Alexandria Park Community School

Stage 5: Years 9 and 10
Subject Guide 2024

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Record of School Achievement (RoSA) and Higher School Certificate (HSC) requirements

Record of School Achievement

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

The Record of School achievement is only given to students who do not achieve their HSC.

The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.

If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that some students may leave school for employment or other training opportunities before receiving their HSC.

"N" Warning Letter

A student may receive an 'N' Determination for a course or courses if they:
- do not follow the course developed by NESA:
- do not apply themselves with diligence and sustained effort in the set tasks;
- do not achieve some or all of the course outcomes.

Warning letters will be issued where any student is failing to meet NESA requirements throughout Years 9 and 10. It is the student's responsibility to redeem all coursework and assessment tasks. Students who do not redeem all coursework and assessment tasks will have penalties applied.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they and their parents will be warned in writing in time for the problem to be corrected and satisfactory completion to be achieved.

A student may appeal against an 'N' Determination. A form can be obtained from the Deputy Principal and the appeal is lodged with the Principal. If the outcome of the appeal at school is not satisfactory, then a further appeal may be made to NESA.

If a student is deemed to have not completed a course in Year 10, the Record of School Achievement (RoSA) will indicate that they have not successfully completed the Stage Five curriculum.

Stage 5 must be completed satisfactorily and all NESA requirements met before a student is eligible to proceed to Stage 6. Students who fail to meet course requirements may be deemed non-serious students and may be required to repeat Year 10.

Minimum Standards requirements for the award of the Higher School Certificate (HSC)
From 2020, students in NSW have been required to demonstrate a minimum standard of literacy and numeracy to receive their Higher School Certificate (HSC).

The HSC minimum standard online tests are each 45 minutes long, and include:

- a multiple-choice test for reading,
- a multiple-choice test for numeracy; and
- a test for writing (around 500 words) based on a written or visual prompt.

These tests are based around the Australian Core Skills Framework and the minimum standard is set at level 3. This means that students who demonstrate the standard have the basic functional skills used in everyday life, for work and further study.

Students have two opportunities each year to sit these online tests, from Year 10 until Year 12. Students will also be able to complete the tests for up to five years after starting HSC.
There are practice tests available to complete at school and demonstration questions online on the NSW Education Standards Authority website:
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard

Students will do the minimum standards tests in Year 10 during scheduled class times. Students who do not fulfil the requirements in Year 10 will be given opportunities to sit these tests at organised times.

Course Patterns

The pattern of indicative study hours for years 9 and 10 is shown below:

	Hours per Year	
	Year 9	**Year 10**
English	125	125
Mathematics	125	125
Science	100	100
Australian History	50	50
Australian Geography	50	50
PDHPE	75	75
Elective 1	100	100
Elective 2	100	100
Elective 3	100	100

Mandatory Courses

English

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

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

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

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

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

In keeping with societal change there is a strong focus on multimodal texts and students are expected to be able to create not only written texts but texts that rely on the use of their digital devices.

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

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

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

Geography (Mandatory)

Course Description

Students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

The following geographical concepts are integrated into stage 5 content.

Place: *the significance of places and what they are like* e.g. the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community.

Space: *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* e.g. location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing; conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses.

Environment: *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg the function and importance of the environment; the quality of the environment; significant environmental challenges; approaches to environmental management.

Interconnection: *no object of geographical study can be viewed in isolation* e.g. consequences of migration patterns on the location of origin and destination; the economic, social and environmental factors influencing spatial variations in global human wellbeing.

Scale: *the way that geographical phenomena and problems can be examined at different spatial levels* e.g. interactions between geographical processes at different scales; local alterations to environments can have global consequences; changes at a global level can impact local environments; management and protection of places and environments at local, regional, national and global scales.

Sustainability: *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* e.g. short and long-term implications of environmental change on environments; the importance of sustainable practices to ensure the wellbeing of people; sustainable environmental worldviews and management approaches.

Topics studied are:
Sustainable biomes
Changing places
Environmental change and management
Human wellbeing

What will students learn to do?

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Course Requirements

Fieldwork is an essential part of the study of Geography in Stages 4 and 5.

Record of School Achievement

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

History (Mandatory)

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

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

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

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

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

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

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

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

Mathematics

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

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

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

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

What will students learn?
Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including:

financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

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

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

Personal Development, Health and Physical Education

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

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

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

What will students learn about?
All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships

- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts

- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.

- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

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

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

Science

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

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

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

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

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

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

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

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

ELECTIVE COURSES

Aboriginal Studies

The aim of the Aboriginal Studies course is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society. Aboriginal studies is an elective course that may be studied for 100 or 200 hours for Stage 5.

Course Description
Aboriginal Studies enables students to gain an understanding of past, present and future Aboriginal culture and heritage. It allows students an opportunity to learn how to empathise with others and appreciate different cultures. This course would suit students with interests in:
- Aboriginal culture and heritage
- social and Australian history
- building a positive image of reconciliation.

What will students learn about?
Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spirituality. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity. Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

What will students learn to do?
Students will develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression. Understanding of the importance of Aboriginal autonomy to Australia's future. Understanding of Aboriginal Peoples' ongoing contribution to, and interaction with, the wider Australian society. Understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes. Research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.

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

Agricultural Technology

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

Course Description
Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries. Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption. The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

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

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

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

A mandatory fee of $50 applies for this course.

Commerce

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

Course Description
By the end of Stage 5, students demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society. Students develop skills in decision-making and problem-solving, related to a range of issues, and apply skills to construct plans designed to achieve a range of goals. Students assess consumer, financial, economic, business, legal, political and employment information using research and communication skills. Through the investigation of contemporary issues, students work independently and collaboratively to meet individual and collective goals. They develop knowledge of civics and skills for citizenship, and recognise the importance of being an informed, responsible and active citizen.

What will students learn about?
Student will undertake a 100-hour course will complete a minimum of TWO Core Study topics and additional study of selected options to meet the 100-hour requirement.

Student will undertake a 200-hour course all FOUR Core Study topics and additional study of selected options to meet the 200-hour requirement.

<u>The Core Study topics</u>

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

<u>Option Studies</u>

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. 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.

Students appreciate the importance of ethical and socially responsible behaviour, and fundamental rights, rules and laws that promote fairness, justice and equity in society.

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

Computing Technology

Computing Technology 7–10 may be studied as a 100-hour or a 200-hour course.

What will students learn about?

The study of Computing Technology 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.

What will students learn to do?

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles

Students undertaking the 200-hour course are required to complete:

- at least 2 Enterprise Information Systems focus areas
- at least 2 Software Development focus areas
- 4–6 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

Computing Technology 7–10 Syllabus has 6 focus areas:

- Enterprise information systems: Modelling networks and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software

Record of School Achievement

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

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 students learn

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

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.

Course requirements

Students may undertake either 100 or 200 hours of study in Drama in Stage 4 and/or Stage 5.

Record of School Achievement

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

Food Technology

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

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

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

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

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

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

A mandatory fee of $90 applies for this course.

Graphics Technology

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

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

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

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

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

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

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

A mandatory fee of $40 applies for this course.

HISTORY ELECTIVE

Course Description

Elective History provides students with an understanding of the construction of history through a series of ancient, medieval and modern societies and case studies. Students will also develop the skills required for the effective study of History. The aim of history is to stimulate student interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

What Will Students Learn About?

Students will develop knowledge and understanding of past societies and historical periods. This will include an opportunity to study in depth the major features of ancient, medieval and modern societies, with an emphasis on historical causation and continuity and change. Thematic studies offer the opportunity to enjoy the study of history for its intrinsic interest. Embedded within these units will be an emphasis on the construction of history, the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Students will undertake thematic studies, these may include;

- Myth and Legend,
- Great Killers in History and Historical Mysteries,
- Warfare and Terrorism,
- Great Dictators and
- Crime and Punishment.

There may also be the opportunity to follow aspects of the Big History course. Big History examines our past, explains our present, and imagines our future. It is an idea that arose from a desire to go beyond specialised and self-contained fields of study to grasp history as a whole.

What will students learn to do?

The elective history course develops the skills to undertake the process of historical inquiry, including researching and investigating a topic and analysis of increasingly sophisticated sources, to facilitate student understanding of the nature of history as reflecting differing perspectives and viewpoints and foster student assessment of these. Students also develop skills in communicating their understanding of history in written, oral or graphic forms. This will include an emphasis on constructing arguments supported by evidence through writing evaluative essays and debate. Through historical study, students will value and appreciate history as a study of human experience and the contribution of past and present peoples to our shared heritage, creating the opportunity to develop a lifelong interest and enthusiasm for history. This provides the opportunity to contribute to a just society through informed citizenship.

Record of School Achievement

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

iSTEM

Course Description

iSTEM is a student-centred Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics.
The course was developed in collaboration with, and is supported by, industry, business, government, and universities, ensuring that students develop future-focused STEM skills. The course has a number of specialised topics, many of which are aligned with NSW State Government priority industries, identified in the NSW Industry Development Framework.

What will students learn about?

Core topics develop fundamental understanding and skills as well as the application of engineering-design processes to problem-solving activities.

- STEM fundamentals
- Project-based learning

Elective topics develop a depth of understanding and skills in a number of fundamental areas of iSTEM. They have been designed to provide additional time for mastery before applying them to specialised topics.

- Computer-aided design (CAD)
- Critical thinking
- Project-based learning (extension)

Specialised topics are themed around STEM priority industries. They develop knowledge and skills that underpin future focused industries.

- Advanced manufacturing
- Aeronautical engineering
- AgriTech
- Cyber security
- Design for space
- Mechatronics and robotics
- MedTech
- Surveying and geospatial engineering
- Sustainable transport

What will students learn to do?

Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering design processes.
iSTEM is aligned to the concept of 'Industry 4.0' which refers to a new and emerging phase in the industrial revolution that heavily focuses on interconnectivity, automation, machine learning, and real-time data.

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

Music

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

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

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

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

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

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

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

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

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

Physical Activity and Sports Studies (PASS)

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

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

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

What will students learn about?
The course includes modules selected from each of the following three areas of study:

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

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

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

What will students learn to do?
Throughout the course students will develop skills that develop their ability to:
- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

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

Photographic and Digital Media

Course description

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

What students learn
Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.
Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?
Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.
Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

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

A mandatory fee of $90 applies for this course

Visual Arts

The Visual Arts elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

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

What will students learn about?
Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

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

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

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

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

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

A mandatory fee of $80 applies for this course


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