



WALK IN NEW LIFE

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**MATER MARIA CATHOLIC COLLEGE**

COMMUNITY • FORMATION • SUCCESS

# **Curriculum Handbook**

## **Stage 5**

Year 9, 2018  
**Year 10, 2019**

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## MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

**Encourage** a sense of community

**Promote** gospel values

**Nurture** the human spirit

**Develop** a welcoming, peaceful environment

**Provide** opportunities for the realisation of potential

**Celebrate** the uniqueness of the individual

**Educate** for life

**MATER MARIA CATHOLIC COLLEGE**

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# COLLEGE CURRICULUM

STAGE 4 Years 7 and 8	STAGE 5 Years 9 and 10	STAGE 6 Years 11 and 12
Religious Education	Religious Education	Studies of Religion [1 unit ] Studies of Religion (2 unit)
English	English	Advanced English Standard English Extension English I Extension English II (Year 12 only)
Mathematics	Mathematics 5.1 Mathematics 5.2 Mathematics 5.3	Advanced Mathematics Standard Mathematics Extension Mathematics I Extension Mathematics II (Year 12 only)
Science	Science	Biology Chemistry Investigating Science Physics Earth And Environmental Science
<i>Human Society &amp; Its Environment HSIE</i>  History [Year 7 only] Geography [Year 8 only]	History. Geography	Ancient History Business Studies Economics Geography Legal Studies Modern History Extension History (Year 12 only) Society & Culture
	Elective Geography Elective History Commerce International Studies	
<i>Creative Arts</i> Visual Arts [Year 7 only] Music [Year 8 only]	Drama Music Visual Arts Visual Design	Drama Music I / Music 2 Extension Music (Year 12 only) Visual Arts
<i>Languages Other than English</i> Japanese OR Italian [Year 8 only]	Italian Japanese	Japanese Italian
<i>Personal Development, Health and Physical Education</i> PDHPE	PDHPE	PDHPE Community and Family Studies
	Physical Activities & Sports Studies	
<i>Technological and Applied Studies TAS</i>  Technology (Mandatory)	Design & Technology Food Technology Industrial Technology – Electronics Industrial Technology – Timber Industrial Technology –Multimedia Information & Software Technology Textiles Technology	Design & Technology Food Technology Industrial Technology - Electronics Industrial Technology – Timber Industrial Technology – Multimedia Information Processes Technology Software Design & Development Textiles & Design
<i>Vocational Education &amp; Training VET</i> [Stage 6 only]		Construction [B] Information Technology [B] Hospitality [B] Business Services [B] & TAFE subjects
Modified Program of Study for students with special needs	Modified Program of Study for students with special needs	Modified Program of Study for students with special needs
<i>Transition Skills</i> [Year 7 only]		

## **GENERAL INFORMATION & REQUIREMENTS**

All students enrolled in the Junior School [Years 7 - 10] engage in studies leading to the award of the Record of Student Achievement (RoSA). The regulations, procedures, examinations and courses of study for this award are under the guidance and control of the New South Wales Education Standards Authority (NESA). All courses of study offered at this College are following syllabuses either produced or approved by NESA.

NESA mandates that each student should receive a minimum education in each Key Learning Area to ensure a breadth of educational experiences. Each school is allowed to choose a pattern of study that meets these requirements.

## **MANDATORY SUBJECTS**

In Years 9 and 10, the following subjects are mandatory, that is, they must be studied to receive a credential at Mater Maria Catholic College:

### **Course**

Religious Education

English

Geography

History

Mathematics

Personal Development, Health and Physical Education

Science

## **LIFE SKILLS - SPECIAL PROGRAM OF STUDY**

A special Program of Study is a specifically designed course of study for individual students with special educational needs who are unable to meet curriculum requirements for the award of the Record of Student Achievement. Life Skills Courses are available in each of the eight secondary KLAs.

Life Skills courses may form all or part of a Special Program of Study for students based on the individual needs, interests and abilities of the student. An appropriate program of study is one designed to incorporate the mandatory secondary Key Learning Areas reflecting NESA KLA requirements.

Further information relevant to the Life Skills program at Mater Maria can be obtained from the Learning Support Coordinator, Mrs T Marshall.

# ELECTIVE COURSES

## Elective Course Choices Year 9 and Year 10

- **Students study two (2) electives.**
- Electives are **200 hour** courses and are 2 years in duration.
- In only extreme extenuating circumstances will a student be permitted to undertake a 100 hour, 1 year course.

## Elective course choices

### Course

Commerce

Design and Technology

Drama

Food Technology

Elective Geography

Elective History

Industrial Technology - Electronics or Timber or Multimedia

Information and Software Technology

International Studies

Languages – Italian or Japanese

Music

Physical Activities & Sports Studies

Textiles Technology

Visual Arts

Visual Design

# ASSESSMENT

The NESA syllabuses advocate *assessment for learning*. Assessment that enhances learning recognizes that learners use their current understanding to discover, construct and incorporate new skills, knowledge and understanding.

Assessment occurs as a regular part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts and planning ways to remedy misconceptions and support the development of deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use strategies that will allow them to actively monitor and evaluate their own learning and the learning strategies they use.

Meaningful feedback from teachers is critical for learners to gain insight into how they are learning and developing understanding. It allows learners to map their progress in relation to defined standards.

**Year 9 and Year 10 assessment manuals are published at the beginning of the year. The manual will outline the assessment requirements for all subjects as part of the regulations and requirements for the RoSA.**

The manual is very important to parents and students as it communicates our expectations and their children's efforts more clearly and regularly. This provides the opportunity for parents to support their children and us more effectively

**The assessment manual serves as a tool to:**

- ◇ **establish good habits**
- ◇ **improve the culture of learning**
- ◇ **increase academic rigour**
- ◇ **establish levels of achievement**

in Stage 5 and as the students progress through their schooling towards Year 12 (Stage 6).

In effect, this means that the Year 9 and Year 10 assessment manuals clearly set out:

- \* the rules and regulations of NESA
- \* the rights and responsibilities of both students and the school
- \* the consequences of failure to submit assessments on time
- \* the consequences of unsatisfactory attendance
- \* the consequences of plagiarism
- \* the consequences of unsatisfactory effort and application
- \* the reporting of unsatisfactory achievement to the parents

**Failure to meet the requirements could result in an N grade.**

**Failure would prevent a student from progressing to Year 11.**



# RECORD OF STUDENT ACHIEVEMENT

## RoSA

RoSA stands for Record of Student Achievement.

Eligible students who leave school after completing Stage 5 but prior to receiving their Higher School Certificate (Yr 12) will receive the NSW Record of Student Achievement (RoSA).

This means that at the conclusion of Years 10 & 11, students will receive grades for each subject determined from an in-school assessment program. These grades are submitted to NESA for inclusion on their RoSA or HSC credential.

### **Some of the KEY elements of the RoSA are:**

- It will be cumulative, showing a student's achievement until the time they leave school.
  - That is, if a student chooses to leave school at the completion of Year 11, they will be able to receive their RoSA with grades for both Year 10 and Year 11.
- It will follow a school-based assessment program.
- It will be able to be reliably compared between students across NSW.
- It will give students the option of taking online literacy and numeracy test.
  - These will be particularly important for students who choose to leave before completing the Higher School Certificate.
- It will offer a means of recording extra-curricular achievements.

## STRONGER HSC STANDARDS

To help support high school students achieve their best, the Higher School Certificate (HSC) is being reformed.

The changes are designed to help motivate and challenge students to achieve at their highest possible level, reduce excessive stress and give students more skills and career options.

The reform will create stronger HSC standards by focusing on:

- **a minimum literacy and numeracy standard**
- **updating the curriculum**
- **streamlined assessment.**

The changes will provide a flexible HSC that caters to all students' needs, with options for further study extensions. Plagiarism and pre-prepared responses will also be reduced.

From 2020, all Year 12 students in NSW must reach the minimum standard of numeracy and literacy to receive an HSC. ***This means students undertaking Year 8 in 2017 will be expected to meet the minimum standard.***

Attainment of a **band 8** in Literacy (Reading and Writing) and Numeracy will constitute this minimum standard.

NSW Educational Standards Authority (NESA) is responsible for the reforms, which emerged from extensive consultation over three years. NESA will continue working with teachers, educators, parents, business and the community to ensure the reforms provide a solid grounding for all students.

The Stronger [HSC Standards Blueprint \(PDF\)](#) and the [Stronger HSC Standards Current State, Future State \(PDF\)](#) outline the reforms in more detail.

The Stronger [HSC Standards Overview of the Evidence \(PDF\)](#) provides the research and rationale for the reforms.

The College will keep all parents and students informed of these changes in the College newsletter as they become available from NESA throughout the year.

For additional information, visit the NESA site:

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards>

# ATTENDANCE

## ABSENCE DURING THE YEAR

Principals may grant students leave for legitimate reasons such as illness, physical injury or extraordinary circumstances. In the event of such leave being granted, students are expected to complete the assessment program and where assessments fall within the leave-period, it is the responsibility of students to communicate with their respective teachers regarding the completion of these assessments.

If absence is prolonged and work is not possible during the period, the principal may judge that it is not feasible to make up the work during the year. Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the award of the Record of Academic Achievement. At Mater, we believe students should attend for **85%** of the time unless there are exceptional circumstances.

## APPROVED STUDENT EXCHANGE

The Principal may grant leave for approved student exchange programs. Students who are absent from assessment tasks as a result of being on an approved exchange will retain eligibility for the award of the RoSA .

It is a requirement of this College that Year 10 students attend school until the final day of Year 10 as determined by the school system or principal, unless an exemption has been granted by the Principal. ***If a student leaves before the last day of Year 10 without an exemption or approval, they will jeopardise their eligibility for the award of the RoSA.*** Unauthorised early departure from school in Year 10 may also jeopardise entry into Preliminary and HSC courses in Years 11 and 12.

# **COURSES : MANDATORY**

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## **RELIGIOUS EDUCATION**

Religion, Catholic Studies is a compulsory course which is studied for 200 hours at Stage 5. It is a Board Endorsed Course submitted to the NESA on behalf of Broken Bay systemic schools.

### **Course Description**

Religion, Catholic Studies allows students to develop an understanding and appreciation of the richness of the Catholic tradition founded in Sacred Scripture and embedded in the life of the church. It encourages students to participate critically and effectively in the church within wider society.

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

Religion, Catholic Studies addresses the beliefs and traditions of the Catholic Church. It covers Sacred Scriptures, the history of the Catholic Church, ethical issues, social justice concerns, the concepts of discipleship and ministry, the sacraments of healing and the centrality of the Eucharist within the Catholic community.

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

Students learn to identify key Scriptural references and apply them to the contemporary world. They will process and apply Catholic teachings to a variety of ethical and social issues. Students will be able to identify and articulate key beliefs of the Catholic Church and to participate knowledgeably in liturgical celebrations and ministry. The various modules will enable students to develop an appreciation of Catholicism and its application for their lives.

### **Course Requirements**

Students are required to cover ten modules of which eight are core modules and two are elective modules. Assessments will be based on examinations, research presentations and project work.

### **Record of Academic Achievement**

Religion, Catholic Studies, will be awarded a Grade on the student's RoSA.. This will be awarded on the basis of school assessment only, in accordance with the Performance Descriptors set by the NESA.

# ENGLISH

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

## Course Description

Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

## What will students learn about?

Students study books, films, radio, television, newspapers, websites and multimodal texts. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times.

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

## What will students learn to do?

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

## Course Requirements

The study of English in Stage 5 (Years 9–10) requires experience of at least two works of each of fiction, film, non-fiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

In Stage 5, the selection of texts must give students experience of Shakespearean drama.

## Record of Student Achievement

Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded as a grade on the student's RoSA. This will be awarded on the basis of school assessment only, in accordance with the Performance Descriptors set by the NESAs.

# GEOGRAPHY

The Geography (Mandatory) course is a 100 hour course which is currently studied in Year 9. This is a requirement for eligibility for the award of the RoSA.

## Course Description

Geography stimulates students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

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

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

## What will students learn about?

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

## What will students learn to do?

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

## Course Requirements

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

## Record of Student Achievement

Satisfactory completion of the mandatory study of Geography during Stage 5 will be recorded with a grade on the student's RoSA. This will be awarded on the basis of school assessment only, in accordance with the Performance Descriptors set by NESAs.

# HISTORY

The History (Mandatory) course is a 100 hour course which is currently studied in Year 10 only. This is a requirement for eligibility for the award of the RoSA.

## Course Description

History develops in young people an interest in and enjoyment of exploring the past. Stage 5 History builds on the knowledge acquired in the Stage 4 History course which focussed on the Ancient and Medieval Worlds. In Stage 5 History the focus is on two key overviews – The Making of the Modern World and The Modern World and Australia.

## What will students learn about?

In exploring the first theme, students develop an understanding of the significant developments which have occurred in the Modern World from the 18<sup>th</sup> century to the mid twentieth century. In particular, students investigate what impact the Industrial Revolution and the two World Wars had on shaping the modern world. In the second theme, students consider the aftermath of World War II and look at the post-war world order. Students study the topic Rights and Freedoms to come to an understanding of how and why different groups around the world, including Indigenous Australians, have had to fight for recognition of the rights and freedoms which many people take for granted. Additionally, students undertake an investigation of the globalising world or a school developed option which draws on one of the two overviews. In studying these themes, students also engage in discussions about ethical considerations, difference and diversity, work and enterprise, civics and citizenship, and develop a better understanding of intercultural relations.

## What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences. Also, throughout the course, students have the opportunity to display critical and creative thinking, and the chance to work individually and collaboratively on tasks.

## Particular Course Requirements

All students must complete a Site Study in Stage 5.

## Record of Student Achievement

Satisfactory completion of the mandatory study of History during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA. This will be awarded on the basis of school assessment only, in accordance with the Performance Descriptors set by NESA.



# MATHEMATICS

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

## Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

In order to meet students' vocational and other learning needs beyond the compulsory years, a variety of mathematical learning experiences are required in Years 9 and 10. The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics as they enter the last two years of their compulsory years of schooling. Stage 5.1 content is designed to meet the needs of students who achieve Stage 4 outcomes during Year 9 or Year 10. Stage 5.2 content builds on and includes the content of Stage 5.1 and is designed for students who have achieved Stage 4 content generally by the end of Year 8 or early in Year 9. Stage 5.3 content includes the content for 5.1 and 5.2 and is designed for students who have achieved Stage 4 outcomes probably before the end of Year 8.

## What will students learn about?

Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. Within each of these strands they will cover a range of topics including:

- fractions
- decimals
- percentages
- consumer arithmetic
- probability
- algebraic techniques
- coordinate geometry
- graphing and interpreting data
- perimeter
- area
- surface area and volume
- trigonometry
- properties of solids
- geometrical figures
- deductive geometry.

## What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

In particular in each course students do the following:

### **Stage 5.1**

Students who have achieved Stage 5.1 outcomes explain and verify mathematical relationships, ask and explore questions which can be solved using mathematics, 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 problems involving consumer situations related to earning and spending money, and simple and compound interest. They simplify and evaluate arithmetic expressions using index laws and express numbers in scientific notation using both positive and negative powers of ten. Students determine relative frequency and theoretical probability.

- Students apply the index laws to simplify algebraic expressions. They determine the midpoint, length and gradient of intervals on the number plane and draw graphs of linear and simple non-linear relationships.

Their statistical skills are extended to include grouping data into class intervals and constructing and interpreting cumulative frequency tables, histograms and polygons.

Skills in measurement are further developed to include the use of formulae when calculating the area and perimeter of composite figures. Students apply right-angled triangle trigonometry to practical situations including those involving angles of elevation and depression.

### **Stage 5.2**

Students who have achieved the syllabus outcomes, up to and including Stage 5.2 outcomes, ask questions that can be explored using mathematics, and 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 and consumer situations related to compound interest, depreciation and successive discounts. They express recurring decimals as fractions, and round numbers to a specified number of significant figures.

- Students solve non-routine problems in algebra and apply the index laws to simplify, expand and factorise algebraic expressions. They solve linear equations and simple quadratic equations, inequalities and simultaneous equations. On the number plane they draw and interpret graphs of straight lines, simple parabolas, hyperbolas and graphs of physical phenomena. Formulae are used to find distance, gradient and midpoint.

Statistical skills are extended to include descriptions of distributions and the construction of box-and-whisker plots. Student analysis of data includes determining upper and lower quartiles and standard deviation.

- Students extend their skills in measurement to calculations of the area and perimeter of complex composite figures, the volume of pyramids, cones, spheres and composite solids, and the surface area of cylinders and composite solids. In geometry, they use deductive reasoning in numerical and non-numerical problems drawing on their knowledge of the properties of similar and congruent triangles, the angle properties of polygons and the properties of quadrilaterals, including diagonal properties.

### **Stage 5.3**

Students who have achieved the syllabus outcomes, up to and including Stage 5.3 outcomes, 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 topics.

- Students calculate the probability of compound events, operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They apply algebra to analyzing and describing physical phenomena and rates of change. Algebraic skills are extended to expanding binomial products, factorising quadratic expressions, and solving literal equations, inequalities, quadratic and simultaneous equations. They generate, describe and graph equations of straight lines, parabolas, cubics, hyperbolas, circles and exponential functions, and are able to graph regions determined by inequalities.
- Students calculate the surface areas of pyramids, cones and spheres and explore and use similarity relationships for area and volume. They determine exact trigonometric ratios for  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ , extend trigonometric ratios to obtuse angles and sketch sine and cosine curves. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles.

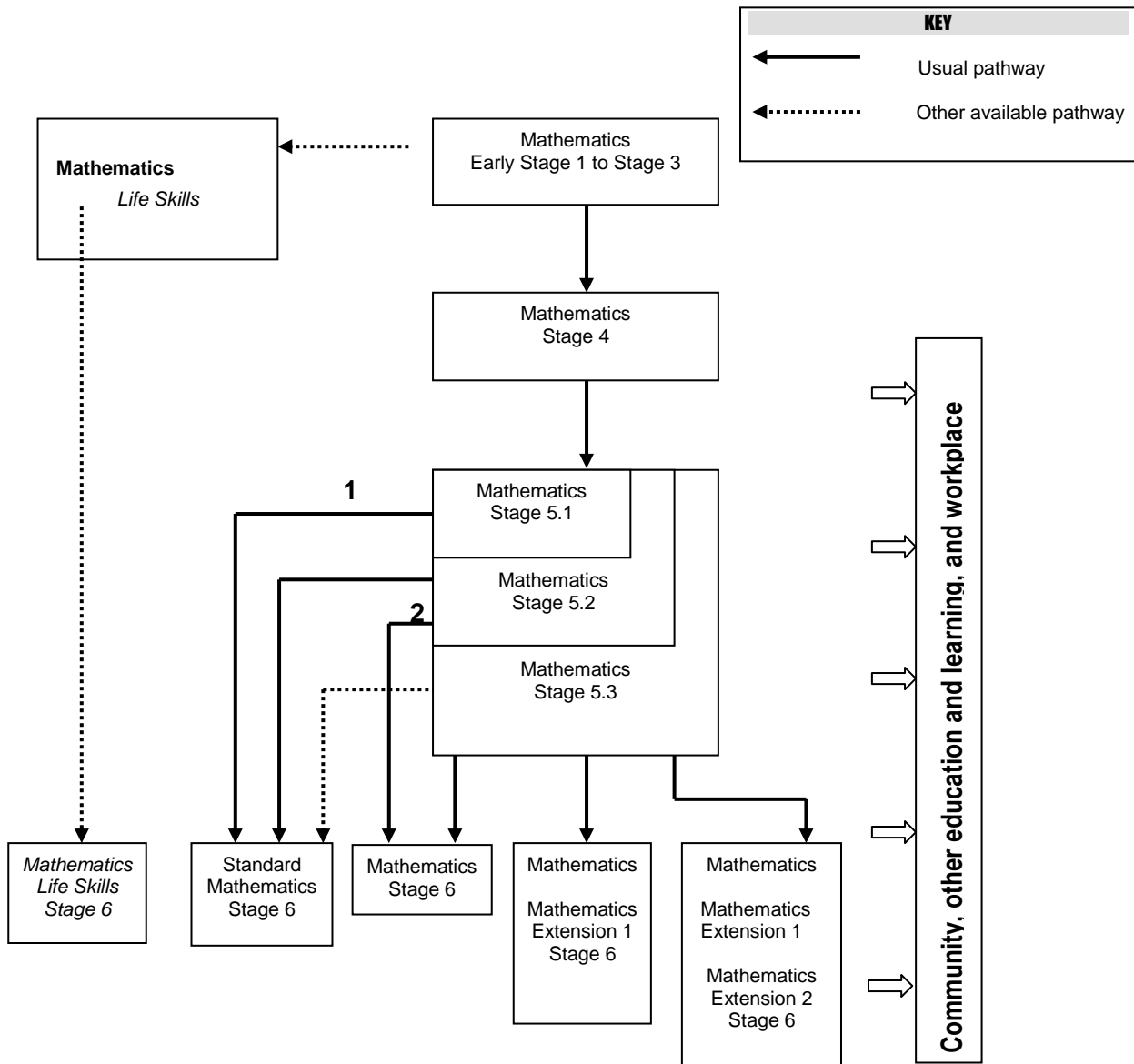
Their knowledge of a wide range of geometrical facts and relationships is used to prove general statements in geometry, extending the concepts of similarity and congruence to a more generalised application. Students prove Pythagoras' theorem and the properties of triangles and quadrilaterals.

### **Record of Student Achievement.**

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA. This will be awarded on the basis of school assessment only, in accordance with the Performance Descriptors set by NESA.

## Beyond Year 10

The following diagram indicates the likely paths of students as indicated by the NESA in Mathematics.



1. In practice we find that these students are unable to cope with the demands of the Standard Mathematics Course and we recommend them not to study Mathematics for the Higher School Certificate.
2. In practice we find that these students are unable to cope with the demands of the Mathematics Course and recommend them to study Standard Mathematics for the Higher School Certificate.

# **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**

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

## **Course Description**

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

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

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

All students study the following four modules:

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

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

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

## **Record of Student Achievement.**

Satisfactory completion of the mandatory study of PDHPE during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA. This will be awarded on the basis of school assessment only, in accordance with the Performance Descriptors set by the NESAs.

# SCIENCE

Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

## Course Description

Science develops students' knowledge and understanding as well as the skills they will need to make sense of and explain the biological, physical, chemical and technological world in which they live. This should enable them to make informed choices and responsible decisions as individuals and as part of the community.

## What will students learn about?

Through their study of Science students develop a knowledge and understanding of the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

## What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues, problems and solutions. They identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process students develop their critical thinking skills and creativity. They experience what it is like to make informed decisions relating to the natural and technological world as well as the environment. They will learn to communicate their understanding and viewpoint.

## Course Requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

## Record of Student Achievement.

Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA. This will be awarded on the basis of school assessment only, in accordance with the Performance Descriptors set by the NESAs.

# COURSES: ELECTIVES

## CHOOSING ELECTIVES

**Students must choose two elective subjects for Year 9 and Year 10.  
Each elective subject is offered as a 200 hour course.**

Electives should be carefully chosen after considerable thought. Students are expected to study each course for two years.

**When choosing a subject, the following points should be considered:**

- Choose a course in which you are interested. If you enjoy the subject you will find the work easier and you will probably develop a deeper understanding and a higher level of achievement.
- Choose a course which is realistic to your achievements in school so far. Bear in mind that some of the practical subjects may well complement an academic load and give a welcome break.
- Do not feel constrained by your HSC and career intentions. These are certainly important and you will make those choices in Year 10.

If you are unsure which course to choose, discuss it with your teachers. In addition, you could talk to your roll teachers, the subject teachers and/or the KLA Coordinators.

The following outlines are intended to help students make an informed and sensible choice. It should be understood that a course can only be offered if enough students choose that course.

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# COMMERCE

## Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

## What will students learn about?

All students study *Consumer Choice* and *Personal Finance*. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study *Legal and Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

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

## What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

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

## Record of Student Achievement

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



# DESIGN AND TECHNOLOGY

## Course Description

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

## What will students learn about?

All students will build on the basic skills and knowledge developed in Years 7 & 8 Technology. They will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

## What will students learn to do?

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

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Design & Technology during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

**\* Additional costs and materials incurred for this elective.**

# DRAMA

## Course Description

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

## What will students learn about?

All students undertake a unit of 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.

## What will students learn to do?

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

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Drama during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

# FOOD TECHNOLOGY

## Course Description

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

## What will students learn about?

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

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

## What will students learn to do?

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

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Food Technology during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

**\* Additional costs and materials incurred for this elective.**

# Elective GEOGRAPHY

## Course Description

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

## What will students learn about?

Geography (Elective) enables students to learn more about:

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

## What will students learn to do?

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

## Course Requirements

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

- Physical Geography
- Primary production
- Australia's neighbours
- Interactions and Patterns along a Transcontinental Transect
- Oceanography
- Global Citizenship
- Political Geography
- School-developed Option

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Geography elective during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement

# Elective HISTORY

## Course Description

History elective develops in young people an interest in and enjoyment of exploring the past. A study of the History Elective provides opportunities for developing a knowledge and understanding of past societies and historical periods.

## What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

## What will students learn to do?

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

## Record of Student Achievement

Satisfactory completion of 200 hours of study in the History Elective during Stage 5 will be recorded with a grade on the student's Record of Student Achievement

# INDUSTRIAL TECHNOLOGY

## Course Description

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

Students may elect to study two of the focus areas based on a range of technologies of industrial and domestic significance. These include studies in:

- Industrial Technology - Electronics
- Industrial Technology - Multimedia
- Industrial Technology - Timber

## What will students learn about?

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

## What will students learn to do?

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

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Industrial Technology during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement. Students will be expected to actively participate in both the practical and theoretical components of this course.

**\* Additional costs and materials incurred for this elective.**

# INFORMATION AND SOFTWARE TECHNOLOGY

## Course Description

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

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

## What will students learn about?

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

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Software Development and Programming
- Internet and Website Development
- Digital Media

## What will students learn to do?

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

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

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Information & Software Technology during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement

# INTERNATIONAL STUDIES

## Course Description

International Studies enables students to develop the knowledge, understanding and skills to recognise the significance of culture in their own lives, appreciate the culturally diverse yet interconnected world in which they live and develop the ability to view cultures from a variety of perspectives. As our world continues to grow smaller through globalisation, Australia's future economic growth depends on how well we engage with individuals, businesses, organisations and governments. International Studies aims to expose students to local, national and global communities, and provide opportunities to promote intercultural understanding.

## What will students learn about?

All students will study a core unit called Understanding Culture and Diversity in Today's World. This unit will focus on defining culture and identify the relationship that exists between culture and identity looking at personal, family, religious, national and global identity. Students will then apply this knowledge and conduct a comparative study of two different cultural groups, one of which will be from the Oceanic region.

Students will then study a number of options which include an investigation of how culture relates to and impacts upon beliefs, the media, travel, migration, the creative and performing arts, sport, food, gender differences, family life, science and technology, and the workplace.

## What will students learn to do?

International Studies will promote an understanding of the vast number of cultures that exist in our world and open them up to an exploration of these cultures, their beliefs and practices. Throughout this course, an emphasis will be placed on promoting students critical thinking skills. They will be able to identify and describe the complex and interrelated nature of cultures, and learn to recognise and challenge stereotypes that are portrayed in the media.

Furthermore, students will acquire the skills to become informed and active citizens who can effectively participate in a society which is becoming more culturally diverse.

The course will provide many opportunities for students to enhance their research and communication skills, as well as express their creativity. They will be encouraged to work at an individual level as well as in small groups, and utilise a variety of media, including ICT, to investigate the topics studied.

## Record of Student Achievement

Satisfactory completion of 200 hours of study in International Studies during Stage 5 will be recorded with a grade on the student's Record of Student Achievement.



## **LANGUAGES – ITALIAN & JAPANESE**

When students have completed the mandatory 100 hours' language study in Stage 4, they may continue the study of that language as an elective for the School Certificate and/or choose to study another language.

### **Course Description**

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

### **What will students learn about in the study of Italian and/or Japanese?**

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

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

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

### **What will students learn to do in the study of Italian and/or Japanese?**

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

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

### **Record of Student Achievement**

Satisfactory completion of 200 hours of study in Italian/Japanese during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

# MUSIC

## Course Description

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

## What will students learn about?

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

The Elective Music course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

## What will students learn to do?

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

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

## Course Requirements

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

## Record of Student Achievement

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

***\*Additional costs incurred for this elective. Students must undergo tuition in a chosen instrument if they wish to study Elective Music.***

# PHYSICAL ACTIVITY & SPORTS STUDIES

Physical Activity and Sports Studies is an elective course that is studied in Years 9 and 10 for 200 hours.

## Course Description

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

## What will students learn about?

The content is organised into modules within three areas of study:

- Foundations of physical activity – students will establish a base of knowledge and skills that will encourage and enhance current future and lifelong physical activity patterns.
- Physical activity and sport in society – students study physical activity and sport from national, community and individual perspectives.
- Participation and performance – students are provided with opportunities to enhance participation and performance in physical activity and sport.

## What will students learn to do?

Throughout the course students will learn to develop a practical understanding and knowledge of physical activity and sport and its relationship to the individual and the community.

## Record of Student Achievement

Satisfactory completion of 200 hours of study in PASS during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

\* ***Additional costs incurred for this elective.***

# TEXTILES TECHNOLOGY

## Course Description

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

## What will students learn about?

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

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

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

## What will students learn to do?

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

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Textiles Technology during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

Students will be expected to actively participate in both the practical and theoretical components of this course.

***\*Additional costs and materials incurred for this elective.***

# VISUAL ARTS

## Course Description

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

## What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers and photographers 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 art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art making and critical and historical studies.

## What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their art making practice in their Visual Arts diary.

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

## Course Requirements

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

## Excursions

Art Gallery study day plus an incursion involving visiting artists.

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Visual Arts during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

***\*Additional costs and materials incurred for this elective.***

# VISUAL DESIGN

## Course Description

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about and 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.

## What will students learn about?

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 art world 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.

## What will students learn to do?

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 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 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 relationships in the design world and consider artists, designers, artwork and audience in their design making and critical and historical study.

This may include:

- Wearable and costume design
- Magazine design
- Photography and digital media
- Film
- Graphic design

There will be an incursion with visiting professionals.

## Course Requirements

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

## Record of Student Achievement

Satisfactory completion of 200 hours of study in Visual Design during Stage 5 and will be recorded with a grade on the student's Record of Student Achievement.

***\*Additional costs and materials incurred for this elective.***