

Beyond Year 8

A guide for students entering
Year 9 in 2021



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Welcome to Stage 5 (Years 9 & 10)

When you enter Year 9 you commence a new program of study, Stage 5, which includes courses studied over both Years 9 and 10. At the end of this Stage (end of Year 10) you are awarded grades based on your level of achievement in each course studied.

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

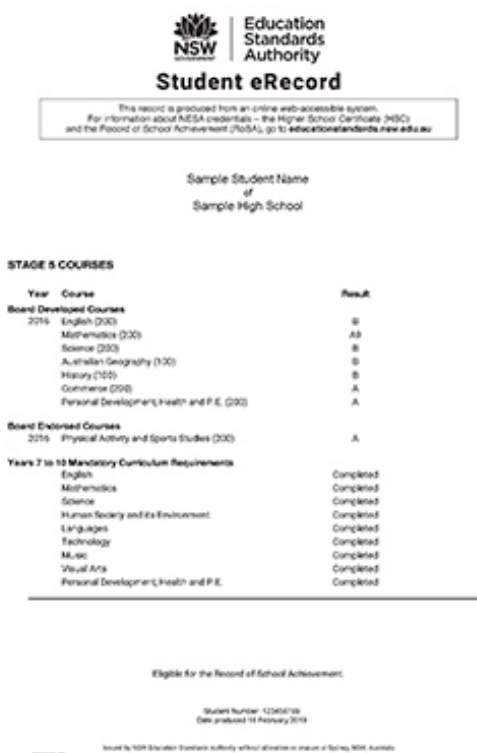
Awarding of Grades

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>



The image shows a sample Student eRecord for Stage 5 Courses. It includes the NSW Education Standards Authority logo, a title 'Student eRecord', a disclaimer, sample student information, a table of Stage 5 courses with results, and eligibility information.

Year	Course	Result
Board Developed Courses		
2016	English (200)	B
	Mathematics (200)	AB
	Science (200)	B
	Advanced Geography (100)	B
	History (100)	B
	Commerce (200)	A
	Personal Development, Health and P.E. (200)	A
Board Endorsed Courses		
2016	Physical Activity and Sports Studies (200)	A
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

Eligible for the Record of School Achievement:

Student Number: 12345678
Date produced: 11 February 2019

Issued by NSW Education Standards Authority without alteration or consent of Sydney NSW Australia

Sample Student eRecord for Stage 5 Courses

Source:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement/credentials>

Minimum standards in Literacy and Numeracy (to receive an HSC)

Students need to meet the minimum standard in three areas - reading, writing and numeracy, by Year 12 to receive their HSC.

The standard is set at a basic level of reading, writing and mathematics skills needed for future learning and to complete everyday tasks. Further details will be supplied at the beginning of Year 9.

Completing Stage 5

1. Areas of study

Students are required to study the following courses throughout Stage 5 (Years 9 & 10):

- Six core (compulsory) courses
 - English
 - Mathematics
 - Science
 - History *
 - Geography *
 - Personal Development, Health & Physical Education
- Three 200 hour elective courses

* Note: Each student will study alternate semesters of compulsory History and Geography.

For each of these courses you must fulfil the following requirements:

- Apply yourself with diligence and sustained effort in all aspects of all courses
- Achieve course outcomes
- Complete all course requirements for each course.

2. Attendance

Attend all timetabled lessons and arrive at school and class on time. Records of attendance will be maintained for all lessons.

3. Diligence and Sustained Effort

Apply yourself with diligence and sustained effort by:

- participating in class activities and discussions
- completing regular homework as required
- studying for tests, assessment tasks and examinations
- completing all set assignments, practical work and classwork

4. Assessment Tasks

Complete all assessment tasks

The exact requirements for each Year 10 Subject (Years 9 and 10 for History and Geography) will be specified in writing by each faculty early in Term 1. Each course will determine its own guidelines for how course outcomes will be achieved.

Assessment in Stage 5

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes. It enables students to demonstrate what they know and can do. Assessment clarifies student understanding of concepts and promotes deeper understanding. It also provides evidence that current understanding is a suitable basis for future learning.

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as, and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards-referenced assessment:	Standards describe:
<ul style="list-style-type: none"> links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes. 	<ul style="list-style-type: none"> what students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements how well students have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Adjustments for students with special education needs

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

Further information on assessment can be found at the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment>

Selecting Subjects for Stage 5

Year 8 students at Riverside need to choose the elective courses they would like to study in Years 9 and 10. You should choose courses on the basis of how much you like the course and how well you have performed in the course in previous years.

It is not necessary at this stage to consider future careers when choosing elective courses, except if they are prerequisites for university study, such as Music or Languages (although there are opportunities to begin Languages later).

Year 9/10 Study pattern

Core Subjects

English	6 periods / fortnight
Maths	6 periods / fortnight
Science	5 periods / fortnight
Mandatory History / Geography	4 periods / fortnight (semesterised) PDHPE 4 periods / fortnight
Sport	2 periods / fortnight

Elective Subjects

Elective 1	4 periods / fortnight
Elective 2	4 periods / fortnight
Elective 3	4 periods / fortnight

You need to select five (5) courses from the list below. You will study three from the five you choose these.

- | | |
|---|---|
| <input type="checkbox"/> Accelerated Mathematics (by invitation only) | <input type="checkbox"/> Industrial Technology – Multimedia |
| <input type="checkbox"/> Big History | <input type="checkbox"/> Industrial Technology – Timber |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Information Processes & Technology
(Stage 6 Accelerated course) |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Music |
| <input type="checkbox"/> Design & Technology including Graphics | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Photographic and Digital Media |
| <input type="checkbox"/> Elective History | <input type="checkbox"/> Physical Activity & Sport Studies |
| <input type="checkbox"/> Food Technology | <input type="checkbox"/> Textiles Technology |
| <input type="checkbox"/> French | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> Global Studies (Elective Geography) | |

Students may elect either Elective History and/or Geography Elective as one of their electives for Years 9 and 10. They are quite separate from the mandatory History and Geography courses.

Each elective chosen will be studied for 200 hours (100 hours Year 9 and 100 hours Year 10. That is 4 x 75 minute periods per cycle)

Subject descriptions can be found on page 9.

Choose well, and have an enjoyable and rewarding two years of study in Stage 5.

Studying Languages in Stage 6 (HSC)

There are two ways to study languages other than French:

- **NSW School of Languages (N.S.L.)** – This is a distance education course. Students complete online lesson modules, have a weekly phone lesson and visit N.S.L. once per term. Students must be strong independent learners to study these courses.
- **Saturday School of Community Languages (S.S.C.L.)** – If there is a family connection or the language is spoken by family members, it can be studied through S.S.C.L. Students attend face to face classes on Saturday mornings during school term.

Students who have a distant family connection to a particular language **may not be eligible** to study that language at Beginner level for the HSC. Because of this, it is recommended that students, with a distant family connection, interested in languages enrol in Stage 5. They may then study the language at Continuers level for the HSC.

STEM and Information Processes & Technology

To meet the diverse curriculum needs of our students, our school will be offering TWO specialised IT courses.

These courses will meet the growing demand for STEM-based courses in girls' education. They will also build on the students computing and entrepreneurship knowledge and skills gained in the study of the year 7-8 ICT course.

One of the courses involves a specialised study in Multimedia. It is a Year 9-10 course which includes involvement with the school's student media team. The other is the Year 11-12 Information, Processes and Technology (IPT) HSC ACCELERATED course.

These electives will offer a variety of personalised learning projects opportunities with future-focused learning solutions and outcomes. Students could choose both electives if they wish.

What are the benefits of studying the IPT ACCELERATED HSC course?

There are many benefits to studying the IPT ACCELERATED course. The IPT ACCELERATED course will begin from the beginning of Year 9 culminating in the HSC completion of the course in year 11, one year ahead of normal with the HSC exam date in October.

Why study an accelerated course?

By studying the ACCELERATED IPT HSC course, students will be better prepared for year 12, having already experienced the HSC. Students will know how to prepare for assessments, revise and gain a better understanding of the mastery involved in effective exam technique.

Students will have finished the TWO units of study before their final HSC year so they can focus their energy and time on their other courses.

This program will demand diligence and commitment from students for three consecutive years. The HSC (Year 12) course will begin in Term 2 of Year 10.

The remainder of the HSC course will be completed in Year 11 with students sitting the exam in October.

All applications will be considered. For further details read the relevant course information or contact the Head Teacher of Technical and Applied Studies, Ms Mihailou.

Elective Contributions

In addition to the General Contribution of \$140 and Technology Levy of \$60 for each year, Year 9 and 10 students will be asked to pay contributions to cover the costs of some elective courses.

The table below shows annual elective contributions correct as of date of printing. Payment by instalments in each of 4 terms is welcomed. You may choose to pay the contribution by cash, cheque or credit card as soon as the school year begins.

Subject contributions are used to provide for costs of activities students participate in during class time. For example in Food Technology the contribution covers the costs of foods prepared each week, in PASS the contribution covers to cost of travel and venue expenses for practical Sport Science lessons.

	Annual Elective Contribution Year 9	Annual Elective Contribution Year 10
Dance	\$100	\$100
Design & Technology including Graphics	\$70	\$70
Drama	\$30	\$30
Food Technology	\$100	\$100
Industrial Technology – Multimedia	\$50	\$50
Industrial Technology – Timber	\$70	\$70
Information Processes & Technology (Stage 6 Accelerated course)	\$50	\$50
Music	\$30	\$30
Photographic and Digital Media	\$60 <i>(plus \$35 for a Photographic Compendium for the 2 years)</i>	\$60
Physical Activities & Sport Studies **	\$225	\$225
Textile Technology	\$70	\$70
Visual Arts	\$50	\$50

Electives with no contribution

- Big History
- Commerce
- Elective History
- French
- Global Studies (Geography Elective)
- Philosophy

** The P.A.S.S. contributions go to pay outside tutors, buses and venue entry. It is not possible to elect P.A.S.S. without paying the full contribution for this reason.

Please note Elective contributions are correct as of the date of printing.

Elective Course Descriptions

You will find descriptions for the electives on offer on the following pages.
Remember that all courses are studied at 200 hours – 100 hours in Year 9 and 100 hours in Year 10.

Big History
Commerce
Dance
Design & Technology
Drama
Elective History
Food Technology
French
Global Studies (Elective Geography)
Industrial Technology – Multimedia
Industrial Technology – Timber
Information Processes & Technology (Stage 6 Accelerated course)
Music
Philosophy
Photographic and Digital Media
Physical Activity & Sport Studies
Textiles Technology
Visual Arts

Big History

The history of life, the universe and everything

200 hour elective course for Year 9 and 10

Why Study Big History

**“This course provides context for Year 11/12 subjects.” Annabel Compton
Year 12 2018**

Where did everything come from? How did we get to where we are now? Where do humans fit in? Where are things heading? These are questions that origin stories of different cultures have addressed for thousands of years. Big History attempts to answer them by examining the entire past of the Universe using the best available ideas from disciplines such as Astronomy, Chemistry, Biology and History.

Throughout the course students will explore different scales of time and space and view human history from new angles. They will learn what we know and what we don't, consider our place in the Universe and develop their own ideas for what the future may hold.

Big History examines our past, explains our present, and imagines our future. It's a story about us.

Key Concepts

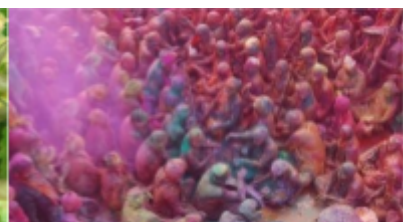
Ways of Knowing and Understanding our place on this planet.

Students will consider what scholars from many disciplines have to say about the past, including scholars in Physics, Astronomy, Chemistry, Biology, Anthropology, and of course, History. This interdisciplinary approach allows students to use perspectives of many different disciplines to help them answer complex questions where they will inevitably arrive at a fascinating and complex answer.

A critical aspect of the course is the criteria to define how our universe and life became more complex. These concepts are taught through **Thresholds of Increasing Complexity**. These ideas are critical to the story of Big History and guide decisions about the resources that have been chosen to use in teaching the course.

Topics in the course that cover the 8 Thresholds of Increasing Complexity include:

- [THE BIG BANG](#) - Beginning at the beginning. As far as we know.
- [STARS LIGHT UP](#) - How stars are born.
- [NEW CHEMICAL ELEMENTS](#) - How stars forge matter in the Universe.
- [EARTH & THE SOLAR SYSTEM](#) - How tasty morsels of gas and rock created our home.
- [LIFE ON EARTH](#) - How life evolves, adapts, and thrives.
- [COLLECTIVE LEARNING](#) - How humans are different.
- [AGRICULTURE](#) - How farming sows the seeds of civilization.
- [THE MODERN REVOLUTION](#) - Why change accelerates faster and faster.



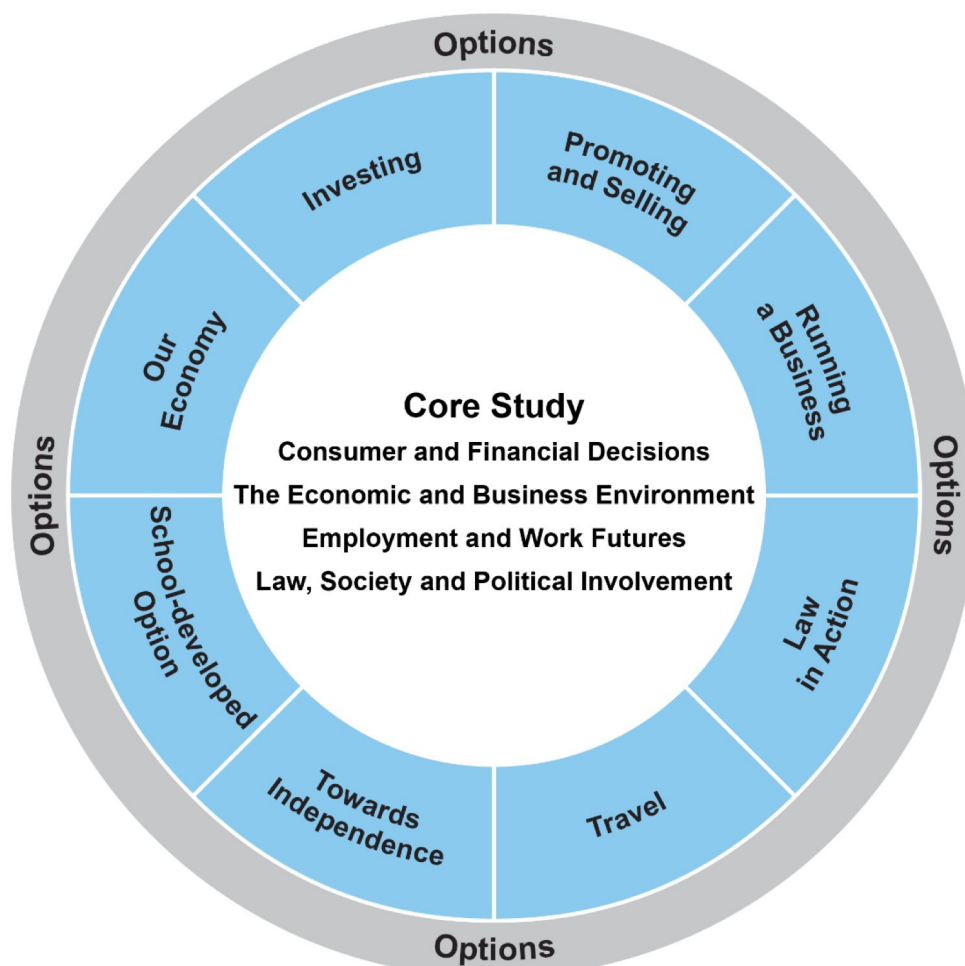
Commerce

200 hour elective course for Year 9 and 10

The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues. Commerce develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students develop critical thinking skills, engage in reflective learning and have the opportunity to participate in the community.

In Years 9 and 10, we cover the 'Core Study' topics plus we have flexibility in studying four or five of the blue 'Options' listed below. Commerce gives you a taste of senior HSIE subjects, such as Economics, Business Studies and Legal Studies. Group collaboration activities such as Commerce in the Quad make Commerce practical, and fun.





Dance at Riverside is for everyone - regardless of experience or favoured style.

Students learn about various aspects of Dance in many different ways and experience both practical and theory lessons throughout the course.

Emphasis is not only on skill and technique but on passion, creativity and gaining experience.

Students Learn To:

- Think Creatively
- Think Critically
- Collaborate
- Problem Solve
- Analyse their own Dance Practice
- Write reflectively
- Choreograph Dances
- Film, Edit and Produce Dance on Film

Students Learn About:

- Biomechanics – The Dancing Body
- Safe Dance Practice
- Dance Composition / Choreography
- Famous Dance Artists and Works
- Dance History
- Careers in Dance and the Performing Arts

COURSE REQUIREMENTS:

- Be an active member of class who is willing to explore and create
- Wear proper dance attire during practical classes
- Work collaboratively with others

ACCELERATED DANCE:

- Students that study Dance Elective in Year 9 may be presented with the opportunity to study Preliminary/HSC Dance in an accelerated pattern (beginning in Year 10).



Dt & graphics



Subject name: Design & Technology

Course description: The study of Design and Technology develops students' knowledge and understanding of materials and processes in a range of technologies as well as encouraging students to be innovative and creative in their thinking and application. Students will actively plan, design and construct a minimum of three quality projects each year. Students can work with materials such as timber, fabric and plastics to construct a variety of projects. These could include laser cut products and models, interior design, furniture and furnishings, innovative homeware products and accessories, designer influenced products and design solutions that meet a personal or global identified need. If you love creating unique designs and developing new practical skills, as well as documenting your processes using graphic and written evaluations, then this subject will allow you to extend your creative talents.

Main Topics Covered:

Design Processes and Management Skills – identification of a need leading to the development of design ideas and solutions.

Graphic Communication Methods – development of a variety of visual communication techniques to assist with the communication of design ideas and solutions to a range of audiences.

Activity of Designers – investigation of the work and responsibilities of designers and the factors affecting their work.

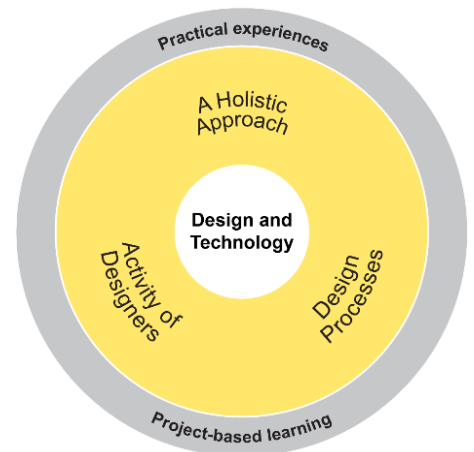
Practical Projects: These could include laser cut products and models, interior design, furniture and furnishings, innovative homeware products and accessories.

How learning will be assessed: Students will undertake and complete a minimum of three assessment task activities per year. These tasks will be made up of both formative and summative assessment based processes. Students undertaking this course will also be required to research current design practices as well as completing written folio documentation tasks.

Special Requirements/Equipment: For practical lessons, students need to wear closed leather-upper shoes and have their hair tied back. For some assessment tasks students may be required to bring their some of their own materials.

Recommended learning attributes required for this course: Students should be open to exploring the problem solving challenges associated with design processes and be willing to make improvements to their work based on their ongoing evaluation processes. Students must participate in hands-on practical activities and undertake the management of a design project over an extended period of time.

Fees: \$70 per year.





drama

WHY STUDY DRAMA?

Drama is a practical subject where you are able to express yourself creatively. Students develop a range of skills through making, performing and appreciating Drama. The skills learnt in Drama are valuable skills that can be used across other subjects and outside of school.



This course includes group and individual work, and you are required to record your learning in a logbook. Activities undertaken in class range from developing performance pieces to designing costumes to scriptwriting to viewing theatrical performances. Playbuilding and improvisation are used throughout Drama as a tool to learn about new concepts and present your understanding of different theatre styles and techniques.



Skills developed:

- Performance
- Confidence
- Expression
- Creativity
- Communication
- Concentration
- Collaboration
- Organisation and time management



Theatrical styles studied will vary but students will become familiar with a variety of traditional and modern theatre styles, including:

- Physical theatre
- Ancient Greek theatre
- Commedia dell'arte
- Political theatre
- Melodrama
- Comedy
- World theatre

Elective History

100 hour elective course for Year 9 and 10

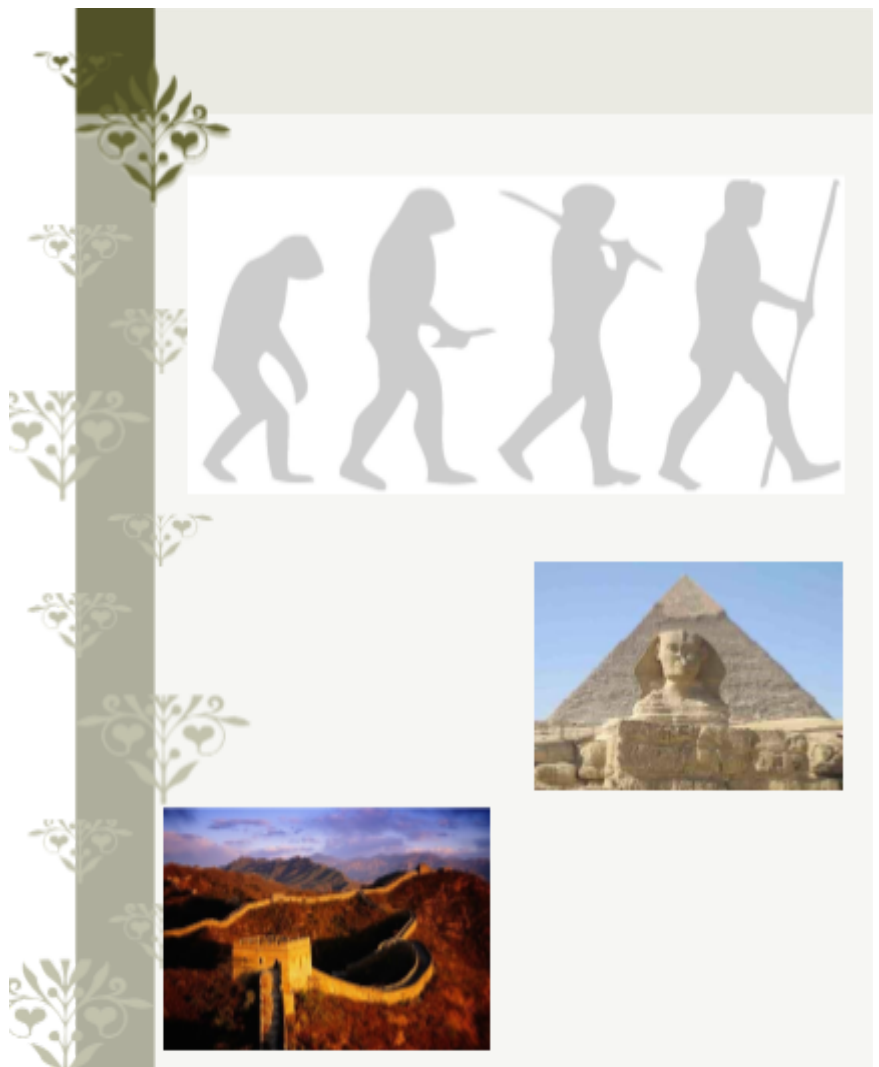
The choice is yours ...

Elective History allows students to investigate topics of individual interest through research, class work and historical investigations. Elective History opens the door to world history.

“Those who do not remember the past are condemned to repeat it.” George Santayana

Topics may include:

- *Archaeology*
- *Heroes and Villains*
- *Historical Fiction*
- *JFK*
- *Witchcraft*
- *Richard III*
- *The Holocaust*
- *Crime and Punishment*
- *Terrorism*
- *Revolutions*
- *The Cold War*

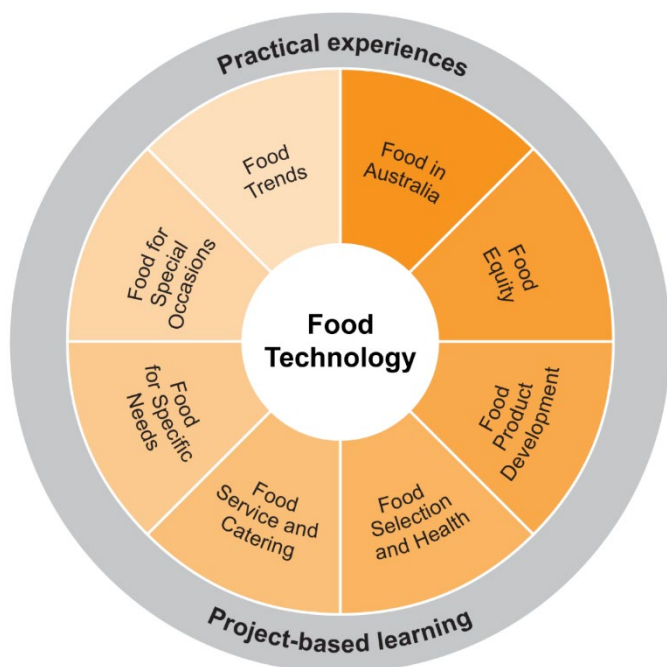


FT



Subject name: Food Technology

Course description: The study of Food Technology provides students with a context through which to explore the richness, pleasure and variety food adds to life. It also provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. This subject also looks at food trends, equity, sustainability, the marketplace, the food industry and applicable careers. Approximately 50% of class time is spent on practical/experimental work, the other 50% on theory.



How learning will be assessed:

Year 9: research task, practical application of skills and knowledge.

Year 10: Unit test and experimental work, research, food product development activities, practical application of skills and knowledge.

10% of the yearly assessment mark is awarded on performance during all practical lessons. Students are assessed on use of equipment, personal preparation and hygiene, food preparation and presentation, cooperation and cleaning.

Special Requirements/Equipment

For practical lessons, students need to wear closed leather-upper shoes (school shoes), bring an apron, tea-towel and container. Hair must be tied back. For some assessment tasks students may be required to bring ingredients.

Recommendations/Learning attributes required for this course

Enthusiasm for learning about food - everything from healthy eating to the food industry. An interest in cooking and a willingness to work in a team.

Fees: \$100

French



NESA Code: 870 (200 hours)

NESA Code: 871 (100 hours)

Course Description

Language is the basis of all communication and human interaction. Elective French gives students a practical life skill that is useful for work, travel and building relationships beyond school. It does this through a focus on:

- language skills (speaking, listening, reading and writing in French); and
- intercultural skills (communication and understanding between cultures)

By studying French, students will improve their literacy, their creative and problem solving skills, and become open to a world of possibilities in relation to employment, travel and further study in Australia and internationally.

Elective French is also intended to provide students with a solid basis for continuing their HSC studies in French Continuers, should they choose to. Beyond the language itself, the course aims to make learning fun through self discovery and the exploration of culture in ways that are relevant to students' lives.

What will students learn about?

Students will build on their introduction in Year 8 to French language and the cultures of French-speaking communities. In particular, they will learn about:

- How language works as a way of communicating meaning
- Using language in ways that are appropriate for context and purpose
- The connections between language and culture, including their own, and how this influences the way we see and interact with others and the world
- French-speaking cultures here and around the world and how they compare with students' experiences and expectations of the world
- The ways in which speaking and understanding a second or additional language can improve their ability to succeed at school and in life.

What will students learn to do?

Elective French is a practical subject that aims to build communication and cross-cultural skills. Students will learn to:

- Communicate in basic French in everyday situations through speaking, writing, listening and reading
- Interact across and move between cultures
- Appreciate cultural diversity in the community and use it as an advantage as they engage with the world
- Use English more effectively by understanding how it works and compares to another language
- Analyse and solve problems in creative ways by understanding how meaning is communicated through language and culture

Record Of school Achievement (RoSA)

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

Global Studies

Geography Elective

200 hour elective course for Year 9 and 10

At least 5 focus areas to be studied

Geography is a rich discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of our world.

It provides students with a broader understanding of Geography and the processes of geographical inquiry and enables depth studies through flexible programming of focus areas.

Focus Areas:

- Physical Geography: processes that form and transform the physical world
- Oceanography: the features and importance of the world's oceans and issues associated with them
- Development Geography: spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life
- Australia's Neighbours: the environments of Australia's neighbours and specific geographical issues within the Asia–Pacific Region
- Political Geography: the nature and distribution of political tensions and conflicts, and strategies towards effective resolutions
- Interactions and Patterns along Continents: the factors responsible for causing variation in spatial patterns across a continent from one specific location to another
- Geography of Primary Production: patterns, functions and issues associated with primary production

You will be encouraged to research topics of interest and present your findings using a range of creative methods such as multimedia, modeling and presentations.



ITM



Subject name: Industrial Technology - Multimedia

Course description: Students who study this subject will be given the opportunity to contribute to the compilation of school or other news solutions and upload to the school's website and social media channels including Youtube. Students who study this subject will automatically become part of the schools official media team and represent the school as a leader in this area.

Practical projects covered:

- Video and Multimedia project - Filmmaking and Green screen technology using Adobe Premiere and Adobe After Effects. Students may enter some of Australia's biggest film competitions such as Tropfest junior, Flickrup and ACMI Screen IT competitions. Films will also be developed and published on the school's YouTube channel.
- Digital and Social media project- Digital media, photography, epublications, advertising and social media product development using industry software such as Adobe XD Prototype, Adobe Photoshop, Adobe InDesign and Adobe Illustrator. This unit will also allow students to create animated sprites, augmented and virtual reality designs.
- Internet and website development project- Incorporating HTML, CSS and JavaScript skills whilst also learning to use other industry software such as Adobe XD Prototype, Adobe Dreamweaver and WordPress, Weebly and Wix.
- 2D and 3D Animation and game design project- Using Adobe Animate or Unity including the creation of 3D printed designs using CAD software.
- Other project areas may include the study of Drone software programming and Multimedia art productions for large-scale stage drama productions and music concerts and the "TAS Young Creators Conference".

How learning will be assessed:

Students will undertake and complete a minimum of 2 assessment projects a year. A number of subproject tasks are incorporated in each of the project units gaining practical skills for formative and summative assessment

Recommendations/Learning attributes required for this course

Enthusiasm for extending learning beyond the classroom - self efficacy in learning about new techniques, software upgrades and skills to drive creativity and authentic project learning.

Fees: \$70

It timber



Subject name: Industrial Technology Timber

Course description: This course develops students' knowledge and understanding of timber and its related processes and technologies. Students develop knowledge and skills relating to the selection, use and application of timber, tools, machines and processes through the planning and production of quality practical projects.

Students will learn to select and use a range of timbers for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written design folios to develop and communicate ideas and information relating to projects.

Core modules in Year 9 develop knowledge and skills in the use of materials, tools and techniques related to timber. These are enhanced and further developed through the study of specialist modules in Cabinetwork and Wood Machining in Year 10.

Practical Projects:

- Furniture items
- Decorative timber products
- Storage and display products

How learning will be assessed:

Students will undertake and complete a minimum of two practical assessment projects a year that may include a design portfolio.

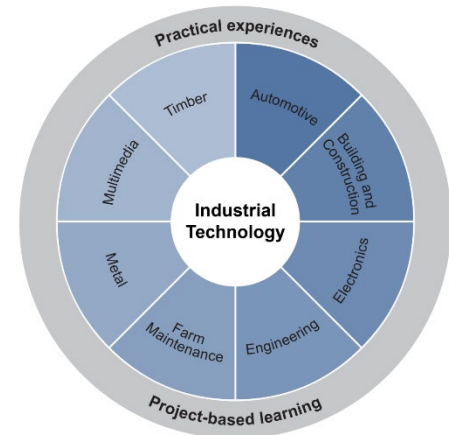
Special Requirements/Equipment

For practical lessons, students need to wear closed leather-upper shoes and have their hair tied back. For some assessment tasks students may be required to bring their some of their own materials.

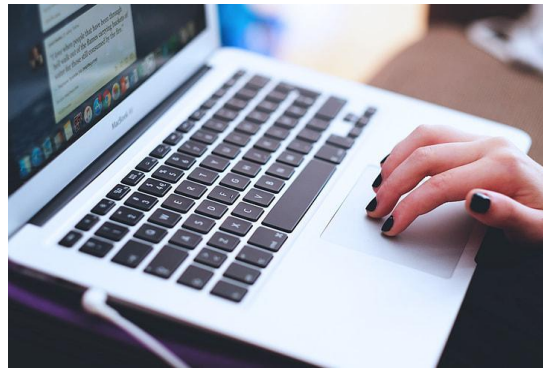
Recommendations/Learning attributes required for this course

Enthusiasm for learning about timber. Designing, drawing, cutting, making and driving their own project ideas is a very important part of a successful project.

Fees: \$70 per year.



IPT



Subject Name: ACCELERATED -HSC Information Processes and Technology (IPT)

Course Description:

Students will study the **Information Processes and Technology (IPT) Preliminary** course for FIVE terms starting in Year 9 and begin the HSC course midway through Year 10 culminating in the completion of the **HSC** course over SIX terms in Year 11 ending in Term 3.

This course is **designed for GATS and or other interested students. It will provide students with an opportunity to maximise their potential in the HSC by completing one of their HSC subjects in Year 11.** The Information Processes and Technology **HSC course will offer two units towards their HSC credential.**

Completing the Information Processes and Technology will involve great commitment and diligence on the student's behalf and will **provide students with the opportunity to experience HSC study in Year 10 -11 and the benefit of completing 2 units of study reducing the overall workload in Year 12.**

Students who are not in the existing GATS program must apply to be considered for selection in the accelerated IPT (HSC) course. As part of the selection procedure, these students will be requested to submit a brief application, including past school reports, which will be considered to determine their suitability for this accelerated course. We welcome all applications. The selection procedure will occur upon receipt of subject selection choices.

Topics covered:

- Preliminary- The Preliminary IPT core topics are: Introduction to Information Skills and Systems, Tools for Information Processes, and Developing Information Systems
- HSC- Project Management, Information Systems and Databases, Communications and Networks and option topics Transaction Processing Systems and Multimedia Systems

How learning will be assessed: Assessment task and examinations.

Recommendations/Learning attributes required for this course

Enthusiasm for extending learning beyond the classroom - self efficacy in learning

Fees: \$70



Music appeals to students who are creative. Music can take you anywhere – become a Rock Musician, Sound Technician, Video Clip Producer, Computer Music Specialist, Teacher, and Administrator.

COMPOSITION

Learn to write and play your own music.

Music involves:

AURAL

Listen to all different kinds of music, and learn to write about the concepts

PERFORMANCE

Opportunities to perform include:

School Assemblies,
Regional Music Festivals
School Spectaculars,
School Productions,
Battle of the Bands

MUSICOLOGY

Learn to read, write and notate music. Learn about different topics: e.g. Popular Music, Music for Film, radio and TV, Australian music.





PASS

PHYSICAL ACTIVITY & SPORTS STUDIES

**50% PRACTICAL
50% THEORY**

Modules Studied:

- Body Systems & Energy for Physical Activity
- Australia's Sporting Identity
- Coaching
- Participating With Safety
- Physical Fitness
- Lifestyle, Leisure & Recreation

Learning through

Experiences in physical activity and sport movement applications

Physical Activity and Sports Studies (PASS) 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, and individual and group physical fitness activities. This subject promotes the concept of learning through movement.

Recreation, physical activity and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the 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.



Note: sports/activities listed are a guide. Students will participate in selection of these activities.



Philosophy at RGHS

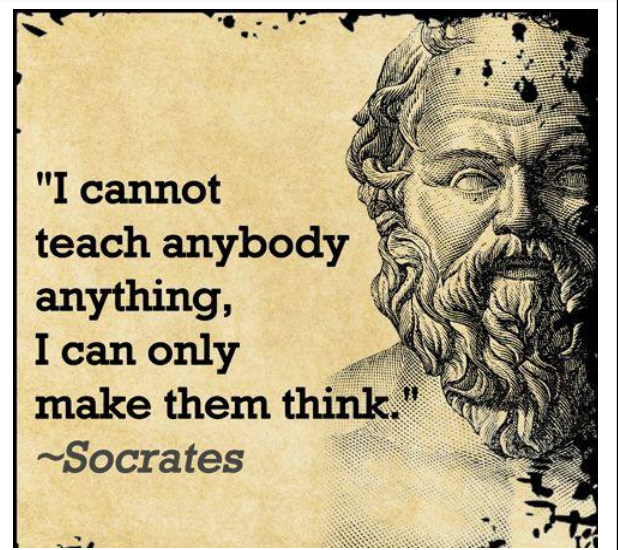
STAGE 5 ELECTIVE COURSE

RGHS is a pioneer in teaching Philosophy at junior and senior High School. Now in its seventh year, the course at Riverside equips students with transferable skills in critical thinking, argument and debate. Content in the course is dynamic, and is designed to enable students to engage more deeply in their 2-unit and extension electives. In particular, students studying in the areas of History, Society and Culture, Economics, and Advanced English will find many valuable and informative cross currents of thought within Stage 5 Philosophy. Students wishing to pursue Extension 2 English will find the unit of particular value for its theoretical exploration of key ideas that, since The Enlightenment, have influenced influential writers and artists.

KNOWLEDGE AND SKILLS OBJECTIVES


Students will develop:

- An understanding of the nature of philosophical inquiry
- Skills in critical reasoning
- Skills in decision making
- Research and communication skills
- Ethical understanding

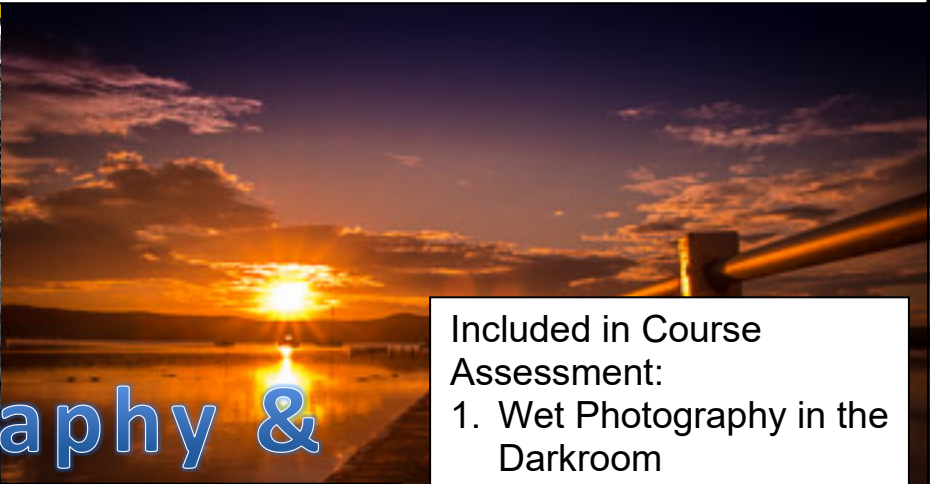



Students who study Philosophy in Stage 5 are given the opportunity to be assessed on their philosophical exploration of areas of personal interest, as well as to develop work that responds to topics covered in their other units.

Philosophy classes are lively events, designed to provoke and challenge preconceptions of participants. While there is an emphasis on dialogue and debate, the aim is to get students to reflect critically on their own reasoning, and to take this beyond the classroom.



In **Photography & Digital Media** you will experiment with a variety of traditional and modern photographic practices. You will learn how to use an SLR camera, develop a film, and make a series of black and white prints in the darkroom using an enlarger. You will also record images using a digital camera and learn how to manipulate them using software such as Photoshop. You will also have the opportunity to animate a cartoon using Stop Motion Apps. All you need is your imagination and some technical skill. Your teacher will guide you to develop your best ideas in all forms of photography. These photographic creations, will be kept in a Portfolio to show future employers. You will also explore the lives and works of other photographers to see where these new found skills can take YOU.



Photography & Digital Media

Included in Course Assessment:

1. Wet Photography in the Darkroom
2. Digital Photography
3. Portrait Photography
4. Food Photography
5. Photo Journalism
6. Stop Motion Animation
7. Film and moving image



Careers in this area include:

Film Maker, Photojournalist, Fashion Photography, Illustration Photography, Advertising & Commercial Photography, Event/Wedding Photography, Portrait/Glamour Photography, Travel Photography, Scientific Photography, Forensic Photographer, Sport Photography

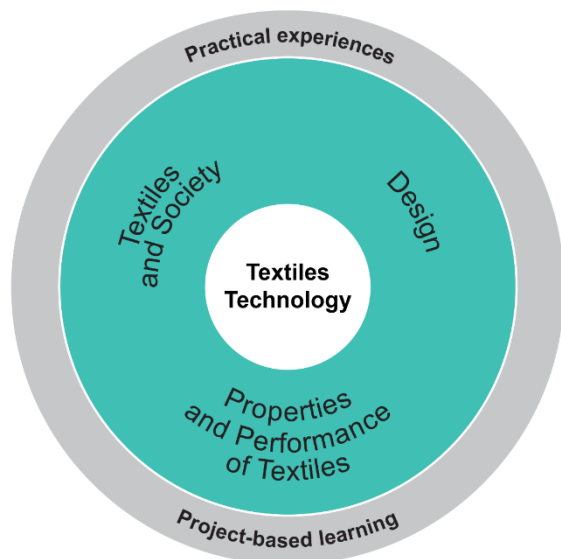


TX



Subject name: Textiles Technology

Course description: Textiles Technology gives students the opportunity to be creative and to explore the nature and uses of textiles in their world. Students will actively engage in learning about the properties of textiles, textile design and the role of textiles in society. The areas of study are Design, Properties and Performance of Textiles, and Textiles and Society.



Practical projects:

Project work forms the basis of every unit of work. This can be in the form of investigations, experimentation and project work. The project work has two components: development of practical skills to produce a textile item and the documentation of student work, usually in the form of a digital folio. The project work may be an open-ended, negotiated project between the teacher and student, based on one of the following focus areas:

- Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design
- Non-apparel – toys, bags, umbrellas, tents, backpacks

How learning will be assessed:

Students will undertake and complete a minimum of 2 assessment practical projects a year that may include a design portfolio. Assessment of knowledge and practical skills will be both formative and summative throughout the course.

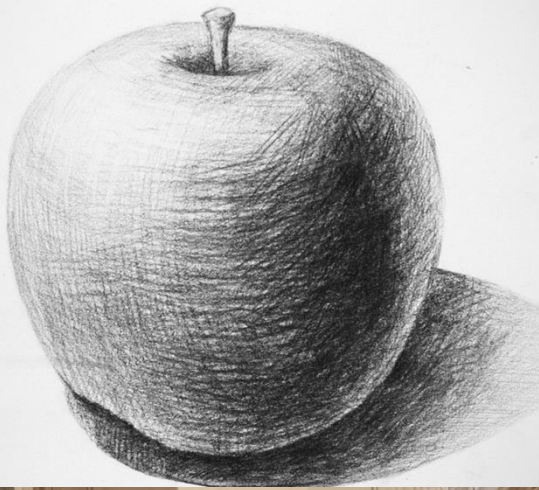
Special Requirements/Equipment

In addition to the subject fees, all textiles students are required to supply fabric, notions and accessories for each unit of work. The cost of each textile unit could be significant depending on the fabric or design chosen by the student. For practical lessons, students also need to wear closed leather-upper shoes and have their hair tied back.

Recommendations/Learning attributes required for this course

Designing, drawing, making and driving their own projects is a very important part of a successful project.

Fees \$70



Visual Arts

The Stage 5 Visual Arts course is a more comprehensive course in areas of art making practice and critical and historical investigations than the previous Stage 4 Course. Students will learn and develop new and more complex art making practices using a variety of materials and techniques as well as acquire a deeper and more sustained critical and historical understanding and knowledge base of case studies investigated.

Drawing, Painting, Ceramics, Sculpture, Photography and Mixed media, 4D studies

Topics included in Elective Course:

1. The Human form
2. Still Life
3. Surrealism

Students work is assessed on a regular basis, therefore consistent work is required for success.

This includes homework and Assessment tasks

Visual Art Careers can include:

Designer, Architect, Interior Decorator, Artist, Photographer, Curator, Critic, Stage Design, Graphic Artist, Illustrator, Landscape Designer, Cartoonist, Ceramicist, and Teacher of Visual Art, Ceramics, Design, Photography and Digital Media.