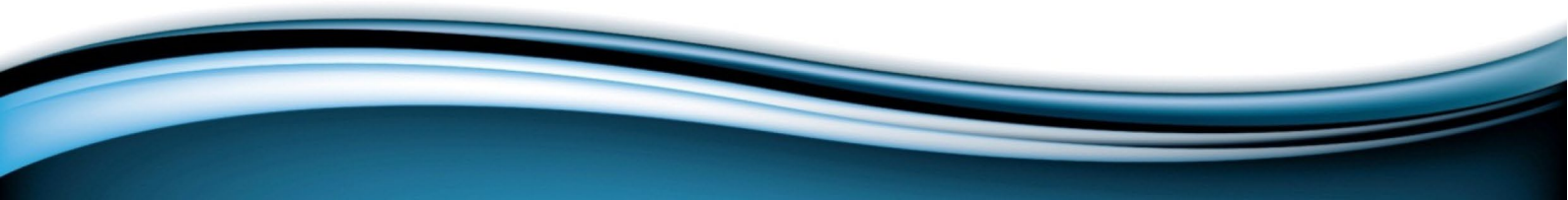


# **Stage 5 Curriculum Handbook**

For students starting  
Year 9 in 2024





Riverside Girls High School provides a caring and dynamic learning environment where girls can achieve their individual potential and become confident, independent and creative young women.

**Principal:** Louise McNeil  
**Deputy Principal:** Melissa Gleeson  
**Deputy Principal:** Katarina Nikoletich  
**Year Adviser:** Jo Haire  
**Careers Adviser:** Toni Soares, John Gilford (rel)  
**Published by:** Riverside Girls High School  
Huntleys Point Road  
Gladesville NSW 2111  
Locked Bag 5017, Gladesville NSW 1675  
Phone: 9816 4264  
Email: [riversideg-h.school@det.nsw.edu.au](mailto:riversideg-h.school@det.nsw.edu.au)  
Website: <https://riversideg-h.schools.nsw.gov.au/>

# Introduction

---

Dear Year 8 students,

Stage 5 subject selections are your first opportunity to have input into the subjects that you choose to study. This is an exciting time as it comes with the freedom to explore your interests and passions in preparation for making the big decisions for your HSC (or whatever pathway you decide is right for you in Year 11 and 12). The good news is that your Stage 5 subject selections do not need to be influenced by career or university choices and, as a result, provide the scope to trial and test your learning experiences and opportunities beyond what you traditionally might have been offered or motivated to try.

The best advice I can give you in preparation for you to make your choices is to read this Stage 5 Curriculum Booklet, ask questions (of your teachers, Year Adviser, parents, older students) and be confident in your choices. Think about what you enjoy or are interested in and look for the corresponding subject. We have a broad offering of Year 9 and 10 subjects so there should be THREE options to suit everyone. Please be aware that all students are requested to choose FOUR options, to allow for subjects not running or some subjects being too popular to accommodate all students who have chosen it. Be openminded and adaptable and get excited for the beginning of Year 9 and the combination of Mandatory and Elective subjects.

Two terms that may be new to students and parents is Record of School Achievement (ROSA) and the Minimum Standard Tests. This booklet explains both terms thoroughly. You may also refer to the NSW Education Standards Authority (NESA) website at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) or ask your teachers if you would like to seek further clarification of the requirements for you to successfully complete Stage 5.

Happy reading and good luck with your decision-making!

Ms McNeil  
Principal

# Contents

<u>Introduction</u>	<u>3</u>
<u>Welcome to Stage 5 (Years 9 &amp; 10)</u>	<u>5</u>
Record of School Achievement (RoSA)	5
Awarding of Grades	5
Minimum standards in Literacy and Numeracy (to receive an HSC)	5
Areas of study	5
Attendance	6
Diligence and Sustained Effort	6
Sample Record of School Achievement (RoSA)	7
<u>Assessment in Stage 5</u>	<u>8</u>
Adjustments for students with additional education needs	8
<u>Selecting Subjects for Stage 5</u>	<u>9</u>
Stage 5 Study pattern	9
Core Subjects	9
Elective Subjects	9
<u>How to make your Elective Selections</u>	<u>10</u>
Making your Selections	10
<u>Course Contributions for 2024</u>	<u>11</u>
<u>Mandatory Course Descriptions</u>	<u>12</u>
English (Mandatory)	13
Mathematics (Mandatory)	14
Science (Mandatory)	15
Geography (Mandatory)	16
History (Mandatory)	17
Personal Development, Health & Physical Education	18
<u>Elective Course Descriptions</u>	<u>19</u>
Commerce	20
Dance	21
Design & Technology	22
Drama	23
Food Technology	24
French	25
Geography Elective (Global Studies)	26
History Elective	27
Music	28
Physical Activity & Sports Studies (PASS)	29
Textiles Technology	30
Visual Arts	31

# 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>

## 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.

## 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.

## **ATTENDANCE**

Students must attend all timetabled lessons and arrive at school and class on time. Records of attendance will be maintained for all lessons. Documentation must be provided if students are absent from school.

Students who miss school on a day scheduled with a formal assessment task will need to complete an Illness Misadventure Application. Further details on this will be provided in the Stage 5 Assessment Handbook issued at the beginning of Year 9.

## **DILIGENCE AND SUSTAINED EFFORT**

For each of these courses students 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.

Students can demonstrate 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

Teachers will use a range of strategies to collect information on student achievement and application to their studies. Further information on Assessment can be found on page 8.

# SAMPLE RECORD OF SCHOOL ACHIEVEMENT (RoSA)



Education  
Standards  
Authority

## RECORD OF SCHOOL ACHIEVEMENT

This is to certify that  
**Sample Student**  
of  
**Sample High School**

has met the requirements of the Record of School Achievement  
and has received the results shown below.

### STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2018	English	B
	Mathematics	C5
	Science	C
	Geography	B
	History	C
	Work Education	B
	Dance	C
	Personal Development, Health and P.E.	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



123456789

Student Number: 93292223

Issued by NESA without alteration or erasure on 17 November 2020 at Sydney,  
NSW, Australia

Chief Executive Officer  
NSW Education Standards Authority

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

All care is taken to ensure information presented in this document is accurate at the time of printing. Information is subject to change.



# 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:

- 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.

## Standards describe:

- 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).

<b>A</b>	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>B</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
<b>C</b>	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
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited competence in the processes and skills.
<b>E</b>	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 ADDITIONAL EDUCATION NEEDS

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with additional 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.

## STAGE 5 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 four (4) courses from the list below. You will study three from the four you choose these.

- |  |  |
|--|--|
| <input type="checkbox"/> Commerce            | <input type="checkbox"/> Geography Elective (Global Studies) |
| <input type="checkbox"/> Dance               | <input type="checkbox"/> History Elective                    |
| <input type="checkbox"/> Design & Technology | <input type="checkbox"/> Music                               |
| <input type="checkbox"/> Drama               | <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                         |

Each elective chosen will be studied for 200 hours (100 hours Year 9 and 100 hours Year 10.)

Subject descriptions can be found starting at page 13.

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

# How to make your Elective Selections

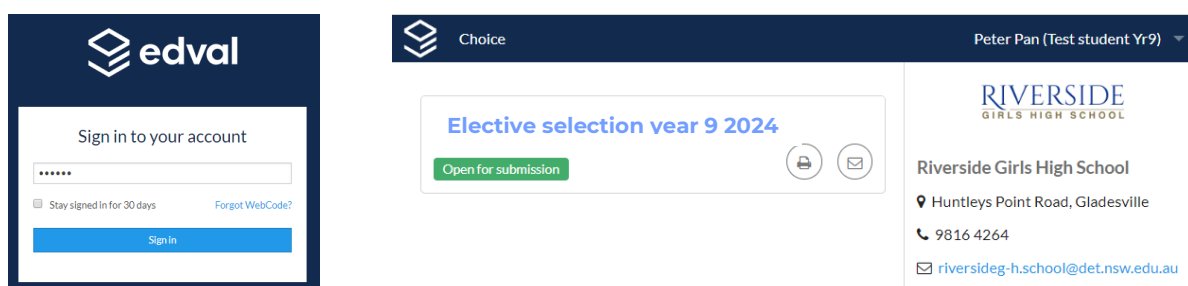
Students selecting courses for 2024 will be able to nominate their preferences via our Timetabling system Edval. This is a guide showing the Online Course Selection process.

Online selections will **open** to all students from **4:00pm Monday 26 June** and **close at 4:00pm Friday 21 July, 2023**. During this time, students are able to make changes to their course selections preferences.

Once you have your final selections, please submit and print out your course selection summary form. A Parent / Carer must sign the form. This form is to be returned to the school office by **no later than 9:00am Friday 28 July, 2023**.

## Making your Selections

1. Go onto: <http://my.edval.education/>.
2. Enter your web code (given to students prior to opening) into the textbox and click 'Sign In'.
3. Click on the **Elective Selection Year 9 2024** form.



The image shows two side-by-side screenshots of the Edval system. The left screenshot is the login page with the 'edval' logo, a 'Sign in to your account' heading, a password field, a 'Stay signed in for 30 days' checkbox, a 'Forgot WebCode?' link, and a 'Sign in' button. The right screenshot shows the 'Elective selection year 9 2024' form. It has a header bar with the 'Choice' logo and the user name 'Peter Pan (Test student Yr9)'. The main content area has the title 'Elective selection year 9 2024' and a green 'Open for submission' button. To the right of the form is a sidebar for 'RIVERSIDE GIRLS HIGH SCHOOL' with contact information: 'Riverside Girls High School', 'Huntleys Point Road, Gladesville', '9816 4264', and 'riversideg-h.school@det.nsw.edu.au'.

4. Select four elective courses in preference order. Your three electives will be allocated based on the order you select. There is no guarantee that you will get all three electives from this list and you may need to select again.
5. After selecting all your electives click the **Submit** button.
6. Your submission summary will be displayed. If you wish to make changes to your selection, click exit and you can enter the form once again.
7. Once you are happy with your course selections, print your submission summary to be signed by your Parent / Carer.
8. Hand in the **signed** summary to the designated box outside Ms Nikoletich's office by **no later than 9:00am Friday 28 July, 2023**. If you are unable to print the summary form, a hand written list of your courses, signed by a parent/carers will be accepted.

Students will be informed of the courses they have received late Term 3 or early Term 4. There will be an opportunity to apply to change the courses received in Term 4 and again at the beginning of Term 1.

It is important to be proactive. If you see any issues with your courses or have questions, please see Ms Gleeson as soon as possible.

# Course Contributions for 2024

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

The tables below show annual contributions correct as of date of printing.

Year	General Contribution	Technology Levy
<b>Year 9</b>	\$140	\$60
<b>Year 10</b>	\$140	\$60

Course Contributions	Year 9	Year 10
<b>Dance</b>	\$100	\$100
<b>Design &amp; Technology</b>	\$70	\$70
<b>Drama</b>	\$30	\$30
<b>Food Technology</b>	\$100	\$100
<b>Music</b>	\$30	\$30
<b>Physical Activities &amp; Sport Studies</b> This covers contributions for tutors, buses and venue entry. It is not possible to elect PASS without paying the full contribution for this reason.	\$225	\$225
<b>Textile Technology</b>	\$70	\$70
<b>Visual Arts</b>	\$50	\$50

Electives with no contribution
Commerce
French
Geography Elective (Global Studies)
History Elective

# Mandatory Course Descriptions

---

The following information has been adapted from various sources including the NESA website:  
<https://www.educationstandards.nsw.edu.au/>.



# English (Mandatory)

Mandatory course in Stage 5

NESA Developed Course 300



<b>Description:</b>	By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.			
<b>Content:</b>	Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer and interpret and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text.			
<b>Assessment:</b>	<b>Year 9</b>	<b>%</b>	<b>Year 10 – In class Assessment</b>	<b>%</b>
	From Gothic and Beyond <b>Creative Task</b>	15	One's Place in the World <b>Multi-Modal Task</b>	15
	Messages to the World <b>Persuasive Task</b>	15	Shakespeare <b>Oral Presentation</b>	15
	Shakespeare <b>Critical Task</b>	15	Textual Relationships <b>Creative Task</b>	15
	Personal Journey Through Narrative <b>Discursive Task</b>	15	Landscape and the Human Spirit <b>Poetry Task</b>	15
	Formative assessment	40	<b>Year 10 – Whole Year Assessment</b>	<b>%</b>
			Listening and Viewing <b>Yearly Exam, Including essay response</b>	40
<b>For more info:</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10</a>			

# Mathematics (Mandatory)

Core course in Stage 5

NESA Developed Course 323



<b>Description:</b>	<p>Stage 5 of the K–10 Mathematics curriculum has been developed that it splits into three substages, Stage 5.1, Stage 5.2 and Stage 5.3. These substages are not designed as prescribed courses and many different ‘endpoints’ are 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.</p> <p>Students will be allocated to the most appropriate course of study based on their performance at the end of Stage 4.</p>			
<b>Content:</b>	<p>The strands and Sub strands of study are:</p> <p><b>Measurement and Geometry:</b> Length, Area &amp; Surface Area, Volume, Numbers of Any Magnitude, Time, Properties of Geometrical Figures, Angle Relationships, Right-angled Triangles, Trigonometry and Pythagoras’ Theorem, Circle Geometry</p> <p><b>Number and Algebra:</b> Algebraic Techniques, Indices, Equations, Linear and Non-Linear Relationships, Functions and Other Graphs, Polynomials, Logarithms, Fractions Decimals &amp; Percentages, Ratios &amp; Rates, Financial Mathematics, Computation with Integers.</p> <p><b>Statistics and Probability:</b> Probability, Bivariate Data Analysis, Single Variable Data Analysis, Data Collection and Representation.</p> <p><b>Note:</b> The above content is suitable to 5.3 students. Depending on the substage you are allocated to pursue will determine the relevant content to be studied.</p> <p><b>Topics include:</b> Measurement, Geometry, Number, Algebra, Statistics, Probability</p>			
<b>Assessment:</b>	Students in Year 10 will also complete a Common written exam early Term 4.			
	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Task 1: Ratios & Rates, Measurement, Financial	30	Task 1: Financial Maths, Measurement, Algebra	30
	Task 2: Probability & data, Equations, Pythagoras’ Theorem	30	Task 2: Probability, Bivariate Data, Single Variable Data	30
	Task 3: Linear Relationships, Indices, Further Algebra	40	Task 3: Linear and Non-Linear Relationships, Geometry, Equations, Quadratic Expressions	40
<b>For more info:</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10</a>			



# Science (Mandatory)

Core course in Stage 5

NESA Developed Course 350



Description:	Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.										
Content:	Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.										
	Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.										
	<b>Topics include:</b>  <table><tr><td>Science uses Evidence</td><td>Challenging World – Disease</td></tr><tr><td>Physical World – Motion</td><td>Challenging World – Disaster</td></tr><tr><td>Physical World – Waves</td><td>EcoMUVE</td></tr><tr><td></td><td>Chemical World</td></tr></table>				Science uses Evidence	Challenging World – Disease	Physical World – Motion	Challenging World – Disaster	Physical World – Waves	EcoMUVE	
Science uses Evidence	Challenging World – Disease										
Physical World – Motion	Challenging World – Disaster										
Physical World – Waves	EcoMUVE										
	Chemical World										
Assessment:	Science assesses both your knowledge and your skills – these have an equal weighting in determining your overall ROSA grade. Please note that all tasks count towards the determination of your overall grade. There are specific tasks that all students will attempt in each year. You will also be asked to self-assess using your e-portfolio for each topic.										
	Year 9	%	Year 10	%							
	Task 1: Motion Experiment Report	20	Task 1 Depth Study	40							
	Task 2: EcoMUVE group task	20	Task 2-4: Topic Tests	60							
	Task 3-6: Topic Tests	60									
For more info:	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science</a>										

All care is taken to ensure information presented in this document is accurate at the time of printing. Information is subject to change.



# Geography (Mandatory)

Core course in Stage 5

NESA Developed Course 4015



Description:	Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.			
Content	Geography enables students to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments. It involves studying two key dimensions: <ul style="list-style-type: none"><li>• The spatial dimension – where things are and why they are there</li><li>• The ecological dimension – how humans interact with environments.</li></ul> Through the spatial dimension, students identify and analyse the physical, social, economic, political, legal and technological factors that influence where things are and why they are there. The ecological dimension requires students to identify and analyse the ways humans interact with environments and in so doing develops students' skills in evaluating arguments and problem-solving and develops their knowledge and understanding of different cultures.			
	Year 9 Topics: Sustainable Biomes Changing Places		Year 10 Topics Environmental Change and Management Human Wellbeing	
Assessment:	Geography assesses both knowledge and skills – both components are used to determine a student's overall grade. Please note that all tasks count towards the determination of a student's overall grade. There are specific tasks that all students must complete each year.			
	Year 9	%	Year 10	%
	Task 1: Research Task	40	Task 1: Research Task	40
	Task 2: Everything Counts: Formative Task	25	Task 2: Skills Test	25
	Task 3: Class Test	35	Task 3: Class Test	35
For more info:	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10</a>			

# History (Mandatory)

Core course in Stage 5

NESA Developed Course 4007



Description:	Students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.			
Content:	<ul style="list-style-type: none"><li>• Core Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945)</li><li>• Core Depth Study 4: Rights and Freedoms (1945-present)</li><li>• Depth Study 1: Movement of Peoples (1750-1901)</li><li>• Depth Study 6: Global Change – this school developed course focuses on the development of the international relations post 1945 including the Cold War, the War on Terror and the impact of Covid.</li></ul>			
	<b>Year 9 Topics:</b> Movement of Peoples Rights and Freedoms		<b>Year 10 Topics:</b> Australians at War Global Change	
Assessment:	Assessment tasks in History are a regular part of the teaching and learning process. Formal and informal assessment tasks and learning activities will be used to support learning and the development of a deeper understanding of course outcomes.			
	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Task 1: Source Analysis and Essay	50	Task 1: Research Task	40
	Task 2: Creative Task	40	Task 2: Essay	50
	Task 3: Everything Counts- Formative Task	10	Task 3: Everything Counts- Formative Task	10
For more info:	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10</a>			

# Personal Development, Health & Physical Education

Core course in Stage 5

NESA Developed Course 2420

Description:	In stage 5 PDHPE, students think critically, solve problems and make informed decisions on health, safety, wellbeing and physical activity. Students explore issues that impact the health, safety and wellbeing of themselves and others, and participate in movement experiences that are regular, varied, purposeful, challenging and enjoyable.			
Content:	The content is organised into three content strands with a focus on three PDHPE skill domains. Students are provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include: <ul style="list-style-type: none"><li>• Health, Wellbeing and Relationships</li><li>• Movement Skill and Performance</li><li>• Healthy, Safe and Active Lifestyles</li></ul>			
	Year 9 Theory Units:		Year 10 Theory Units:	
	<ul style="list-style-type: none"><li>• Same Same but Different (Diversity and Discrimination)</li><li>• Instazillience (Social Media)</li><li>• My Friends, My Life, My Choices (Relationships and sexual health)</li></ul>		<ul style="list-style-type: none"><li>• Looking Good, Feeling Great (Nutrition)</li><li>• Staying in Control (Alcohol and Drugs)</li><li>• Are you ok? (Mental Health)</li><li>• Safe Today, Here Tomorrow (Road Safety)</li></ul>	
	Year 9 Practical Units:		Year 10 Practical Units:	
	<ul style="list-style-type: none"><li>• AFL</li><li>• Athletics</li><li>• European Handball</li><li>• Gymnastics</li><li>• Racquet Sports</li><li>• Softball</li><li>• Stepping</li></ul>		<ul style="list-style-type: none"><li>• Athletics</li><li>• Cultural Dance</li><li>• Modified Games</li><li>• Sofcrosse</li><li>• Strategic Games</li><li>• Ultimate Frisbee</li><li>• Volleyball</li></ul>	
Assessment:	Throughout the year, all class tasks will be checked and marked by the class teacher (Formative Tasks). Students will not receive a formal assessment notification, rather “Everything Counts” towards learning. This means all, a few or just one task from EACH unit will contribute towards reports. Students will also complete Summative Assessment Tasks each semester including:			
	Year 9	%	Year 10	%
	Same Same but Different (in class task)	25	Looking Good Feeling Great Research Task	25
	Sexual Health Exhibition	25	Yearly Examination	25
	Invasion Games Assessment	20	Modified Games Assessment	20
	Movement Composition	20	Movement Composition	20
	Physical Activity Skills Assessment (across all sports throughout the year)			10
For more info:	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018</a>			

# Elective Course Descriptions

---

The following information has been adapted from various sources including the NESA website:  
<https://www.educationstandards.nsw.edu.au/>.



# Commerce

200 hours in Stage 5

NESA Developed Course 430



<b>Description:</b>	Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.			
<b>Content:</b>	<p>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. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.</p> <p>Developing skills of research, evaluation and collaborative decision-making through the study of Commerce enables students to contribute to our democratic and pluralistic society as well as develop the skills to become self-directed lifelong learners.</p>			
	<b>Year 9 Topics</b> <ul style="list-style-type: none"> <li>• Consumer and Financial Decisions</li> <li>• Employment and Work Futures</li> <li>• Running and Business</li> <li>• Promoting and Selling</li> <li>• Travel</li> </ul>		<b>Year 10 Topics</b> <ul style="list-style-type: none"> <li>• The Economic and Business Environment</li> <li>• Our Economy</li> <li>• Law, Society and Political Involvement</li> <li>• Towards Independence</li> </ul>	
<b>Assessment:</b>	Assessment tasks in Commerce are a regular part of the teaching and learning process. Formal and informal assessment tasks and learning activities will be used to support learning and the development of a deeper understanding of course outcomes.			
	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Task 1 – Numeracy/Literacy Task	30	Task 1 – Research Report	25
	Task 2 – Research Task	30	Task 2 – Everything Counts-Formative Task	20
	Task 3 – Everything Counts-Formative Task	15	Task 3 – Extended Response	25
	Task 4 – Business Plan	25	Task 4 – Class Test	30
<b>For more info:</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019</a>			



# Dance

100-200 hours in Stage 5

NESA Developed Course 2000/2001

Dance is offered in Year 9 as a 100-hour course. By the end of the year, results will determine if Dance will be accelerated. If accelerated, students will study Preliminary Stage 6 Dance in Year 10. If not, students will continue with the Stage 5 200-hour course.



<b>Description:</b>	Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform, and analyse dances and dance forms.			
<b>Content:</b>	All students study dance performance, composition and appreciation. They learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.			
	<b>Year 9</b> <ul style="list-style-type: none"> <li>• Performance: Safe Dance Practice and Performance Quality</li> <li>• Composition: Communicating An Idea (The Elements of Dance)</li> <li>• Appreciation: Writing About Dance + Case Study</li> </ul>		<b>Year 10 (if not accelerated)</b> <ul style="list-style-type: none"> <li>• Performance and Appreciation: American Dance History</li> <li>• Composition: Motif Into Phrase</li> <li>• Performance and Composition: Performing Choreography</li> </ul>	
<b>Assessment:</b>	<b>Year 9</b>	<b>%</b>	<b>Year 10 (if not accelerated)</b>	<b>%</b>
	Performance of Class Dance	30	Performance Portfolio + Dance Journals	40
	Composition Presentation + Dance Journals	40	Composition Presentation	30
	Dance Analysis	30	Performance of Class Dance	30
<b>For more info:</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts</a>			

# Design & Technology

200 hours in Stage 5

NESA Developed Course 1650



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 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. Note: For practical lessons, students need to wear closed leather-upper shoes (school shoes). Hair must be tied back.			
Content:	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.			
	<b>Year 9</b> <ul style="list-style-type: none"><li>• Product Design</li><li>• Architectural and model making</li><li>• 3D printed character design</li></ul>		<b>Year 10</b> <ul style="list-style-type: none"><li>• Commercial building design and scale model</li><li>• Utility bag challenge</li><li>• Laser cut light solution</li></ul>	
Assessment:	Project work forms the basis of every unit of work and can be in the form of planning, research and evaluations. The project work has two components: development of practical skills to produce a product and the documentation of student work, usually in the form of a digital folio.			
	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Task 1	30	Task 1	35
	Task 2	35	Task 2	35
	Task 3	35	Task 3	30
For more info:	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/design-and-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/design-and-technology-2019</a>			

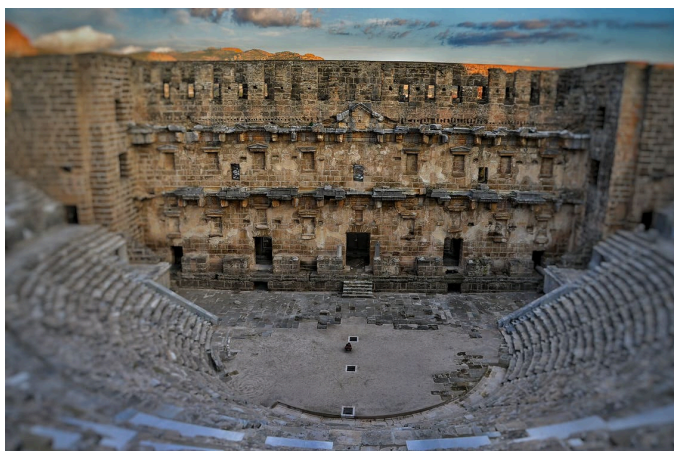
All care is taken to ensure information presented in this document is accurate at the time of printing. Information is subject to change.



# Drama

200 hours in Stage 5

NESA Developed Course 2010



Description:	Drama enables students to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.				
Content:	Students learn to make, perform, and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.				
	<b>Year 9 Drama</b> <ul style="list-style-type: none"><li>• <b>All the World's a Stage:</b> Introduction to Drama – Improvisation, Playbuilding and Physical theatre</li><li>• <b>Behind the Scenes:</b> Stagecraft and Scripted Drama</li><li>• <b>Make Them Laugh:</b> Comedy</li><li>• <b>Masks and Rituals:</b> A History of Theatre through Masks / Puppets and Rituals</li></ul>		<b>Year 10 Drama</b> <ul style="list-style-type: none"><li>• <b>Creating a Character:</b> Introduction to Stanislavski and Monologues</li><li>• <b>Important Moments in Theatre History:</b> A Look at Popular Theatre Movements including Melodrama</li><li>• <b>Scripted Drama:</b> Elements of Production in Performance</li><li>• <b>Physical Theatre and Playbuilding:</b> Storytelling through Physical Movement</li></ul>		
Assessment:	Assessment in Drama consists of both individual and collaborative tasks in both a practical and theoretical manner. Assessment in Stage 5 Drama consists of formative teacher observations of classwork and logbook entries, and the summative assessment tasks listed below.				
	<b>Year 9</b>		%	<b>Year 10</b>	%
	Group Performance and Logbook		25	Monologue and Logbook	25
	Design Project and Logbook		25	Group Performance and Logbook	25
	Group Performance and Logbook		25	Design Project and Essay	30
	Group Performance including Masks and Puppets		25	Group Performance	20
For more info:	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus</a>				

# Food Technology

200 hours in Stage 5

NESA Developed Course 1625

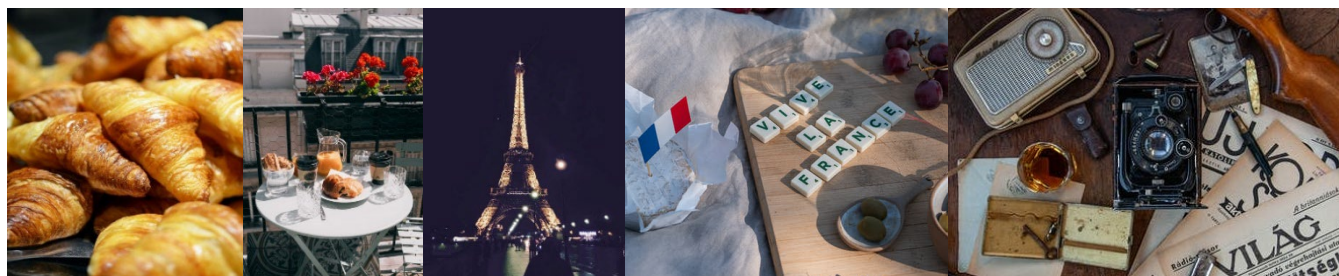


Description:	<p>The study of Food Technology provides students with a context through which to explore how a variety of food adds to life. It also provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food.</p> <p>Note: For practical lessons, students need to wear closed leather-upper shoes (school shoes) a school RGHS apron, tea-towel and container. Hair must be tied back.</p>			
Content:	<p>This content integrates the study of 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. 10% of the yearly assessment mark is awarded on performance during all practical lessons.</p>			
	<p><b>Year 9</b></p> <ul style="list-style-type: none"><li>• Food In Australia</li><li>• Food Selection &amp; Health</li><li>• Food Equity</li><li>• Food For Special Occasions</li></ul>		<p><b>Year 10</b></p> <ul style="list-style-type: none"><li>• Food Trends</li><li>• Food Service &amp; Catering</li><li>• Food Product &amp; Development</li><li>• Food For Specific Needs</li></ul>	
Assessment:	<p>Students are assessed on use of equipment, personal preparation and hygiene, food preparation and presentation, cooperation and cleaning.</p>			
	<p><b>Year 9</b></p>	<p><b>%</b></p>	<p><b>Year 10</b></p>	<p><b>%</b></p>
	<p>Research task</p>	<p>25</p>	<p>Digital Recipe Book &amp; Practical</p>	<p>30</p>
	<p>Recipe Modification</p>	<p>25</p>	<p>Research Task plus practical supporting documentation</p>	<p>20</p>
	<p>Topic Test &amp; Advertising Campaign</p>	<p>30</p>	<p>Design Task &amp; Practical Folio</p>	<p>30</p>
	<p>Practical with supporting documentation</p>	<p>10</p>	<p>Quiz Test</p>	<p>10</p>
	<p>Practical Application</p>	<p>10</p>	<p>Practical Application</p>	<p>10</p>
For more info:	<p><a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019</a></p>			

# French

200 hours in Stage 5

NESA Developed Course 870



<b>Description:</b>	<p>The Year 9 and 10 French course is about learning to communicate with French speakers in Australia and all over the world. Investigating French culture and traditions both in France and the 29 French speaking countries will be an integral part of being a global citizen.</p> <p>The French course in Years 9 and 10 provides excellent preparation for French in Years 11 and 12 and beyond. It is a prerequisite for the French Continuers' course in Years 11 and 12. You should consider whether you are interested in a career which may require a second language for instance, travel, law, hospitality, health, international field and politics.</p>			
<b>Content:</b>	<p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• communicate in French in a variety of contexts</li> <li>• produce texts using a range of media, e.g., letters, cards, posters, e-mails, blogs</li> <li>• understand and respond to spoken French</li> <li>• understand written French texts such as articles, letters and songs</li> <li>• appreciate and demonstrate an awareness of different cultures</li> <li>• develop research skills and enhance communication via the use of technology</li> </ul>			
<b>Assessment:</b>	<p>Students will be assessed under the following criteria:</p> <ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Speaking</li> <li>• Reading and responding</li> <li>• Writing</li> <li>• Moving Between Cultures</li> </ul> <p>Students will be assessed using a variety of tools including conversations, role-plays and short films, brief written texts, prepared oral presentations such as cooking shows, dialogues, fashion parades, soccer games, songs and teach younger years a short unit of work of their particular interest.</p>			
	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Task 1 La Francophonie	20	Task 1 C'est la fete – comment organiser une fete Project	20
	Task 2 Half-Yearly Assessment	30	Task 2 Half-Yearly Assessment (Reading and Writing)	30
	Task 3 Spoken Interaction	20	Task 3 Spoken Interaction	20
	Task 4 Yearly Assessment	30	Task 4 Yearly Assessment	30
<b>For more info:</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018</a>			



# Geography Elective (Global Studies)

200 hours in Stage 5

NESA Developed Course 440



Description:	Elective Geography is designed to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales. Students critically engage with contemporary geographical issues in different regions of the world and evaluate sustainable development proposals to become informed, responsible and active citizens.			
Content:	The study of Elective Geography involves undertaking investigative studies on a range of geographical issues including: <ul style="list-style-type: none"><li>• Physical Geography</li><li>• Oceanography</li><li>• Primary Production</li><li>• Global Citizenship</li><li>• Australia's Neighbours</li><li>• Political Geography</li><li>• Interactions and Patterns along a Transcontinental Transect</li></ul> Each focus study is addressed through a relevant contemporary issue where students learn about interactions, change and sustainability of places and environments across a global scale.			
	<b>Year 9 Topics:</b> <ul style="list-style-type: none"><li>• Australia</li><li>• The Pacific</li><li>• South America</li><li>• North America</li></ul>		<b>Year 10 Topics:</b> <ul style="list-style-type: none"><li>• Asia</li><li>• Europe</li><li>• Africa</li><li>• Class choice of topic</li></ul>	
Assessment:	Assessment tasks in Elective Geography are a regular part of the teaching and learning process. Formal and informal assessment tasks and learning activities will be used to support learning and the development of a deeper understanding of course outcomes.			
	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Task 1: Writing task	25	Task 1: Writing task	25
	Task 2: Research task	25	Task 2: Research task	25
	Task 3: In class task	25	Task 3: In class task	25
	Task 4: Everything Counts-Formative Task	25	Task 4: Everything Counts-Formative Task	25
For more info:	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-elective-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-elective-7-10-2019</a>			

All care is taken to ensure information presented in this document is accurate at the time of printing. Information is subject to change.

# History Elective

200 hours in Stage 5

NESA Developed Course 450



Description:	<p>The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members to local communities, expanding to national and world history contexts.</p> <p>The History Elective course consists of three topics which include a range of options for study. The historical concepts and skills are integrated with the content of topics studied in the History Elective course.</p> <p>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 and apply these understandings to their investigation of past societies and historical periods. Students 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.</p>			
Content:	<p>The study of Elective History involves undertaking investigative studies including the opportunity for students to choose their own topic. These may include:</p> <ul style="list-style-type: none"><li>• Historical fiction</li><li>• Biography</li><li>• History and the media</li><li>• Oral history</li></ul>			
	<p><b>Year 9 Topics:</b></p> <ul style="list-style-type: none"><li>• Construction of History</li><li>• Modern Societies</li><li>• Ancient Society</li><li>• Thematic Study</li></ul>		<p><b>Year 10 Topics:</b></p> <ul style="list-style-type: none"><li>• Thematic Study</li><li>• Ancient Society</li><li>• Modern Society</li><li>• Popular History</li></ul>	
Assessment:	<p>Assessment tasks in Elective History are a regular part of the teaching and learning process. Formal and informal assessment tasks and learning activities will be used to support learning and the development of a deeper understanding of course outcomes.</p>			
	<p><b>Year 9</b></p>	<p><b>%</b></p>	<p><b>Year 10</b></p>	<p><b>%</b></p>
	<p>Task 1 Essay writing</p>	<p>25</p>	<p>Task 1 Essay Writing</p>	<p>25</p>
	<p>Task 2 Oral presentation</p>	<p>25</p>	<p>Task 2 Oral Presentation</p>	<p>25</p>
	<p>Task 3 Research and group task</p>	<p>25</p>	<p>Task 3 Research</p>	<p>25</p>
	<p>Task 4 Writing</p>	<p>25</p>	<p>Task 4 Group Task</p>	<p>25</p>
For more info:	<p><a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019</a></p>			

All care is taken to ensure information presented in this document is accurate at the time of printing. Information is subject to change.

# Music

200 hours in Stage 5

NESA Developed Course 2050



<b>Description:</b>	All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.			
<b>Content:</b>	Students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres. The study of the concepts of music underpin the development of skills in performing, composing and listening.			
	<b>Year 9</b> <ul style="list-style-type: none"> <li>• Australian Music</li> <li>• Baroque Music</li> <li>• Popular Music</li> <li>• Music for Large Ensembles</li> </ul>		<b>Year 10</b> <ul style="list-style-type: none"> <li>• Music for Film, Radio, TV and Multimedia</li> <li>• Music for Small Ensembles</li> <li>• Music of the 20th and 21st Centuries</li> <li>• Music of a Culture</li> </ul>	
<b>Assessment:</b>	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Performance and Composition	25	Composition and Listening	25
	Listening and Composition	25	Performance and Listening	25
	Performance and Listening	25	Composition and Listening	25
	Listening and Composition	25	Listening and Performance	25
<b>For more info:</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts</a>			

# Physical Activity & Sports Studies (PASS)

200 hours in Stage 5

NESA Developed Course 38100

Description:	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.					
Content:	The PASS course involves both theory and practical lessons. The content is organised in modules within the following three areas of study: Foundations of physical activity Physical activity and sport in society Enhancing participation and performance.					
	Year 9 Theory		Year 10 Theory			
	<ul style="list-style-type: none"><li>• Body Systems &amp; Energy for Physical Activity (skeletal and muscular systems)</li><li>• Event Management</li><li>• Technology in Sport</li><li>• Australia’s Sporting Identity</li></ul>		<ul style="list-style-type: none"><li>• Body Systems &amp; Energy for Physical Activity (circulatory, respiratory and energy systems)</li><li>• Bronze Medallion or lifesaving award</li><li>• Coaching</li><li>• Physical activity and sport for specific groups</li></ul>			
	Year 9 and 10 Practical					
	Practical units correspond with the theory units and include (but are not limited to): Yoga, boot camp, sports aerobics, circuit training, bronze medallion, coaching, event management, Australian sports, disability sports					
Assessment:	Throughout the year, all class tasks will be checked and marked by the class teacher (Formative Tasks). Students will not receive a formal assessment notification, rather “Everything Counts” towards learning. This means all, a few or just one task from EACH unit will contribute towards reports. Students will also complete Summative Assessment Tasks each semester including:					
	Year 9		%	Year 10	%	
	Body Systems Examination (Skeletal and Muscular systems)		25	Body Systems Examination (Respiratory, Circulatory and Energy Systems)		25
	Event Management Assessment		25	Bronze Medallion		25
	Australia’s Sporting Identity Portfolio		25	Coaching Assessment		25
	Skills Assessment		25	Skills Assessment		25
For more info:	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019</a>					



# Textiles Technology

200 hours in Stage 5

NESA Developed Course 1900



Description:	Textiles Technology provides students the opportunity to be creative and to explore textiles in their world and in a variety of focus areas. Students 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.  Note: In addition to the subject fees, all textiles' students are required to supply fabric, notions and accessories for each unit of work. For practical lessons, students need to wear closed leather-upper shoes (school shoes). Hair must be tied back.			
Content:	Project work forms the basis of every unit of work and 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.			
	<b>Year 9</b> <ul style="list-style-type: none"><li>• Top 3 by Design- Apparel and furnishings which includes a slip dress, fashion drawings and a furnishing.</li><li>• Light- Textile Arts –which includes wall hangings, fabric-based artworks, embroidery, wearable design.</li><li>• My Design- Apparel – includes clothing and accessories such as a bustier corset and fashion drawings.</li></ul>		<b>Year 10</b> <ul style="list-style-type: none"><li>• Costume my world- includes design and manufacture for the school's theatrical/musical productions.</li><li>• Fabric on fire -Properties and Performance exploration- includes fibre, yarn and fabric experimentations and analysis.</li><li>• Personal project- students undertake their own major project which could include a suit, formal dress, textile artworks.</li></ul>	
Assessment:	Students will be assessed on their participation in class as well as formal tasks. Assessment of knowledge and practical skills will be both formative and summative throughout the course.			
	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Task 1	20	Task 1	30
	Task 2	30	Task 2	20
	Task 3	50	Task 3	50
For more info:	<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019</a>			

# Visual Arts

200 hours in Stage 5

NESA Developed Course 2060



<b>Description:</b>	Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.			
<b>Content:</b>	Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks. Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.			
	<b>Year 9</b> <ul style="list-style-type: none"> <li>• 2D Drawings and Painting</li> <li>• 3D Sculpture and Photography</li> <li>• Still Life</li> <li>• Landscape</li> </ul>		<b>Year 10</b> <ul style="list-style-type: none"> <li>• The Face</li> <li>• Ceramics</li> <li>• Street Art</li> <li>• Individual Project</li> </ul>	
<b>Assessment:</b>	<b>Year 9</b>	<b>%</b>	<b>Year 10</b>	<b>%</b>
	Body of Work	30	Body of Work	30
	Case Study	20	Study of Ceramics	30
	Collage and Visual Art Process Diary	30	Body of Work	20
	Artists in Focus	20	Individual Project	20
<b>For more info:</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts</a>			

This page has intentionally been left blank