- Karaoke
- Work and part-time Jobs

ADDITIONAL INFORMATION:

CONTACT: Mr T Neale

Costs: NIL

Materials: Course workbook and folder.



13. CHILD STUDIES – 200 hrs

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.

The Child Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with disability.

COURSE OBJECTIVES:

Knowledge, understanding and skills

Students develop:

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

Values and attitudes

Students value and appreciate:

- the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing
- the positive impact that significant others play in the growth and development of children.

COURSE CONTENT:

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

ADDITIONAL INFORMATION

CONTACT: Miss N Boyles

Costs: \$5 fee per year for resources, such as Real Care Babies.

Materials: A4 display folder and writing materials.

14. PHYSICAL ACTIVITY & SPORTS STUDIES – 200 hrs

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.

The *Physical Activity and Sports Studies CEC Years 7–10* course includes Life Skills outcomes and content for students with disability.

COURSE OBJECTIVES:

Knowledge and understanding

Students:

- develop a foundation for efficient participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport.

Skills

Students:

- develop the personal skills to participate in physical activity and sport with confidence.

Values and attitudes

Students:

- develop a commitment to lifelong participation in physical activity and sport
- develop an appreciation of the enjoyment and challenge of participation in physical activity and sport
- recognise the value contributions of physical activity and sport have to wellbeing and society.

COURSE CONTENT:

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

ADDITIONAL INFORMATION

CONTACT: Miss N Boyles

A variety of extra-curricular activities are often organised for students including wheelchair basketball, lunchtime sport, Gala Day competitions, assisting in sports mentoring during integrated sport and help with the facilitation of the Premier's Sporting Challenge.

Costs: \$5 fee per year for maintenance of sporting equipment.

Materials: Full sport uniform and appropriate footwear for practical activities.

15. AGRICULTURAL TECHNOLOGY– 200 hrs

COURSE DESCRIPTION:

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

COURSE OBJECTIVES:

After completing this course students should have:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.

COURSE CONTENT:

The 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, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of 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 study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$60.00 will apply to provide students with appropriate materials

Materials: Leather school shoes must be worn

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

16. Computing Technology – 200 hrs (Replacing IST for Year 9 from 2024)

COURSE AIM:

The study of Computing Technology in Years 7–10 enables students to:

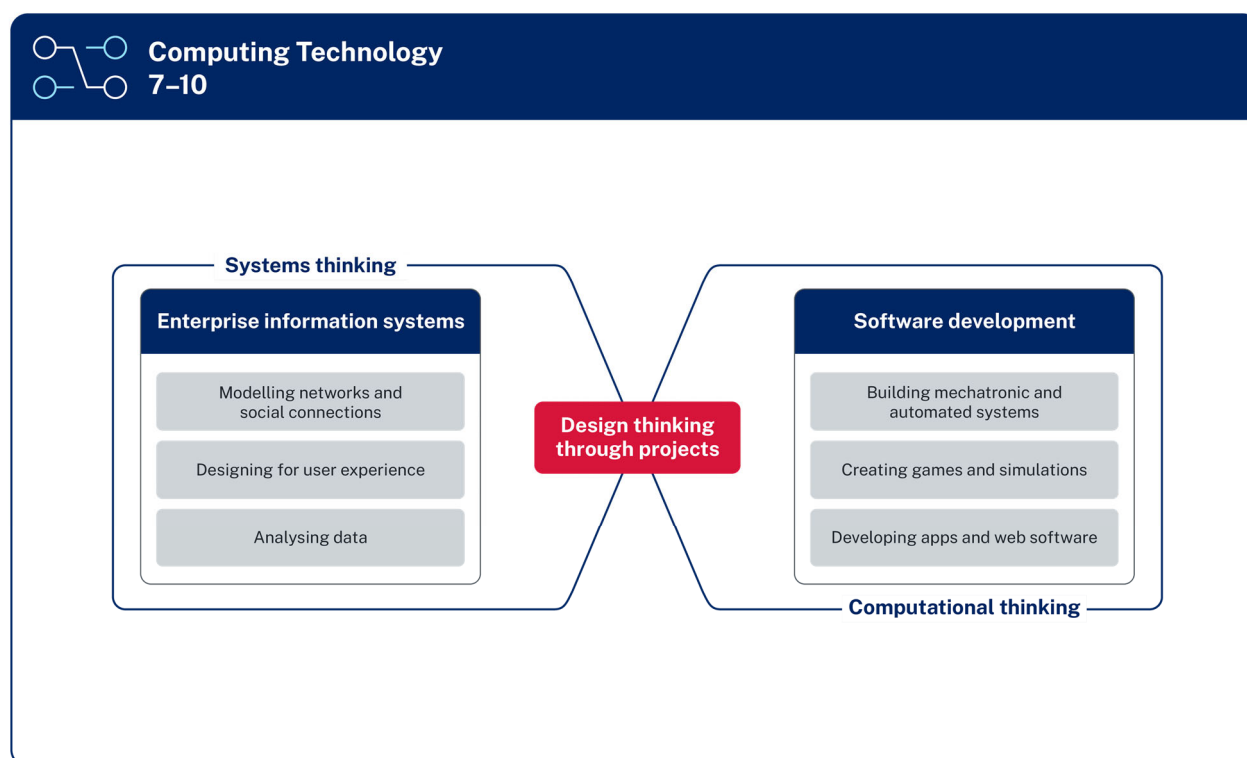
- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

COURSE DESCRIPTION:

Students will have the opportunity to develop technical knowledge and skills, social awareness, project management and thinking skills in Enterprise Information Systems and Software Development, through the areas of:

- Modelling networks and social connections
- Designing for user experience
- Analysing data
- Building mechatronic and automated systems
- Creating games and simulations
- Developing apps and web software.

COURSE CONTENT:



Core learning for Computing Technology 7–10 is embedded across each focus area and within each content group. The core consists of:

- thinking skills
- social and cultural awareness
- technical knowledge and skills
- project management.

The content groups describe the knowledge and/or skills students develop to become creative, safe and responsible users of computing technologies. The practical application of knowledge and skills is embedded within the outcomes and content to support the foundation for learning in computing technology through projects. Each focus area is made up of 4 content groups.

Content groups

Identifying and defining
Researching and planning

Producing and implementing
Testing and evaluating.

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$50.00 will apply to provide students with appropriate consumable materials.

Materials: A PC laptop is recommended.

Students undertaking the 200-hour course are required to complete practical learning and project work for most of the course time

17. DESIGN AND TECHNOLOGY – 200hrs

COURSE DESCRIPTION:

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

COURSE OBJECTIVES:

After completing this course students should have:

- knowledge and understanding of design concepts and processes
- understanding of the impact of past, current and emerging technologies on the individual, society and environments knowledge and understanding of the work of designers and the issues and trends that influence their work
- knowledge and understanding of and skills in innovation, creativity and enterprise
- skills in communicating design ideas and solutions
- knowledge and understanding of and skills in managing resources and producing quality design solutions.

COURSE CONTENT:

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$80.00 will apply to provide students with appropriate materials.

Materials: Leather school shoes and an apron must be worn. A PC laptop (not Mac) capable of running Autodesk Inventor is recommended.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

18. FOOD TECHNOLOGY – 200 hrs

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

After completing this course students should have:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

COURSE CONTENT:

Students 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 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. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- | | | |
|----------------------------|-----------------------------|------------------------------|
| • Food in Australia | • Food Selection and Health | • Food for Specific Needs |
| • Food Equity | | • Food for Special Occasions |
| • Food Product Development | • Food Service and Catering | • Food Trends. |

All areas will be studied applying appropriate practical experiences.

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$110 will apply to provide students with appropriate materials.

Materials: Students are required to supply an apron, 2 tea towels, dishcloth, oven mitt, container and wear covered leather shoes.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

19. GRAPHICS TECHNOLOGY – 200 hrs

COURSE DESCRIPTION:

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

COURSE OBJECTIVES:

After completing this course students should have:

- develop knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- develop knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques
- develop knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations
- develop knowledge, understanding and skills to select and apply techniques in the design and creation of digital presentations and simulations to communicate information
- develop knowledge and understanding to apply Work Health and Safety (WHS) practices and risk management techniques to the work environment
- investigate the role of graphics in industry and the relationships between graphics technology, the individual, society and the environment.

COURSE CONTENT:

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Students can select from a range of option modules:

- | | | |
|---------------------------------|------------------------------------|--------------------------------------|
| • Architectural Drawing | • Computer-Aided Design (CAD) | • Landscape Drawing |
| • Australian Architecture | • Computer Animation | • Product and Technical Illustration |
| • Cabinet and Furniture Drawing | • Engineering Drawing | • Student Negotiated Project. |
| | • Graphic Design and Communication | |

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$50.00 will apply to provide students with appropriate materials.

Materials: A PC laptop (not Mac) capable of running [Autodesk Inventor](#) and [Revit](#) is recommended.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

20. INDUSTRIAL TECHNOLOGY- ENGINEERING – 200 hrs

COURSE DESCRIPTION:

Industrial Technology - Engineering is a practical based course providing students with the opportunity to become familiar with basic engineering principles and make a range of practical projects. This course serves as an introduction to skills and processes in the field of engineering and other STEM professions. Students will use a wide range of specialist equipment as they plan, construct and test the projects that they make.

COURSE OBJECTIVES:

After completing this course students should have:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- understanding to transfer knowledge and skills to other experiences
- knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

COURSE CONTENT:

The Engineering 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

These are enhanced and further developed through the study of specialist modules in:

- Alternative Energy
- School-Developed Module
- Control Systems
- Transport

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$80.00 will apply to provide students with appropriate materials

Materials: Leather school shoes and an apron must be worn. A PC laptop (not Mac) capable of running [Autodesk Inventor](#) is recommended.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

21. INDUSTRIAL TECHNOLOGY – TIMBER – 200 hrs

COURSE DESCRIPTION:

Industrial Technology - Timber is a practical based course that allows students to learn both traditional and contemporary woodworking skills. Through the construction of a range of projects, students will experience hand and machine processes that are used in the furniture making and woodworking industries. Students will use a wide range of specialist equipment as they plan and construct their projects.

COURSE OBJECTIVES:

After completing this course students should have:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications skills in communicating ideas, processes and technical information with a range of audiences
- understanding to transfer knowledge and skills to other experiences
- knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

COURSE CONTENT:

This course allows students to develop basic skills that are currently used in the furniture and timber products industries. The course has a strong practical hands-on focus and students will make a range of woodwork projects which may include wood puzzles, a bread board, spice rack, chairs, household furniture, cabinets, clocks, turned projects etc. Students will learn how to safely and appropriately use equipment which may include lathes, routers, drills, sanders, bandsaw, etc.

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$80.00 will apply to provide students with appropriate materials.

Materials: Leather school shoes and an apron must be worn.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

22. INDUSTRIAL TECHNOLOGY - METAL – 200 hrs

COURSE DESCRIPTION:

The Industrial Technology – Metal course is a practical engineering based program. Students plan, organise and complete projects that aid in the development of motor sensory skills. Through the construction of a range of projects, students will experience hand and machine processes used in the sheet metal, metal machining and metal fabrication industries. Students will use a range of specialist equipment that will broaden their understanding of metals engineering in society.

COURSE OBJECTIVES:

After completing this course students should have:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- understanding to transfer knowledge and skills to other experiences
- knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

COURSE CONTENT:

The Industrial Technology – Metal course allows students to develop a variety of skills currently used in the sheet metal, metal machining and metal fabrication industries. This course emphasises the importance of possessing practical skills in today's society through the construction of a range of metal based projects that may include tools, household and garden accessories and furniture.

Students will experience the use of equipment including the metal lathe; welding, fabrication, bending machines and cutting machines.

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$80.00 will apply to provide students with appropriate materials

Materials: Leather school shoes and an apron must be worn.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

23. TEXTILES TECHNOLOGY – 200hrs

COURSE DESCRIPTION:

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. 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 give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

COURSE OBJECTIVES:

After completing this course students should have:

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of, and skills in design for a range of textile applications
- knowledge and understanding of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation, communication and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items.

COURSE CONTENT:

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- | | | |
|---------------|----------------|---------------|
| • Apparel | • Costume | • Non-apparel |
| • Furnishings | • Textile Arts | |

Project work enables 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.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

ADDITIONAL INFORMATION:

CONTACT: Mr G Byrne

Costs: A course cost of \$80.00 will apply to provide students with appropriate materials

Materials: Leather school shoes must be worn. A personal sewing kit is recommended.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

SECTION 5.

MAPPING YOUR RoSA

Subject Selection over years 9 to 10

Students will be given a great deal of guidance in making subject choices over the next 2 years. This process usual takes place during term 3 each year. Subject selection sheets will be issued and meetings held with students to help in this important decision making.

Tracking Sheet – Record Your Progress as you make each subject selection

KLA No	KEY LEARNING AREA	ELECTIVE	200 hour	200 hour	200 hour
1	Creative and Performing Arts				
3	Human Society and Its Environment				
4	Languages Other than English				
6	Health and PE				
8	Technologies				

ALL mandatory requirements completed
THREE 200 hour elective courses to complete STAGE 5

YES
YES