



MACQUARIE
ANGLICAN GRAMMAR SCHOOL



2018 Stage 5 Elective Handbook

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NSW RECORD OF SCHOOL ACHIEVEMENT

Eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

Some of the key elements of the RoSA are:

- It will be cumulative, showing a student's achievement until the time they leave school.
- A to E grades will be given based on the NESA course performance descriptors for all subjects studied.
- It will only be issued to students when they leave school.
- It will be able to be reliably compared between students across NSW. This is because teachers across the state will be assigning grades based on the same descriptors.
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- The RoSA feeds into the Higher School Certificate with its combination of internal school based assessment and external examinations will still be awarded for eligible students at the end of Year 12.

The Board of Studies curriculum requirements for the award of the Record of School Achievement and the related elective courses are listed below. All time allocations are indicative of the time expected for a typical student to achieve the objectives and outcomes of the course.

The Record of School Achievement will also record any Preliminary or HSC courses of study that a student has **completed** at the time when they leave school.

Key Learning Area	Mandatory Courses
English	All students study English, Mathematics and Science in Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 400 hours in each of these subjects.
Mathematics	
Science	

Key Learning Area	Mandatory Courses	Elective Courses
Creative Arts	All students study 100-hour courses in each of Visual Arts and Music.	Drama Music Photographic and Digital Media
Human Society and Its Environment (HSIE)	In Stage 4 (Years 7–8) all students study 100-hour courses in each of History and Geography. In Stage 5 (Years 9–10) all students study 100-hours each of Australian History and Australian Geography. By the end of Year 10 all students must complete 400 hours of History and Geography combined.	Commerce Elective History Aboriginal Studies
Languages	All students must study 100 hours in one language over one continuous 12-month period at some stage during Years 7–10.	Japanese
Personal Development, Health and Physical Education (PDHPE)	All students study PDHPE in Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 300 hours of PDHPE.	Physical Activity and Sports Studies (CEC) Child Studies
Technological and Applied Studies (TAS)	All students study Technology (mandatory) for 200 hours, usually in Stage 4 (Years 7–8.)	Agricultural Technology Design and Technology Industrial Technology Timber Food Technology

Students With Special Education Needs

All Years 7–10 syllabuses are inclusive of the learning needs of the full range of students.

Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks. However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content should be a collaborative one that involves parents, caregivers, teachers and support staff.

A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision should be made on a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.

Standards

The syllabuses provide guidance about what students are expected to achieve in the following ways:

- the outcome statements and the specific content (described in terms of ‘Students learn about...’ and ‘Students learn to...’) make clear what is to be learnt,
- the Stage Statements provide succinct summaries of what a typical student will know and be able to do by the end of each Stage.

In addition, for each subject a separate document titled *Descriptions of Levels of Achievement* has been developed. These contain summary statements that assist teachers in making judgments about achievement of course outcomes..

Please see link below to view the syllabus documentation provided by NESA.

http://www.boardofstudies.nsw.edu.au/syllabus_sc/

Assessment

In good teaching, assessment is built into the learning process rather than being a separate event. The teacher monitors the responses of students as they do activities that have been designed to show what they have learnt. These activities also provide opportunities for feedback on what has been achieved and what needs to be done for students to progress in their learning.

In some cases it is possible for students to monitor their own learning or to benefit from peer feedback. Our school's learning management system CANVAS provides many opportunities for students to track their learning journey, as such students are encouraged to regularly check CANVAS. All assessment notifications are posted on CANVAS 2 week prior to the due date.

At particular times during the learning journey the teacher may plan to record evidence of student achievement. This could be through observations of the learning process or through more formal assessment tasks.

school based assessment will determine the A to E grade that will appear on the Record of School Achievement (RoSA) awarded to all school leavers.

Students must be familiar with and follow the expectations as set out in the Assessment Handbook for each Year Group.

Reporting

As with Stage 4 reporting at Macquarie, a semester 1 report is produced in Term 2 and a semester 2 Report is produced in Term 4.

Achievement in each subject at the conclusion of Year 10 will be entered into the Record of School Achievement (RoSA) for each student. The report will be based on their performance in relation to the Course Performance Descriptors) that best reflects the teacher's overall judgment of the student's achievement. For more information on the grading process see NESA link below.

<https://arc.nesa.nsw.edu.au/go/9-10/stage-5-grading/cpds#Stage-5-grading>

Students who undertake Life Skills courses will receive an individual profile containing the outcomes that they have studied rather than a grade.

MANDATORY COURSES

Descriptions of Year 10 Mandatory Courses for the RoSA in 2018:

The section of the handbook contains overviews of the revised mandatory Years 7–10 syllabuses. Overviews of the elective subjects follow in the next section and are available in more detail on the Board of Studies website:

http://www.boardofstudies.nsw.edu.au/syllabus_sc/

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.

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 fiction and non-fiction books, films, radio, television, newspapers, the internet and multimedia. The texts give students experience of Australian literature, literature from other countries and times, and insights into Aboriginal and multicultural experiences in Australia.

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 Stages 4 and 5 (Years 7 – 10).

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 and 10) requires experience of at least two works of each of fiction, non-fiction, film, and drama and a variety of poetry drawn from different anthologies or from particular poets.

HSIE GEOGRAPHY

The Geography (Mandatory) course requires students to complete:

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

Course Description

Geography allows students to develop enjoyment of an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed 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?

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and responses to them, including appropriate methods of citizenship for their management.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally, and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

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.

HSIE HISTORY

The History (Mandatory) course requires students to complete:

100 hours of Mandatory History in Stage 4 & 100 hours of Mandatory History in Stage 5.

Course Description

History stimulates students' interest in and enjoyment of exploring the past. It develops a critical understanding of the past and its impact on the present and the critical skills of historical inquiry. It also enables students to participate as active, informed and responsible citizens.

What Will Students Learn About?

Stage 4: World History: Ancient, Medieval and Modern

Stage 4 History provides a study of the nature of history and historical sources, both written and archaeological. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000BC-c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China. Students also study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650-c.1750). During this time, major civilizations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

Stage 5: Global History: The Modern World and Australia

Stage 5 History provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialization and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonization of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918) and World War II (1939-1945). The history of the modern world and Australia from 1945 to the present, with an emphasis in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

What Will Students Learn to Do?

Students learn to apply the skills of investigating history, including analyzing 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 information and communication technologies (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 to different audiences.

Course Requirements

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

MATHEMATICS

Mathematics represents the challenge of a way of thinking that encourages curiosity, exploration, discovery and invention. The field of Mathematics in itself is a science of interesting and appealing puzzles and problems that challenge and exercise the human mind through developing a logical approach to problem solving.

Course Description

In Stage 4 Mathematics, which incorporates Years 7 and 8, students will develop many skills. Teachers will have the opportunity to identify areas of weakness and strength in the four core strands of Mathematics. Stage 5 Mathematics, which incorporates both Years 9 and 10, sees a different approach in the set up of classes within Mathematics.

Stage 5 classes are graded on the strengths and weaknesses identified in the earlier study of Mathematics into three substages, Stage 5.1, Stage 5.2 and Stage 5.3. These substages are not specific courses and flexibility is possible. As well as studying the Stage 5.1 content, the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, many students will study some or all of the Stage 5.3 content.

What Will Students Learn About?

The four key areas of learning in Mathematics are listed below and a broad range of topics are investigated under these key areas:

- Working Mathematically
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

What Will Students Learn to Do?

There are three key aims in teaching Mathematics:

1. To assist students to become confident, creative users and communicators of mathematics who are able to investigate and interpret situations that occur in their personal and work lives
2. For students to develop an increasingly sophisticated understanding of mathematical concepts and be able to pose and solve problems related to Number and Algebra, Measurement and Geometry, and Statistics and Probability
3. For students to recognise the relationship between different areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

Students will ultimately develop their mathematical skills in order to complete a higher level of study in Mathematics in Years 11 and 12. Students will also integrate technology into their learning and make connections of the applications associated with Mathematics in the real world.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied during Year 7, 8, 9 and 10. At least 300 hours of study will be completed by the end of Year 10. The aim of the PDHPE Years 7–10 Syllabus is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Course Description

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

What Will Students Learn About?

All students will study content from the following four strands:

- *Self and Relationships* – students explore sense of self, health and wellbeing of themselves and others reflect on challenges they may face during adolescence and use them for personal growth, and developing and maintaining respectful relationships.
- *Movement Skill and Performance* – students build on movement experiences as they transfer and improvise movement skills in a variety of contexts.
- *Individual and Community Health* – students build on their knowledge and understanding about specific health issues, such as mental health, healthy food habits and road safety, apply their knowledge to minimise risk and harm, and make informed decisions regarding health information and services.
- *Lifelong Physical Activity* – students develop and apply relevant skills as they set goals, monitor physical activity plans, overcome barriers to participation and physical activity promotion.

What Will Students Learn to Do?

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. These include the ability to:

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| • communicate effectively | • move with competence and confidence in a range of contexts |
| • make informed decisions | • devise and implement plans to achieve goals |
| • interact positively with others in groups and teams | • solve problems creatively |

These skills will enable students to take action to maintain their health, make informed consumer decisions, have positive relationships and remain physically active.

SCIENCE

Science is a mandatory course studied in each of Years 7-10.

In Years 9 and 10, students will use scientific inquiry by actively engaging in, using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

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

Students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible alternative explanations for findings. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could be improved, including the appropriate use of digital technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

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

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

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

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

By the end of Year 10, students describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas, including efficiency of use of electricity and non-renewable energy sources, the development of new materials, biotechnology, and plant, animal and human health. They outline examples of where the applications of the advances of science, emerging sciences and technologies significantly affect people's lives, including generating new career opportunities.

ELECTIVE COURSE OFFERINGS 2018

Board Developed Courses: Students must study at least 2 from this group

Agriculture Aboriginal Studies Child Studies Commerce Design & Technology Drama Elective History Food Technology	Industrial Technology Information & Software Technology Japanese Music PASS PDM Textiles & Design Visual Art
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School Developed Courses 2018: Student may only select one from this group

Sustainability and Environmental Studies The Arts	Livestock Show Team Duke of Edinburgh
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BOARD DEVELOPED COURSES:

ABORIGINAL STUDIES

KLA: HUMAN SOCIETY AND ITS ENVIRONMENT

Course Description

In Years 9 and 10 Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

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.

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

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of six options.

The focus of Core Part 1 is the diversity of Aboriginal cultures and identities and the factors that contribute to their development and expression. Students explore the social factors and experiences that affect identity and cultural expressions.

The focus of Core Part 2 is Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy.

Students will also study optional topics selected from: Aboriginal enterprises and organisations, Aboriginal Visual Arts, Aboriginal Performing Arts, Aboriginal Peoples and the Media, Aboriginal Oral and Written Expression, Aboriginal Film and Television, Aboriginal Technologies and the Environment, Aboriginal Peoples and Sport, Aboriginal Interaction with legal and Political Systems and a School developed Option.

Types of Assessments and Tasks

Students will learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings. Students will also develop an awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge. In addition they will acquire a wide range of communication skills, including the ability to consult with Aboriginal Peoples and communities.

AGRICULTURAL TECHNOLOGY

KLA: TECHNOLOGY AND APPLIED STUDIES

Course Description

Through the study of Agricultural Technology students develop knowledge and understanding, as well as practical skills which enable them to contribute positively to their own lifestyle as well as the social, economic and environmental future of Australia. It is an opportunity to experience aspects of agricultural lifestyle through direct contact with plants, animals and various associated industries in the Agriculture sector.

Types of Assessments and Tasks

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.

Directional Benefits

Agriculture and its associated industries contribute significantly to Australia's economic, social and cultural development. It influences Australia's prosperity through employment, investment, product consumption and the export of raw products and processed foods. Career options within this industry are widespread ranging from marketing, labour and skills work through to Agribusiness banks and business owners. The industry is continually growing and seeking young innovative and motivated people.

CHILD STUDIES

KLA: PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

Course Description

The aim of the Child Studies course in Year 9 and 10 is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

The course reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Modules

The content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities.

Directional Benefits

Students develop an awareness of the diverse nature of career opportunities that exist to support the health and wellbeing of children. The qualifications, skills and knowledge required to perform these roles will be explored, including the desirable personal qualities necessary for working with children. Students may acquire basic first aid skills to manage a number of common accidents and injuries that would be useful in a workplace setting. Currently there is a booming demand for Childcare from working parents. Also, recent changes to government regulations have boosted childcare jobs and a demand for qualified people.

COMMERCE

KLA: HUMAN SOCIETY AND ITS ENVIRONMENT

Course Description

In Years 9 and 10 the study of Commerce introduces students to the commercial environment. It is a practical course that recognises that life involves relationships between individuals, other people and institutions. 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.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

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

Types of Assessments and Tasks

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 problems and issues that confront consumers. They will be assessed on their research and communication skills, including the use of ICT as well as problem solving and group work aspects. There is an emphasis on practical skill acquisition and assessment.

Directional Benefits

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It will benefit those students who seek further study in Economics, Business, Legal, Society and Culture or other Humanity disciplines.

DESIGN AND TECHNOLOGY

KLA: TECHNOLOGY AND APPLIED STUDIES

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.

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas.

Types of Assessments and Tasks

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.

Directional Benefits

This course is designed to provide practical, project management skills that will enable the student to achieve in a variety of areas. It is useful in providing a basis for Stage 6 courses such as Industrial Technology or Stage 6 Design and Technology.

DRAMA

KLA: CREATIVE ARTS

Drama is an elective course that can be studied for 100 or 200 hours.

Course Description

Drama is an integral aspect of our society and is taught in school curricula worldwide. 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 the world while exploring the ways people react and respond to different situations, issues and ideas.

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 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 audience in any performance.

Types of Assessments and Tasks

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.

There is a practical component consisting of:

- Group work
- Individual work
- Theory examinations

Directional Benefits

In Drama, students can communicate in complex and powerful ways how they perceive the world. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works. Drama will benefit students when seeking further career opportunities in theatre, film and television, and in any field which requires skills of communication and self-confidence.

ELECTIVE HISTORY

KLA: HUMAN SOCIETY AND ITS ENVIRONMENT

Course Description

By the end of Stage 5, students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They have applied these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

History Elective Stage 4 and Stage 5

Students may undertake either 100 or 200 hours of study in History Elective in Stage 5.

Courses are structured in the following ways:

100 hours: ONE topic from each of Topics 1, 2 and 3 must be studied

200 hours: ONE topic from each of Topics 1, 2 and 3 and at least TWO other choices from any topic.

Topics to be integrated in teaching and learning programs.

Topic 1: Constructing History

Topic 2: Ancient, Medieval and Early Modern Societies

Topic 3: Thematic Studies

FOOD TECHNOLOGY

KLA: TECHNOLOGY AND APPLIED STUDIES

Food Technology is an elective course that may be studied for 100 or 200 hours for Stage 5.

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.

Directional Benefits

This course is designed to provide practical lifelong skills that will enable the student to achieve in a variety of areas. It is useful in providing a basis for Stage 6 courses such as Design & Technology and vocational course such as Hospitality. It would also be an asset for those students wishing to undertake tertiary study in areas such as Nutrition, Health and Hospitality.

INDUSTRIAL TECHNOLOGY TIMBER

KLA: TECHNOLOGY AND APPLIED STUDIES

Course Description

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items;
- decorative timber products;
- storage and transportation products;
- small stepladders or similar;
- storage and display units.

Types of Assessments and Tasks

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing and evaluating. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course.

Directional Benefits

This course is designed to provide practical lifelong skills that will enable the student to achieve in a variety of areas. It is useful in providing a basis for Stage 6 courses such as Industrial Technology. It would also be an asset for those students wishing to obtain an apprenticeship.

INFORMATION & SOFTWARE TECHNOLOGY

KLA: TECHNOLOGY AND APPLIED STUDIES

Course Description

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

The study of Information and Software Technology Years 7–10 assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Core content of the Information and Software Technology Years 7–10 Syllabus provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software

technology.

The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

Participation in Information and Software Technology in Years 7–10 appeals to students through practical activities and their enjoyment of learning about and using computers. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology. They can develop interest in, enjoyment of and critical reflection about information and software technology as an integral part of modern society.

JAPANESE

KLA: LANGUAGES OTHER THAN ENGLISH

Course Description

Thinking globally, acting locally! This is the mindset of a language learner who is eager to become a good communicator, grow in confidence in the knowledge of their own language, adventurous in their willingness to understand other people and their cultures, and is prepared to go places in the world family of the future.

Students will continue to compare and contrast the cultures of Japan and Australia through a range of activities and experiences, and to develop basic conversational, reading and writing skills.

Students may have an opportunity to use their knowledge with exchange students from Dubbo's sister-city, Minokamo, in the future.

Types of Assessments and Tasks

Students will develop speaking, listening, reading and writing skills which they will apply to rehearsed, familiar situations. They will participate in cultural activities. Assessment will be based on informal observation and formal oral, aural, reading and written language and culture tasks.

Directional Benefits

The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, hospitality, tourism, journalism, foreign affairs and education.

MUSIC

KLA: CREATIVE ARTS

Music is an elective subject which can be studied for 100 or 200 hours.

Course Description

The Year 9/10 Music course is designed to provide many musical opportunities for our students.

There are four main areas which provide the focus:

a. PERFORMANCE

Students will be expected to participate in performance activities both within the classroom and in an extracurricular capacity. There will be both solo and ensemble performance activities. Students will be given the opportunity to perform pieces of their own choice as well as pieces provided by their teacher. Students will be expected to major in an instrument. It is highly recommended that you undertake private tuition in order to develop skills on your chosen instrument.

b. COMPOSITION

Composition involves students writing their own music. They will be skilled in strategies to compose simple melodies, slowly developing these to create more complex pieces with multiple parts.

c. MUSICOLOGY

Musicology involves the study of a variety of musical topics. The mandatory topic in this course is Australian Music. There are many facets of Australian Music which can be studied and this choice would be made after discussion between teacher and students. Other subjects available for study include Rock Music, Music for Radio, Film, Television and Multimedia, Classical Music and World Music just to name a few.

d. AURAL

The aural component of the course involves the development of listening skills. Students will cultivate skills allowing them to discuss how music is constructed and the use of the Concepts of Music (Pitch, Duration, Texture, Structure, Tone Colour and Dynamics and Expressive Techniques) in a piece.

Types of Assessments and Tasks

Students will be expected to participate in numerous types of assessment tasks. These will relate to the above syllabus contexts. Students will complete Performance Tasks (solo, ensemble, classroom and public), Composition Tasks (using computer software and ipads to assist in this process), Musicology Tasks (research, presentations) and Aural Tasks. Written and performance exams are included in Music assessment tasks.

Directional Benefits

This course provides a solid basis for any student looking to enhance their musical skills for pleasure or for working towards a career in music. Music also allows for opportunities in the building of confidence through a variety of different performance activities.

PHOTOGRAPHIC AND DIGITAL MEDIA (PDM)

KLA: CREATIVE ARTS

Course Description

Photography and Digital Media (PDM) caters for those who are creative thinkers, who 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.

PDM 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 photography and digital media works in greater depth than through Visual Arts. Students will be challenged and encouraged to express themselves and the world around them through both written and visual forms.

Media and Forms Explored in PDM include :

- Stopmotion Animation
- Wet Photography
- Studio Photography
- Photoshop Software
- Documentary Photography

Types of Assessments and Tasks

Assessments are divided into :

- Art making 50% – practical response to a set task;
- Critical and Historical 50% – written exam, research and/or oral responses to a set task.

Students are also required to keep a Photographic Process Diary (PPD) in this course – documenting all their artistic development, as well as keep a portfolio of artworks. This is handed in as part of each assessment.

Directional Benefits

Students will benefit from this course by improving research skills, understanding of photographic media, and learn how to represent their idea in a graphic format. Students also develop skills in problem solving, critical appraisal, written skills, historical and general knowledge.

The skills gained in PDM can potentially be applied where knowledge and understanding of design is required, including; Computer Graphic Designer; Graphic Artist; Photographic Journalist; Film and Video Director.

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

KLA: PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

PASS is a PDHPE elective course that can be studied during Year 9 and 10 for 100 or 200 hours. PASS aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Course Description

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. The course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Types of Assessments and Tasks

Students are assessed in both the theoretical concepts and practical tasks via a range of assessment strategies. These include:

- Research projects;
- Self-assessment;
- Peer assessment;
- Examinations and tests (written and practical);
- Group work;
- Written reports;
- Presentations;
- Diaries, journals and log books;
- Movement tasks.

Directional Benefits

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

TEXTILES & DESIGN

KLA: TECHNOLOGY AND APPLIED STUDIES

Course Description

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles continue to satisfy needs in society by being a means of self-expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings.

Textiles Technology acknowledges and embraces an understanding of cultural diversity by examining the ways in which different groups have used textiles as an expressive and functional medium. These historical and cultural uses of textiles continue to influence contemporary designers today and students will examine design features characteristic of a variety of different cultures and use them as sources of inspiration in textile projects where appropriate.

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

The aim of this syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Types of Assessments and Tasks

Students complete a range of practical and portfolio based tasks in the Textiles and Design course. Students will explore the properties and performance of textiles, skills in design, presentation and communication methods as well as developing proficiency in using materials, equipment and techniques in producing quality textile items.

Assessments may include:

- Practical experiences & projects
- Research projects
- Written reports
- Presentations
- Self-assessment
- Journals

VISUAL ARTS

KLA: CREATIVE ARTS

Course Description

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgment and understanding of art in art making and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

The content of Visual Arts provides opportunities for students to investigate the field of visual arts in complex and rich ways. Opportunities to investigate practice in the visual arts contribute to students' creative and interpretive achievements and the works they produce. These opportunities lead to greater understanding of the field of art through critical and historical studies. Such a focus also offers practical and theoretical insights into some of the post-schooling opportunities available to students, in tertiary, vocational and world of work settings.

Future directions

The knowledge, understanding, skills and values gained from the Visual Arts Years 7–10 Syllabus assist students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning.

SCHOOL DEVELOPED COURSES:

THE ARTS

Course description

- Explore a common theme in art
- Explore different media using your understanding of the theme
- Create a collection of works expressing your response to the theme

Examples of projects

As part of the Arts course the students will explore different art forms to express a common theme, such as the Body – figurative drawing, wire sculpture, acrylic paint, photography and ceramics.

Outcomes/ objectives for the course

Students will learn and develop their problem solving skills as well as communication skills. Students will gain an appreciation for the arts and an understanding of art in a cultural perspective.

SUSTAINABILITY AND ENVIRONMENTAL STUDIES

Course description

Students will explore what it means to be sustainable by implementing projects within the school.

Examples of projects

- Celebrate National tree day
- Establish a bush tucker garden
- Collect and record plant specimens for school records
- Create plant identification label to be next to the plants around the school
- Create in ground compost bins to improve soil conditions
- Look at ways of improving school sustainability in range of ways eg. electricity, waste, water

Outcomes/ objectives for the course

Students will develop an awareness of the environment around them and put into action the concepts of developing a sustainable school environment. Students will also need an understanding of safe working practices and PPE.

LIVESTOCK SHOW TEAM

Brief overview of course:

Students in the Livestock Show Team elective will have the opportunity to be a part of the newly formed Macquarie Livestock Show Team by handling and exhibiting stud cattle and sheep, within a timetabled subject.

Examples of projects:

Students will be closely involved in the handling, grooming and nutritional preparation of the school cattle and sheep before exhibition at a growing number of regional shows.

- Stud Charolais and Brangus cattle at regional shows including Dubbo, Coonamble, Warren, Gulargambone, Warren, Tullamore, Trundle, Parkes and Narromine Shows.
- Merino wethers at the National Merino Sheep Show
- Pens of prime lambs at the Dubbo Show

During the off-season in Term 4, students will have opportunity to closely examine the stud industry through study of genetics, artificial insemination and embryo transfer.

Outcomes/objectives for the course:

Students will work as a team whilst learning practical and theoretical skills about the stud livestock industry, with a focus on realistic and high quality enterprises.

DUKE OF EDINBURGH

ABOUT THE AWARD

The Award is a leading structured (non-formal education) youth development program, empowering all young Australians aged 14 to 25 to explore their full potential regardless of their location or circumstance. The Award is a fully inclusive program and has no social, political, or religious affiliations.

HOW IS AN AWARD ACHIEVED?

To earn an Award, each young person must learn a skill, improve their physical well being, volunteer in their community and experience a team adventure in a new environment. All Participants are supported by a network of adult Award Leaders, Assessors, Supervisors, and mentors.

The key elements of our program are:

- Open to all between the ages of 14 to 25.
- Three levels: Bronze, Silver, and Gold, each progressively more challenging.
- Four Sections: Physical Recreation, Skill, Service, Adventurous Journey plus Residential Project (Gold Level only).
- Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Time requirements:

- Bronze – minimum 6 months
- Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants
- Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants

THE FUNDAMENTALS OF THE AWARD

- Regular participation in activities is required to meet the time requirements of each Award Section and Level.
- Focuses on capacity building by encouraging all young Australians to make independent decisions and to negotiate priorities through participation.
- Provides a framework that works with all young people in any conceivable situation. This includes youth at risk, Indigenous youth, new refugees, marginalised youth, young people in regional and remote communities, and young people with disabilities.
- Assists with the provision of social infrastructure in the community and draws together and connects people, institutions and generations with the common purpose of youth development and inclusion.

**Service****Physical
Recreation****Skill****Adventurous
Journey****Residential
Project**