RIVERSIDE
GIRLS HIGH SCHOOL

Stage 5 Curriculum Handbook

For students starting Year 9 in 2025

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.

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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.

Terms that may be new to students and parents is Record of School Achievement (ROSA), Minimum Standard Tests and N-Warnings. This booklet explains both terms thoroughly. You may also refer to the NSW Education Standards Authority (NESA) website at 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

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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

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 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 compete 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.

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SAMPLE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

NSW GOVERNMENT | **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

Course	Result
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

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

123456789

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

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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:
- 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.	- 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.

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ADJUSTMENTS FOR STUDENTS WITH ADDITIONAL EDUCATION NEEDS

Teachers may need to adjust 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.

- ☐ Commerce
- ☐ Dance
- ☐ Design & Technology
- ☐ Drama
- ☐ Enterprise Computing (Accelerated)
- ☐ Food Technology
- ☐ French
- ☐ Geography Elective (Global Studies)
- ☐ History Elective
- ☐ Industrial Technology: Multimedia
- ☐ Mathematics (Accelerated)
- ☐ Music
- ☐ Photography & Digital Media
- ☐ Physical Activity & Sport Studies
- ☐ Textiles Technology
- ☐ 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 12.

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

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Course Contributions for 2025

Course contributions are used to provide resources and activities for students as they participate in class. For example, the Food Technology contribution goes towards the costs of food prepared, in PASS the contribution covers the cost of travel and venue expenses for practical Sport Studies lessons.

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

Year	General Contribution	Technology Levy
Year 9	$140	$60
Year 10	$140	$60

Course Contributions	Year 9	Year 10
Commerce	-	-
Dance	$60	$60
Design & Technology	$80	$80
Drama	$30	$30
Enterprise Computing (Accelerated)	$50	$50
Food Technology	$130	$130
French	$20	$20
Geography Elective (Global Studies)	-	-
History Elective	-	-
Industrial Technology - Multimedia	$50	$50
Mathematics (Accelerated)	-	-
Music	$35	$35
Photographic and Digital Media	$70	$70
Physical Activities & Sport Studies 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
Textile Technology	$80	$80
Visual Arts	$60	$60

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Mandatory Course Descriptions

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

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English (Mandatory)

Mandatory course in Stage 5   **NESA Developed Course 300**
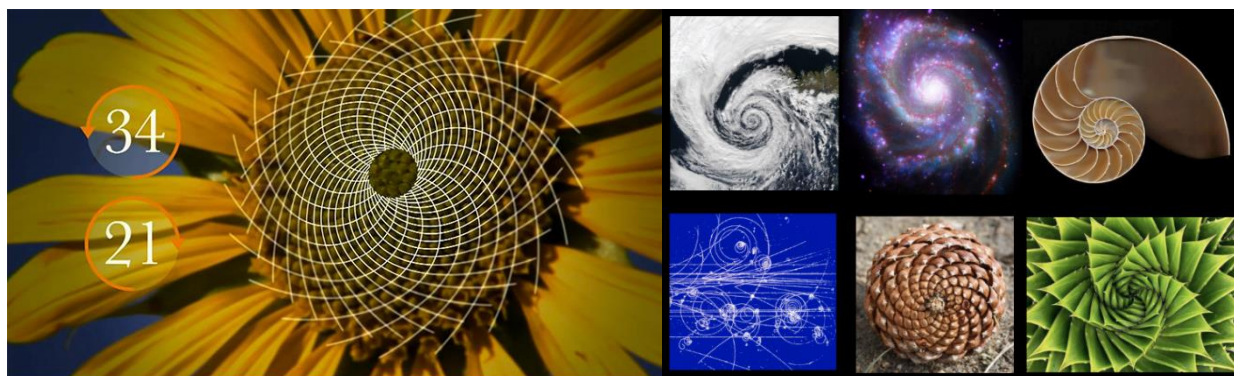

Description:	By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide 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.
Content:	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.

	Year 9	**Year 10**
	• From Gothic and Beyond • Narrative • Shakespeare • Voice	• Landscape and the Human Spirit • Ones place in the world • Shakespeare • Textual Relationships

Assessment:	Throughout the year students will be required to undertake a range of formal assessment tasks which could consists of topic tests, Power Point presentations, in class task, research-based tasks and/or group presentations

	Year 9	**Year 10 – In class Assessment**
	• Imaginative recreation and reflection • Analytical Response • Multimodal • Literacy test	• Listening & Viewing Task • Imaginative Response • Multimodal • Essay- Extended Response

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10

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Mathematics (Mandatory)

Core course in Stage 5   NESA Developed Course 323

Description:	The new Mathematics syllabus has been developed for students to work mathematically by communicating reasoning, understanding and fluency, and engaging in problem solving. At Riverside Girls we have two different Mathematics courses offered in Stage 5. Both courses will cover the core topics. The two courses are called Pure Mathematics and Applied Mathematics: • **Pure Mathematics** covers the core content in a explicitly at an increased rate and uses the additional time to cover many pathways with a focus on the algebraic strands • **Applied Mathematics** covers the core content in detail and completes pathways with real life applications. Students will be allocated to the most appropriate course of study based on their performance at the end of Stage 4. The program of Mathematics Acceleration is offered to students who, at this point, are considered outstanding mathematicians and who have followed the application requirements.
Content:	The strands of study are: **Measurement and Geometry:** Length, Area & Surface Area, Volume, Numbers of Any Magnitude, Time, Properties of Geometrical Figures, Angle Relationships, Right-angled Triangles, Trigonometry and Pythagoras' Theorem, Circle Geometry. Networks **Number and Algebra:** Algebraic Techniques, Indices, Equations, Linear and Non-Linear Relationships, Functions and Other Graphs, Polynomials, Logarithms, Fractions Decimals & Percentages, Ratios & Rates, Financial Mathematics, Computation with Integers. **Statistics and Probability:** Probability, Bivariate Data Analysis, Single Variable Data Analysis, Data Collection and Representation. **Note:** Depending on the class group to which you are allocated will determine the relevant content to be studied in depth. **Topics include:** Measurement, Geometry, Number, Algebra, Statistics, Probability, Networks.

Assessment:	**Year 9** • Task 1 • Task 2 • Task 3	**Year 10** • Task 1 • Task 2 • Task 3

For more info:	https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/overview

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Science (Mandatory)

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. **Topics include:** 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 by producing evidence of work you have completed in class to demonstrate the depth of understanding you have gained.

Year 9	Year 10
• Task 1: Motion Experiment Report • Task 2: EcoMUVE group task • Task 3-6: Topic Tests	• Task 1 Depth Study • Task 2-4: Topic Tests

For more info:	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science

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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: • The spatial dimension – where things are and why they are there • The ecological dimension – how humans interact with environments 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 doing so develops students' skills in evaluating arguments and problem-solving and develops their knowledge and understanding of different cultures.

	Year 9 Topics:	**Year 10 Topics**
	• Sustainable Biomes • Changing Places • Geography Tools and Skills	• Environmental Change and Management • Human Wellbeing • Geography Tools and Skills

Assessment:	Geography assesses both knowledge and skills – both components are used to determine a student's overall grade. Formal and informal assessment tasks and learning activities will be used to support learning and the development of a deeper understanding of course outcomes. Throughout the year students will be required to undertake a range of formal assessment tasks which could consists of topic tests, Power Point presentations, in class task, research-based tasks and/or group presentations

	Year 9	**Year 10**
	• Research Task • In Class Task • Everything Counts- Formative Tasks	• Research Task • In Class Task • Everything Counts- Formative Tasks

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

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History (Mandatory)

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:	Core Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945) Core Depth Study 4: Rights and Freedoms (1945-present) Depth Study 1: Movement of Peoples (1750-1901) Depth Study 6: A school developed course. Options could include Global Change or the Holocaust.

	Year 9 Topics:	**Year 10 Topics:**
	• Movement of Peoples • Rights and Freedoms	• Australians at War • School Developed Option

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. Throughout the year students will be required to undertake a range of formal assessment tasks which could consists of topic tests, Power Point presentations, in class task, research-based tasks and/or group presentations.

	Year 9	**Year 10**
	• Research Task • In Class Task • Everything Counts- Formative Tasks	• Research Task • In Class Task • Everything Counts- Formative Tasks

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10

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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: • Health, Wellbeing and Relationships • Movement Skill and Performance • Healthy, Safe and Active Lifestyles

Year 9 Theory Units:	**Year 10 Theory Units:**
• Same Same but Different (Diversity and Discrimination) • Instasilience (Social Media) • My Friends, My Life, My Choices (Relationships and sexual health)	• Looking Good, Feeling Great (Nutrition) • Staying in Control (Alcohol and Drugs) • Are you ok? (Mental Health) • Safe Today, Here Tomorrow (Road Safety)

Year 9 Practical Units:		**Year 10 Practical Units:**	
• AFL • Athletics • European Handball	• Gymnastics • Racquet Sports • Softball • Stepping	• Athletics • Cultural Dance • Modified Games • Sofcrosse	• Strategic Games • Ultimate Frisbee • Volleyball

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**
• In Class Task • Exhibition • Invasion Games Assessment • Movement Composition • Physical Activity Skills Assessment	• Research Task • Yearly Examination • Modified Games Assessment • Movement Composition • Physical Activity Skills Assessment

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018

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Elective Course Descriptions

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

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Commerce

200 hours in Stage 5   NESA Developed Course 430

Description:	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.
Content:	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 can 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. 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.

	Year 9 Topics	**Year 10 Topics**
	• Consumer and Financial Decisions • Employment and Work Futures • Running a Business • Promoting and Selling • Travel	• The Economic and Business Environment • Our Economy • Law, Society and Political Involvement • School Developed Option • Towards Independence

Assessment:	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. Throughout the year students will be required to undertake a range of formal assessment tasks which could consists of topic tests, Power Point presentations, in class task, research-based tasks and/or group presentations.

	Year 9	**Year 10**
	• In Class Task • Research Task • Everything Counts- Formative Tasks • Business Plan	• In Class Task • Research Task • Everything Counts- Formative Tasks • Extended Response

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019

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Dance

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.

Description:	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.
Content:	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.

	Year 9 • Performance: Safe Dance Practice and Performance Quality • Composition: Communicating An Idea (The Elements of Dance) • Appreciation: Writing About Dance and Case Study	**Year 10 (if not accelerated)** • Performance and Appreciation: American Dance History • Composition: Motif Into Phrase • Performance and Composition: Performing Choreography
Assessment:	**Year 9** • Performance of Class Dance • Composition Presentation + Dance Journals • Dance Analysis	**Year 10 (if not accelerated)** • Performance Portfolio + Dance Journals • Composition Presentation • Performance of Class Dance
For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts	

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Design & Technology

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 work with materials such as timber, fabric and plastics to construct a variety of projects. These could include laser cut products and 3D printed 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.

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.	
	Year 9 - Product Design - Architectural and model making 3D printed character design	**Year 10** - Commercial building design and scale model - Utility bag challenge - Laser cut light solution

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.	
	Year 9 - Practical Project and Mini Folio - Practical Project and supporting documentation - Practical Project	**Year 10** - Practical Project and Mini Folio - Practical Project and and supporting documentation - Practical Project

For more info:	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/design-and-technology-2019

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Drama

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.

Year 9 Drama	**Year 10 Drama**
• **All the World's a Stage:** Introduction to Drama – Improvisation, Playbuilding and Physical theatre • **Behind the Scenes:** Stagecraft and Scripted Drama • Make Them Laugh: Comedy • **Masks and Rituals:** A History of Theatre through Masks / Puppets and Rituals	• **Creating a Character:** Introduction to Stanislavski and Monologues • **Important Moments in Theatre History**: A Look at Popular Theatre Movements including Melodrama • **Scripted Drama:** Elements of Production in Performance • **Physical Theatre and Playbuilding:** Storytelling through Physical Movement

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.

Year 9	**Year 10**
• Group Performance and Logbook • Design Project and Logbook • Group Performance and Logbook • Group Performance including Masks and Puppets	• Monologue and Logbook • Group Performance and Logbook • Design Project and Essay • Group Performance

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus

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Enterprise Computing (Accelerated) – by application

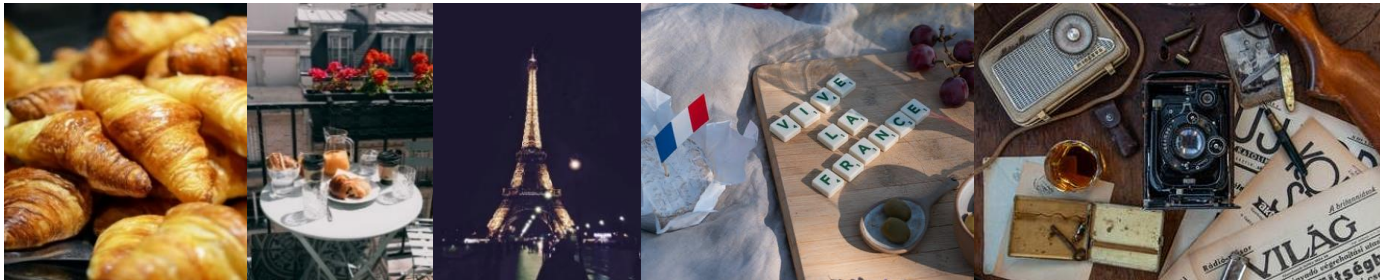2 units for each of Preliminary and HSC   NESA Developed Course 11175 & 15175

Why study this course?	The study of Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, as well as the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings. Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems. Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.
What does accelerated mean?	**This course will provide students with an opportunity to maximise their potential in the HSC by completing one of their HSC subjects in Year 11 and the benefit of reducing the overall workload in Year 12**. Over the six terms of Year 9 and 10, students will work through the Enterprise Computing Preliminary course and sitting for the preliminary examination at the end of Year 10. They will complete the 2 unit HSC course in Year 11 Term 3. As part of the subject selections process, a review of the students who have applied will be completed to ensure students understand the commitment of an accelerated course and what will be expected of them.
The Preliminary Course	The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.
The HSC Course:	The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

	Year 9	**Year 10**
Assessment:	• Individual Research Task • Group Project • Examination	• Individual Research Task • Group Project Examination

For more info:	https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022/overview

Food Technology

Description:	Food Technology offers students a comprehensive understanding of the vital role food plays in our lives. Through this subject, students develop essential life skills in food preparation, storage, and cooking for various occasions and dietary needs. Key areas of study include understanding the nutritional value of different foods and their impact on health, exploring issues related to the fair distribution of food resources, and preparing and cooking food for specific events and celebrations. Additionally, students learn about the processes involved in food production and examine current trends and practices within the food industry, including catering and indigenous foods. This subject equips students with the knowledge and skills needed to make informed decisions about food, both personally and professionally. 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.

Content:	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.

Year 9	Year 10
• Food Trends • Food Selection & Health • Food For Special Occasions • Food In Australia	• Food Equity • Food Product & Development • Food Service & Catering • Food For Specific Needs

Assessment:	Students are assessed on use of equipment, personal preparation and hygiene, food preparation and presentation, cooperation and cleaning.

Year 9	Year 10
• Three (3) different Practicals with Supporting Documentation • Research Task	• Topic Test and Research Task • Practical Project and Mini Folio • Topic Test and Practical with Supporting Documentation • Topic Test

For more info:	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019

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French

Description:	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. 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.
Content:	Students will learn to: • communicate in French in a variety of contexts • produce texts using a range of media, e.g., letters, posters, e-mails, blogs • understand and respond to spoken French • understand written French texts such as articles, letters and songs • appreciate and demonstrate an awareness of different cultures • develop research skills and enhance communication via the use of technology
Assessment:	Students will be assessed under the following criteria: • Listening and responding • Speaking • Reading and responding • Writing • Moving Between Cultures 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.

Year 9	Year 10
• Task 1 La Francophonie • Task 2 Half-Yearly Assessment • Task 3 Spoken Interaction • Task 4 Yearly Assessment	• Task 1 C'est la fete – comment organiser une fete Project • Task 2 Half-Yearly Assessment (Reading and Writing) • Task 3 Spoken Interaction • Task 4 Yearly Assessment

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018

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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: • Physical Geography • Oceanography • Primary Production • Global Citizenship • Australia's Neighbours • Political Geography • Interactions and Patterns along a Transcontinental Transect 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.

	Year 9 Topics:	**Year 10 Topics:**
	• Australia • The Pacific • South America • North America	• Asia • Europe • Africa • Antarctica and the Arctic

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. Throughout the year students will be required to undertake a range of formal assessment tasks which could consists of topic tests, Power Point presentations, in class task, research-based tasks and/or group presentations.

	Year 9	**Year 10**
	• In Class Task • Research task • Topic Test • Everything Counts- Formative Tasks	• In Class Task • Research task • Topic Test • Everything Counts- Formative Tasks

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-elective-7-10-2019

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History Elective

200 hours in Stage 5

Description:	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. 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. 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.

Content:	The study of Elective History involves undertaking investigative studies including the opportunity for students to choose their own topic. These may include: Historical fiction, Biography, History and the media, or Oral history.	
	Year 9 Topics: • History, Heritage and Archaeology • Ancient, Medieval and Modern Societies • Thematic Study	**Year 10 Topics:** • History, Heritage and Archaeology • Ancient, Medieval and Modern Societies • Thematic Study

Assessment:	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. Throughout the year students will be required to undertake a range of formal assessment tasks which could consists of topic tests, Power Point presentations, in class task, research-based tasks and/or group presentations.	
	Year 9 • Research Task • In Class Task • Group Task • Writing Task	**Year 10** • Research Task • In Class Task • Group Task • Writing Task

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019

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Industrial Technology - Multimedia

200 Hours in Stage 5   NESA Developed Course 1816
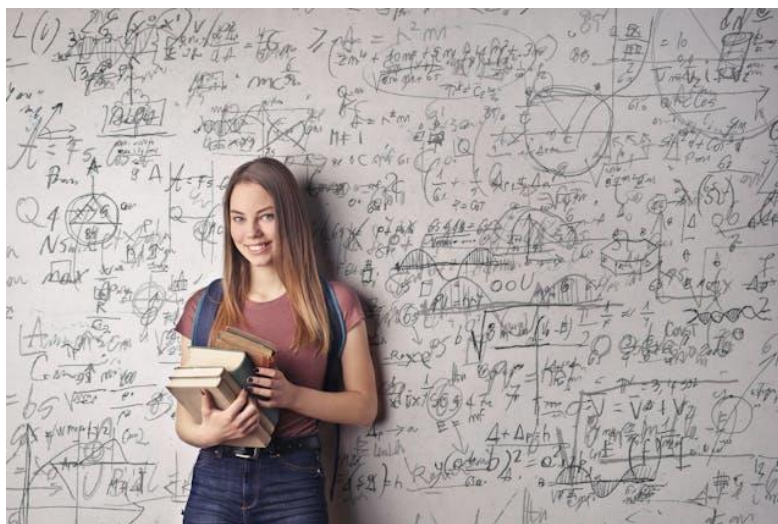

Description:	Multimedia will provide students with the knowledge and practical skills in a wide range of multimedia areas. Students will undertake a wide range of practical based projects which revolve around the multimedia, photographic and associated industries. Students will spend extensive time learning about and using a variety of multimedia hardware such as camera's, green screens, VR kits, drawing tablets, etc. A significant focus will also be on multimedia software tools such as Adobe Photoshop, After Effects, Premier Pro, Unity Game Design Engine, and AI design tools.
Content:	**Practical projects covered:** • Video and Multimedia project - Filmmaking and Green screen technology using Adobe Premiere and Adobe After Effects. • Digital and Social media project- Digital media, photography, epublications, advertising and social media product development using industry software • Website development project - learning to use other industry software such as Adobe XD Prototype, WordPress, Weebly and Wix. • 2D and 3D Animation - Using Adobe Animate & After Effects • 3D Game design project – Creating an extensive 3D playable world in Unity • Podcasting- Create your own podcast channel with your team or start the Riverside Girls Radio Station using the industry standard RODE podcasting mixer and microphones.

Assessment:	**Year 9** • Practical Project • Practical Project and Mini Folio • Practical project	**Year 10** • Practical Project and Mini Folio • Practical Project and Mini Folio • Practical project

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019

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Mathematics Advanced (Accelerated) – by application

Stage 5 & Stage 6   NESA Developed Courses 323 & 11255

What is accelerated Mathematics Advanced?	Our Accelerated Mathematics program condenses the 200 hour Stage 5 Mathematics course into one year. This allows the students to study the Stage 6 Preliminary Mathematics Advanced course in Year 10 and complete the Mathematics Advanced HSC in Year 11. As part of the subject selections process, qualified students will be granted an opportunity to test into the Accelerated Mathematics program. A contract will be signed by both the student and parent/carers to ensure they understand the commitment of an accelerated course and what will be expected of them. Students who wish to take Mathematics Extension 1 / Extension 2 in Stage 6 can do so in Year 11 with the rest of their cohort.
How it runs:	Students who are accepted into the Accelerated Mathematics program will have 10 periods of Mathematics a fortnight combining the six periods of mandatory Mathematics and four periods of an elective line. This means that Accelerated Mathematics students will only have the requisite two (2) elective classes for their ROSA.

	Year 9 – Accelerated Stage 5	**Year 10 – Preliminary Stage 6**
Assessment:	• Task 1 • Task 2 • Task 3 • Common Test	Preliminary Mathematics Advanced Assessments TBC

For more info:	https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/overview https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017

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Music

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

Content:	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.	
	Year 9 - Australian Music - Baroque Music - Popular Music - Music for Large Ensembles	**Year 10** - Music for Film, Radio, TV and Multimedia - Music for Small Ensembles - Music of the 20th and 21st Centuries - Music of a Culture

Assessment:	**Year 9** - Performance and Composition - Listening and Composition - Performance and Listening - Listening and Composition	**Year 10** - Composition and Listening - Performance and Listening - Composition and Listening - Listening and Performance

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts

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Photography & Digital Media (PDM)

200 hours in Stage 5   NESA Developed Course 2080

Description:	Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.
Content:	Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

	Year 9	Year 10
	• The Darkroom • Food Photography • Portraiture	• Stop Motion Animation • Portraiture • Horror Film • Personal Photography Project

	Year 9	Year 10
Assessment:	• Photography Portfolio • Case Study on Photographer • Digital Photography • Research Essay	• Documentary Photography • Case Study • Horror Film • Research Essay

For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts

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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 and 10 Theory** <table><tr><td> - Body Systems & Energy for Physical Activity (skeletal and muscular systems) - Event Management - Technology in Sport - Australia's Sporting Identity </td><td> - Body Systems & Energy for Physical Activity (circulatory, respiratory and energy systems) - Bronze Medallion or lifesaving award - Coaching - Physical activity and sport for specific groups </td></tr></table> **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: <table><tr><td>**Year 9** - Topic Test - Event Management Assessment - Research Task - Physical Activity Skills Assessment </td><td>**Year 10** - Topic Test - Bronze Medallion - Coaching Assessment - Physical Activity Skills Assessment </td></tr></table>
For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019

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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.

Year 9	Year 10
• Top 3 by Design- Apparel and furnishings which includes a robe, pants and a cushion. • Textile Arts –which includes wall hangings, fabric-based artworks, embroidery, wearable design. • My Design- Apparel – includes clothing and accessories such as a slip dress and fashion drawings.	• Costume my world- includes design and manufacture of a bustier/corset. • Fabric on fire -Properties and Performance exploration- includes fibre, yarn and fabric experimentations and analysis. • Personal project- students undertake their own major project which could include a suit, formal dress, textile artworks.

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.

Year 9	Year 10
• Practical Skills Project • Practical Project and Mini Folio • Practical Project and Drawings	• Practical Project and supporting documentation • Experiments • Individual Project

For more info:	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019

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Visual Arts

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

	Year 9	**Year 10**
Content:	• 2D Drawings and Painting • 3D Sculpture and Photography	• Echoes of Modernism • Printmaking • Mixed Media • The Absurd
Assessment:	**Year 9** • Body of Work • Case Study • Artwork and Visual Art Process Diary • Artists in Focus	**Year 10** • Body of Work • Body of Work • Written task • Individual Project
For more info:	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts	

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