Smith's Hill High School

A NSW Academically Selective High School

Junior Curriculum Handbook

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INFORMATION FOR STUDENTS

The curriculum at Smith's Hill High School has been developed to allow students to choose a course of study, which will cater for their individual needs and abilities while providing a broad, sound and balanced education. The opportunity to follow flexible pathways allows for compaction, enrichment and consolidation as the need arises.

The study year is divided into two sessions, each of approximately 20 weeks duration. After completing their Year 7 studies, students will choose 2 courses for their Year 8 study, allowing the opportunity to enrich their mandatory studies. There is flexibility to choose various courses throughout the junior school.

This handbook is designed to help students and parents make the best choice of courses on an individual basis.

RATIONALE

The development of this curriculum model was based upon the desire to allow students to progress at their own rate through a course of study rather than being locked into a specific year group throughout their secondary education. Some of the advantages of this approach are:

- it involves students in the choice of their individual courses, making them active and responsible for their own learning.
- it allows students to work at their own rate; their level of interest, ability and readiness, allowing for a deeper level of understanding, enrichment and consolidation.
- it actively involves parents, students and teachers in the curriculum design process that is best for the individual.

ACCELERATION

Acceleration is available in most subjects. Elective courses allow students to select when they engage with different courses. Stage acceleration will be explored and discussed with the student and their family if they are significantly ahead of their cohort and the curriculum cannot be differentiated within a classroom of their peers.

INVOLVEMENT IN EXTRA CURRICULAR ACTIVITIES

It is generally recognised that many students will be involved in a wide range of activities which will necessitate their absence from some classes. It is expected that all students will keep up to date for the lessons that they have missed.

RECORD OF SCHOOL ACHIEVEMENT (RoSA) REQUIREMENTS

The RoSA is a cumulative credential for students who leave school before completing their HSC.

The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

More information can be accessed at www.boardofstudies.nsw.edu.au/rosa/credentials.html

STAGE 4 CURRICULUM INFORMATION

Stage 4 encompasses Years 7 and 8, building on the learning of Primary School and setting the foundation for Stages 5 and 6. To complete stage 4 students must satisfactorily complete the following mandatory subjects; English, Mathematics, Science, HSIE (Geography & History), Physical Development, Health and Physical Education, Creative and Performing Arts, Technological and Applied Studies and Language. There are 38 periods across the fortnight at Smith's Hill High School and the mandatory requirements of the NESA and the Department of Education are met with the following curriculum structure

YEAR 7 CURRICULUM INFORMATION

Subject	Number of periods per fortnight
English	5
Mathematics	5
Science	5
HSIE	4
PDHPE	3
Music	4
Visual Arts	4
TAS	4
Language	2
Sport	2

YEAR 8 CURRICULUM INFORMATION

Subject	Number of periods per fortnight
English	5
Mathematics	5
Science	5
HSIE	5
PDHPE	4
TAS	4
Language	4
Sport	2
Elective	4

YEAR 8 ELECTIVE COURSE INFORMATION

To complete your Stage 4 RoSA you must satisfactorily complete the following mandatory subjects;

- English
- Mathematics
- Science
- Human Society and It's Environment
- Physical Development, Health and Physical Education
- Creative and Performing Arts
- Technology and Applied Studies

In addition to this you must complete 100 hours of a single language

At Smith's Hill High School we offer half-year elective subjects to complement your mandatory studies in your areas of interest. You will have the opportunity to complete 2 elective courses in Year 8.

ELECTIVE COURSES FOR YEAR 8

Languages

French
German
Japanese

Creative and Performing Arts (CAPA)

Intro to Drama
Music Elective
Visual Arts Extension

Technological and Applied Studies (TAS)

3D Printing
Food Technology
Electrotechnology
Timber Laminating
iSTEM

ELECTIVE COURSE COSTS Year 8

Code	Name	Cost
FRE	French Workbook - not invoiced	$35
GER	German Workbook – not invoiced	$35
JAP	Japanese Workbook – not invoiced	$35
DRA	Intro to Drama	-
MUS	Music Elective	-
ART	Art Elective 8S4-VA-EB	$25

Code	Name	Cost
DAT3D	3D Printing	$25
DATFOO	Food Technology 8S4-FT -EB	$35
DATELE	Electrotechnology 8DATELEC-8542	$30
DATTIM	Timber Laminating 8S4-DT-EB	$50
STEM	iSTEM 8S4-IST-EB	$30

STAGE 4 COURSE COSTS for Year 7 and Year 8

School Contribution	$80
School Technology Contribution	$50
Mathletics Access Fee	$15
P&C levy	$10
School diary and Study Skills	$16
Year 7 Sport fee	$50
HSIE resource fee	$30
Science consumable fee	$10
TAS Food Technology consumable fee	$30
TAS Industrial Art consumable fee	$25
Year 7 Art consumable fee	$25

STAGE 5 CURRICULUM INFORMATION

To complete your Stage 5 RoSA you must satisfactorily complete the following mandatory subjects;

- English
- Mathematics
- Science
- Australian Geography
- Australian History
- Physical Development, Health and Physical Education

In addition to this, you can complete 600 hours of additional study.

NESA RoSA ELECTIVE COURSES FOR YEARS 9/10

Creative and Performing Arts (CAPA)

Drama	100Hrs or 200Hrs
Music	100Hrs or 200Hrs
Visual Arts	100Hrs or 200Hrs

Human Society and its Environment (HSIE)

Commerce	100Hrs or 200Hrs
Geography (elective)	100Hrs or 200Hrs
History (elective)	100Hrs or 200Hrs

Languages

French	100Hrs or 200Hrs
German	100Hrs or 200Hrs
Japanese	100Hrs or 200Hrs

Personal Development, Health and Physical Education (PDHPE)

Physical Activity and Sports Studies	100Hrs or 200Hrs

Technological and Applied Studies (TAS)

Design and Technology	100Hrs or 200Hrs
Food Technology	100Hrs or 200Hrs
Graphics Technology	100Hrs
Information and Software Technology	100Hrs or 200Hrs
Engineering Technology	100Hrs

STAGE 5 COURSE COSTS for Year 9 and Year 10

School Contribution	$90
School Technology Contribution	$50
Mathletics Access Fee	$15
P&C levy	$10
School diary and Study Skills	$16
Sports Carnivals	$20
HSIE resource fee	$30
Science consumable fee	$10

Mandatory Course Descriptions

English

NESA course description

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.
Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

Year 7

Year 7 English aims to provide a positive and enjoyable learning experience. Units covered include exploration of personal experiences, public speaking, the world of fantasy, film, poetry and Shakespeare. The framework has been designed to engage and challenge all students to maximise their individual talents and capabilities. They will be able to express themselves through creative activity as well as working collaboratively with others to demonstrate course outcomes. Students will experiment with ideas and expression to become active and reflective independent learners. Composing and responding with imagination, feeling and logic and conviction will assist students to develop an understanding of themselves and the human experience. Year 7 English aims to develop skills in speaking, listening, reading, writing, viewing and representing along with their knowledge and understanding of language forms, features and structures of texts.

Year 8

In this course students engage with a variety cultural experiences through their study of fiction and non-fiction texts with the view of developing an appreciation of cultural expression in texts. Students are introduced to the concept of intertextuality and the way that cultural stories are transmitted through literature. Students will develop skills in expressing considered points of view and arguments on areas such as sustainability and the environment accurately in speech and writing with confidence and fluency. Through their study of literary and media texts students will evaluate how language forms and features, dramatic devices and structures of texts relate to purpose and audience. Students will be provided with the opportunities to extend their essay writing skills along with experimentation of language forms and features to develop a sense of personal style in creative composition.

Year 9

The Year 9 course builds on skills developed in Stage 4 and aims to provide opportunities for students to compare and critically respond to ways in which spoken, written and visual texts are shaped according to personal, historical, cultural, social, contexts. The course has a focus on evaluating the moral and ethical positions represented in texts with students analysing the ways in which creative and imaginative texts explore human experience, including Aboriginal and multicultural, universal themes and social contexts. Students will respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and imaginative expression. Throughout the course opportunities will be provided for students to reflect on their learning experiences.

Year 10

In this course students will continue to develop essential skills such as how language makes meaning in texts, the connection between texts and context, appreciation of the similarities and differences between more demanding texts, integration of responses, analysis and reflection of values, reflecting on own writing processes, reading visual texts and composing creative responses. Each common assessment task has a particular skills development focus and will assess the relevant outcomes for the units as well as providing meaningful grades for both the RoSA and semester reports.

Mathematics

NESA course description

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

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

Required materials for years 7-10

A4 grid book, geometry set, pens, pencils, ruler, scientific calculator (purchase from school office recommended)

Year 7

Topics studied include: Number Theory; Fractions; Introductory Algebra; Introductory Geometry; Units, Area, Volume and Time; Decimals; The Number Line and the Number Plane; Equations; Probability; Percentages and Ratios; Angles and Constructions; and Statistics, Graphs and Tables.

Year 8

Topics studied include: Equations; Harder Percentages; Pythagoras' Theorem; Geometry; Ratio and Rates; Formulae and Factorisation; Probability; Statistics; Congruent Triangles and Special Quadrilaterals; Circles, Area, Volume and Time; Graphing Straight Lines; Surds; and Algebraic Expressions.

Year 9

Topics studied include: Earning Money; Factorisation; Equations and Inequations; Congruency; Formulae; Enlargements and Similarity; Index Laws; Coordinate Geometry; Probability; Trigonometry; Further Factorisation; Quadratic Equations; and Area, Volume and Time.

Year 10

5.3

Topics studied include: Algebra Review; Spending Money; Surds Review; Surface Area and Volume; Simultaneous Equations; Lines and Linear Equations; Quadratic Equations; Statistics; The Parabola; Indices and Logarithms; Circles and Hyperboles; Further Trigonometry; Probability; Circle Geometry; and Direct Proportion.

5.2 (by demand)

Topics studied include: Year 9 Review; Saving and Borrowing; Coordinate Geometry; Surface Area and Volume; Equations and Inequalities; Statistics; Ratio and Rates; Trigonometry; Graphs; Simultaneous Equations; Probability; Geometry; and Direct Proportion.

Science

NESA course description

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.
As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology and its importance in the current and future practice of science.
Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence. They demonstrate honesty, ethical principles and respect for differing viewpoints on scientific issues. By engaging in scientific inquiry, students develop a deeper appreciation of the unique nature and development of science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas. Providing opportunities for students to continue to strengthen these scientific capabilities, helps them further develop as scientifically literate citizens.
Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

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

Year 7

Topics: Living in the Lab, Forces, Cells, Our Place in Space, Classification, Matter and Separation

Extra Curricular: Luna Park excursion, Zoo excursion, UNSW Science Comp, National Australia Chemistry Quiz, Rio Tinto Big Science Competition.

Year 8

Topics: Working with Data, Plants, Physical and Chemical Changes, Body Systems, Energy, Geology, Ecosystems and a Student Research Project

Extra Curricular: UNSW Science Comp, National Australia Chemistry Quiz, Rio Tinto Big Science Competition

Year 9

Topics: Atoms and The Periodic Table, Body Coordination, Waves, Dynamic Earth, Electricity, Ecology, Shaping Sustainable Futures

Extra Curricular: UNSW Science Comp, National Australia Chemistry Quiz, Rio Tinto Big Science Competition

Year 10

Topics: Forces and Motion, Genetics and Evolution, Compounds and Reactions, Universe and an Independent Student Research Project.

Extra Curricular: Luna Park Excursion, UNSW Science Comp, National Australia Chemistry Quiz, Rio Tinto Big Science Competition, Regional Science Fair.

History

NESA course description

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

What will students learn?

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

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

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

Year 7

History is the study of past civilisations, wondrous cities and interesting people. This is explored though the investigation of historical evidence, assessing primary and secondary sources and recognising the perspectives and interpretations of others. Students will investigate Ancient civilisations through the case studies of the Mediterranean and the Asian Worlds

Year 8

In this course students study two topics: The Asia Pacific World Angkor and the Khmer Empire and Aboriginals and Indigenous Peoples, Colonisation and Contact History. In addition, students are also provided an opportunity to build upon their history skills. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanation. Students also learn to identify, explain and analyse different perspectives in sources.

Year 9

This course aims to examine the key features of modern world history and key parts of Australia's story as a nation within that broader context. Students examine brief overviews of issues such as the Industrial Revolution, the mass migration of peoples since the 18th century and new political forces that emerged over the last 200 years. This course provides students with the opportunity to conduct more specific case studies that examine the development of the Australian nation and our involvement in World War One and World War Two.

Year 10

Through their study of this course, students have the opportunity to gain an understanding of the experiences of different cultural and social groups in Australia and the United States during the 20th century and their struggle for recognition and civic rights. Students also study the Vietnam war era. Students examine the reasons for Australia's involvement in the Vietnam War and the social, political and cultural changes that resulted from it.

Geography

NESA course description

Geography allows students to develop an understanding of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens. The syllabus has two key dimensions that form the basis for the study of all content in Geography: the spatial dimension – where things are and why they are there, the ecological dimension – how humans interact with environments.

Year 7

Students study two topics: Place and Liveability and Water in the World.
In Place and Liveability, students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing. The study of Water in the World involves students to examine water as a resource and the factors influencing water flows and availability of water resources in different places. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management.

Year 8

Students study two topics: Landscapes and Landforms and Interconnections.

In Landscapes and Landforms, students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. In the topic Interconnectedness, students focus on the connections people have to places across a range of scales. They explain the effects of human activities on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

Year 9

Students study two topics: Sustainable Biomes and Changing Places.
The study of Sustainable Biomes, students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. The study of Changing Places involves students to examine the patterns and trends in population movements and the increasing urbanisation of countries.

Year 10

Students study two topics: Environmental Change and Management and Human Wellbeing.
In Environmental Change and Management, students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country and propose ways individuals can contribute to environmental sustainability. In Human Wellbeing topic, students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences.

Physical Development, Health and Physical Education

NESA course description

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities. Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity. All students study the following four modules: Self and Relationships; Movement Skill and Performance; Individual and Community Health; and Lifelong Physical Activity.

Year 7

The Year 7 PDHPE course is integrated with school sport to give students the opportunity to meet the PDHPE outcomes through weekly participation and involvement in a variety of theoretical and practical experiences. Outcomes from all four PDHPE modules are addressed in the topics: Challenging Myself; Working Together; A Balanced Lifestyle and Goal Setting. Throughout the course an emphasis is placed on personal best, enabling students to develop their communication, decision making and problem solving skills in contextually relevant movement situations including aquatics, athletics and team games. Students will be given an information note in Term 1 Week 1 and Term 3 Week 1 that will detail course costs incurred for bus travel and venue entry (eg bus travel and entry to Beaton Park). Students will be required to purchase a protective envelope for their PDHPE workbooks, which will be provided by the school. Year 7 PDHPE students will not be required to bring a BYOD until Term 2.

Year 8

The topics covered in the theory component of the Year 8 PDHPE course include resilience, support networks, dealing with adversity, anti-bullying and safe behaviours. Through contextually relevant activities, students learn how to manage challenges, apply interpersonal communication skills, recognise, and manage the barriers to accessing school and community based support. The practical component of the course allows students to be involved in a range of activities including aquatics, racquets and team sports. Emphasis is placed on individual progress and the development and understanding of movements specific skills relevant to the students' individual needs and performance goals.

Year 9

The Year 9 PDHPE course is structured so that students are introduced in Term 1 to the concept of a Stage 5 integrated practical and theoretical unit, 'Taking Initiative'. The focus on communication, problem solving, decision making, interacting, planning and moving allow students to gain a deeper understanding of the challenges and cognitive processes involved in physical activity. In terms 2 and 4 students will continue to analyse their own personal needs in the practical units of 'Lifelong Physical Activity 1 (land activities) & 2 (aquatics activities)' and in the subsequent theoretical unit of 'Challenges and Opportunities' which addresses health issues including mental health, healthy food habits and drug use with a focus on problem solving and strengthening resiliency. Students will also be provided with opportunities to research and participate in activities, which address specific needs, and aligns with the theoretical topic of 'Affirming Diversity'. An information note will be distributed in Term 1 and Term 3 which will detail course costs incurred for the Lifelong Physical Activity Units eg bus travel and venue entry

Year 10

The Year 10 PDHPE course continues to focus on the themes of 'Challenges and Opportunities' that were introduced in the Year 9 course. The topics covered in year 10 include supporting self and others, building healthy relationships and road safety. Students will continue to enhance their problem solving, decision making and communication skills and will be provided with opportunities to reflect on health issues that have been addressed in the mandatory junior courses. Practical lessons will also see students drawing on their knowledge and experiences gained in the other junior PDHPE courses in order to further apply their skills to compose, perform and appraise movement in a variety of challenging contexts.

Stage 4 Course Descriptions

Drama – Stage 4

Drama

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Year 8 Elective – Intro to Drama

This course focuses on students being introduced to the exciting world of the drama room. An emphasis of this course is the development of confidence when performing in front of a live audience. This is by studying the forms of mime, clowning and improvisation in order to develop an understanding of how dramatic meaning is created. This course also serves as an introduction to the concept of play-building where students refine their improvisational skills and utilised them in the play-building process. Students will have the opportunity to showcase their work in front of a school community audience.

Music – Stage 4

Music

All students should have the opportunity to develop their musical abilities and potential. As an art form, 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.

Year 7

Students will develop knowledge, appreciation, understanding and skills in the concepts of music through performing, composing and listening. Much of the first part of the music course lays the foundation for the development of musical skills. Students will complete activities learning about pitch, duration, structure and dynamics and expressive techniques.

Students are learning an orchestral instrument; they will complete sectional lessons and play as part of a large ensemble. The concepts of music that is learnt in class is incorporated into the performance lessons, allowing students to experience the concepts in a range of activities. Tasks include both individual and group tasks of rhythmic and pitch compositions, ongoing practise of rhythm and pitch dictation, a variety of performances on tuned and untuned instruments and extending aural awareness through listening activities.

Year 8 Elective – Music Elective

Would you like to develop your skills on piano and guitar whilst also learning a little bit of bass and drums? The year 8 Music Elective is a practical based course designed to develop musical skills and understanding with the benefit of preparing students to undertake further elective music courses in Years 9 and 10.

In this course, students will work individually and together to learn basic performance skills and techniques on keyboard, guitar, bass and drums, with all students having the opportunity to learn each of the instruments listed. Fundamental theory concepts covered include chords, major and minor scales, and key signatures. Students will undertake individual performances on instruments studied, as well as group tasks featuring the instruments learned in the course. There will be opportunities for students to incorporate vocals and other instruments into group performances.

Students who elect to take this course will need to be enthusiastic participants who are willing to try new instruments and techniques. Students will need to be motivated to practice regularly to develop their technical and performance skills.

Visual Arts – Stage 4

Visual Arts

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.

Year 7

What is Visual Arts? Survey of prior experience at Primary school.
Exploring Visual Arts Practices – Art History and Criticism, the Conceptual Framework tool – artist, artwork, art world, audience, Frames – structural, subjective, cultural and post-modern.
Visual Arts Process Diary (V.A.P.D. sketchbook) – Creative documentation of art making practice, learning experiences task planning and evaluation is modelled and fostered including dating and decorative layout of V.A.P.D. page entries
Art making and study includes:
Investigations of the language of art, such as the Elements of Design; tone, line, shape, form & space, size & scale, direction, colour, texture. The Principles of Design; harmony, contrast, rhythm, movement, repetition, gradation, dominance and emphasis, balance, proportion, unity, variety, composition and perspectives, etc.
Investigations of the Frames and Conceptual framework to focus exploration in the subject matter of personal identity, strengths, wellbeing and interests.
Students will be engaged in design and composition of 2D art making forms such as drawing, painting, collage and 3D art making such as clay, assemblage and construction.
Opportunities to demonstrate learning of critical and historical practice through ICT**.**

Year 8 Elective – Art Elective

An extension to the content areas of Visual Arts and the language of Art as described as the Elements and Principals of Design. Making Visual Art incorporating artworks informed by an understanding of practice, the conceptual framework and the frames. Longer, self-initiated and negotiated exercises with integrated theoretical study and art making projects will be undertaken.
Exploring the Practices of Art History and Criticism to appreciate artworks informed by their understanding of practice, the conceptual framework and the frames, including the multiple forms tracing the historical origins of related media and techniques. Information and Computer Technologies (ICT) and Aboriginal art may also be included.
Main Topics covered:
Exploring Visual Arts Practices – Art History and Criticism, the Conceptual Framework tool – artist, artwork, art world, audience, Frames – structural, subjective, cultural and post-modern.
Visual Arts Process Diary (V.A.P.D. sketchbook) – Documenting art making practice, planning and evaluation.
Dating and decoration of V.A.P.D. page entries.
Investigations of art based on;
Areas of personal interest, developing autonomy in themes and conceptual practice.
Exploration or Forms, such as painting, drawing, etc, developing skills and artistic practice.
Incorporating prior knowledge of the Elements and Principles of design

Language – Stage 4

NESA course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

Year 7

This course aims to give students a basic introduction to each of the languages they can study at this school in stages 4 to 6: French, German and Japanese, in order for them to make a better informed decision when choosing which language to study in Year 8. Students will be issued a booklet of activities and learning materials for each language. They will develop the skills to introduce themselves in the target language and to understand basic information in written and spoken form. They will develop a cultural understanding by reflecting on similarities and differences between their own culture and the culture of French, German and Japanese speaking countries.

Year 8 Language

Students must select at least one language to study for Year 8.

French

This mandatory course aims to further develop the students' appreciation of the French language and culture. They will gain a deeper knowledge of the skills necessary for effective interaction in French and a develop their understanding of the values and practices of the French culture. Students will learn to communicate and to understand information about a range of topics such as giving information about themselves, their friends and their pets, shopping, school, likes and dislikes and food and drinks. They will investigate the contribution made by France in the field of cooking and will have the opportunity to research and sample some French foods.

German

This mandatory course aims to further develop the students' appreciation of the German language and culture. Students will learn to communicate and to understand material about a range of topics such as giving information about themselves, their friends and family, school, clothes, likes and dislikes and food and drinks. The ability to produce simple dialogues, both spoken and written, will be developed. They will investigate the contribution made by Germany in the field of manufacturing as well as its role in the EU. Students will also have the opportunity to sample some German food.

Japanese

This mandatory course aims to further develop the students' appreciation of the Japanese language and culture. They will gain a deeper knowledge of the skills necessary for effective interaction in Japanese and develop their understanding of the values and practices of the Japanese culture. Students will learn to read and write the Japanese writing scripts hiragana and katakana as well as some basic kanji characters. Students will learn to share information about a range of topics relating to themselves, their friends and family, pets, food and drinks, likes and dislikes, hobbies and transportation.

Technological and Applied Studies – Stage 4

NESA course description

Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

Year 7

Each term students in Year 7 will undertake one of the following content areas;

- Food Technology- Learning about food and nutrition. How to prepare food, cook it and work safely in a kitchen.
- Textiles Technology- Designing and producing projects made from fabric, learning how to sew by hand and machine.
- Information & Communication- Learning how to utilize computer software to design, draw and desktop publish.
- Wood Technology- Designing and producing projects made from timber. Learning how sketch and produce technical drawings.

These units aim to develop skills and understanding in ·designing, producing, WH&S, graphical and written communication and computer applications. Students will explore the application of technology in life beyond school.

Year 8

Each term students in Year 8 will undertake one of the following content areas;

- Food Technology- Learning about food and nutrition. How to prepare food, cook it and work safely in a kitchen.
- Textiles Technology· Designing and producing projects made from fabric. Learning how to sew by hand and machine.
- Metal & Timber Technology- Designing and producing projects made from metal & wood using associated hand and power tools.
- Control Technology - Learning about engineered systems and how to utilise computer software to design projects for 3D printing

These units aim to develop skills and understanding in designing, producing, OH&S, graphical and written communication and computer applications. Students will explore the application of technology in life beyond school.

Year 8 Elective – 3D Printing

In this course, students apply their knowledge of design processes to the design and creation of a range of products using a 3D printer. They study and apply orthogonal, isometric and oblique drawing skills as a way of thinking about design and communicating design ideas to others. Students develop skills in the use of 3D modelling software and learn about the use and operational of 3D printers. They study the production and use of plastics and the environmental impacts resulting from the use of this material.

Year 8 Elective – Food Technology

This is an exciting course, which provides an outlet for those who have an interest in the food area both from a recreational point of view and also from a career perspective. Study in year 8 forms a sound basis for future study in Years 9 and 10 and for career training in the food and hospitality industry.
Students will learn through practical experiences how to design, produce and evaluate foods.
Students will develop sound food preparation skills and will enjoy learning about a variety of food and nutrition issues.
Topics covered in this course include: Food service and catering, Food for special occasions, Food preparation and processing, Nutrition and consumption, Food trends.

Year 8 Elective – Electrotechnology

The course is designed to give students who have no background in electronics the opportunity to investigate and experience the exciting world of microelectronics. Students will learn the functions of electronic components, analogue and digital systems, and integrated circuits so that they will be able to design their own circuits. Projects may include a miniature 'spy bug', timing devices, roulette wheel, sirens a metal detector, security systems, a CB radio and for advanced students a robotic vehicle. Students will as the course progresses also be able to design projects of their own choice.

The application of electronics CAD software will allow students to experiment with a wide range of circuit designs, which can be tested on the computer. This electronics course will help students interested in discovering a fun new hobby or following a career in security systems, engineering, telecommunications, computing or electronics**.**

Year 8 Elective – Timber Laminating

This very popular subject comprises laminating and vacuum forming, woodcrafts and wood machining. Students make a series of timber projects. Students are taught to safely use a wide variety of woodworking machines such as lathes, band saws and various portable power tools.

All students design and construct a major project of their own choice of either a street board or downhill long board, skateboard deck. Every opportunity is given to encourage freedom of expression in designing such projects, many students include other materials such as allied materials, metal fittings, fabrics, and various timber finishes.

Year 8 Elective - iSTEM

This exciting course offers a cross curricular approach to learning fundamental skills in science, technology, engineering and mathematics. iSTEM provides the skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. Battlebots is an example a unit of work, which is a team-based project where students engage in holistic STEM learning. Throughout the design, development and practical creation of the project student teams expand their knowledge of Science, Technology and Mathematics as they collaboratively improve and apply their content knowledge to practical problem-solving situations. To complement the hands-on practical mathematics and science applied in this unit, teams record their evidence of scientific testing, mathematical problem-solving and design successes and failures through the presentations.

iSTEM program utilises a practical integrated approach with engineering and technology being used to drive interest in science and mathematics, through the development of technical skills and mechanical engineering knowledge. Instead students learn about technological and engineering concepts which by their very nature are scientific and mathematical.

STAGE 5 LEARNING PROGRESSIONS

Faculty	RoSA Course	School-based Subjects		Stage 6 Courses
CAPA	Visual Arts	ART1	Sculptural Arts – 3D	Visual Arts
		ART2	Photo and Digital Arts	
		ART3	Traditional Arts – 2D	
		ART4	Drawing	
	Drama	DRAMA1	Text to Performance	Drama
		DRAMA2	Acting for the Stage & Screen	
		DRAMA3	Theatrestyles	
		DRAMA4	Youth Theatre	
	Music	MUSIC1	Music for Voice	Music 1 Music 2 Ext Music
		MUSIC2	Instrumental Music	
		MUSIC3	Creating and Composing	
		MUSIC4	Performance Skills	
HSIE	Commerce	COMM1	Consumerism	Business Studies Economics Legal Studies
		COMM2	Economy	
		COMM3	Law	
		COMM4	Business	
	International Studies	INTST1	International Studies 1	Geography
		INTST2	International Studies 2	
	Geography	GEOG1	Global Conflict	
		GEOG2	Physical Geography	
	History	HIST1	Big History	Ancient History Modern History Society & Culture
		HIST2	Popular Culture	
		HIST3	Archaeology	
		HIST4	World War Two	
Languages	French	FREN1	French 1	French Continuers French Extension
		FREN2	French 2	
		FREN3	French 3	
		FREN4	French 4	
	German	GERM1	German 1	German Continuers German Extension
		GERM2	German 2	
		GERM3	German 3	
		GERM4	German 4	

Faculty	RoSA Course	School-based Subjects		Stage 6 Courses
Languages	Japanese	JAPA1	Japanese 1	Japanese Continuers Japanese Extension
		JAPA2	Japanese 2	
		JAPA3	Japanese 3	
		JAPA4	Japanese 4	
TAS	Design and Technology	CAB1	Cabinet Introduction	Design & Technology Textiles Technology
		CAB2	Traditional Cabinetwork	
		MET1	Metal Introduction	
		TEX1	Textiles 1	
		TEX2	Textiles 2	
	Industrial Technology	ENGST1	Engineering Technology 1	Engineering Studies
		ENGST2	Engineering Technology 2	
	Graphics Technology	GRAP1	Graphics Technology 1	Design & Technology Engineering Studies
		GRAP2	Graphics Technology 2	
	Information Technology	INFO1	Get Animated	Information Processes & Technology Software Design & Development
		INFO2	Public Image	
		INFO3	Webmaster	
		INFO4	Software Development	
		INFO5	I Robot	
	Food Technology	FOOD1	Food for Celebration	Food Technology
		FOOD2	International Cuisine	
		FOOD3	Food for Health	
		FOOD4	You're the Chef	
PDHPE	Physical Activity & Sports Studies	PASS1	Event Management	Physical Development, Health & Physical Exercise
		PASS2	Coaching & Leadership	
		PASS3	Improving Performance	
		PASS4	Advanced Planning	
English		ENGCW	Creative Writing Advanced	
		ENGFTV	Film and TV	
		CRIT1	Nature of Knowledge	
		CRIT2	Complexities of Knowledge	

ELECTIVE COURSE COSTS STAGE 5

Code	Name	Cost
ART1	**Sculptural Arts – 3D** Visual Arts, Sculpture Yr9 – 92060VISARTS200HB Yr10 – 102060VISARTS200HB	$30
ART2	**Photo and Digital Arts** Visual Arts, Photography Yr 9 – 9206VISARTS200HB Yr10 – 102060VISARTS200HB	$35
ART3	**Traditional Arts – 2D** Visual Arts, General Yr 9 - 962203VISARTSGENB Yr 10 -1062203LAVISARTGENB	$25
ART4	**Drawing** Visual Arts, Graphic Design Yr 9 - 961596VISARTSGRDEB Yr 10 - 1061596-LAVISARTGRB	$25
DRAMA1	**Text to Performance**	-
DRAMA2	**Acting for the Stage & Screen**	-
DRAMA3	**Theatrestyles**	-
DRAMA4	**Youth Theatre**	-
MUSIC1	**Music for Voice**	-
MUSIC2	**Instrumental Music**	-
MUSIC3	**Creating and Composing**	-
MUSIC4	**Performance Skills**	-
COMM1	**Consumerism**	-

Code	Name	Cost
JAPA1	**Japanese 1** Workbook – not invoiced	$35
JAPA2	**Japanese 2**	
JAPA3	**Japanese 3** Workbook – not invoiced	$35
JAPA4	**Japanese 4**	
CAB1	**Cabinet Introduction** Indust Tech (Timber) 100H Yr 9 -91821 INDTECTMBR10B Yr 10 - 101821INDTECTMBR10B	$40
CAB2	**Traditional Cabinetwork** Indust Tech (Timber) 200H Yr 9 - 91820INDTECHTMBR20B Yr 10 - 101820INDTECTMBR20B	$50
MET1	**Metal Introduction** Indust Tech (Metal) 100H Yr 9 - 91815INDTECMET100B Yr 10- 101815INDTECMET100B	$30
TEX1	**Textiles 1** Textiles Technology 100H Yr 9 - 91901TEXTILES 100B Yr 10 - 101901TEXTILES 100B	$15
TEX2	**Textiles 2** Textiles Technology 200H Yr 9 - 91900TEXTILES 200B Yr 10 - 101900TEXTILES 200B	$15
ENGST1	**Engineering Technology 1** Engineering Technology Yr 9 - 91650DANDT 200HB Yr 10 - 101650DANDT 200HB	$20
ENGST2	**Engineering Technology 2** Engineering Technology Yr 9 - 91650DANDT 200HB Yr 10 - 101650DANDT 200HB	$20
INFO1	**Get Animated** Info & S/Ware Technol100H Yr 9 - 91831INFOSWAR100B Yr 10 - 101831INFOSWAR100B	$25
INFO2	**Webmaster** Info & S/Ware Technol100H Yr 9 - 91831INFOSWAR100B Yr 10 - 101831INFOSWAR100B	$25

COMM2	**Economy**	-
COMM3	**Law**	-
COMM4	**Business**	-
INTST1	**International Studies 1**	-
INTST2	**International Studies 2**	-
GEOG1	**Global Conflict**	
GEOG2	**Physical Geography**	-
HIST1	**Big History**	-
HIST2	**Popular Culture**	-
HIST3	**Archaeology**	-
HIST4	**World War Two**	-
FREN1	**French 1** Workbook – not invoiced	$35
FREN2	**French 2**	-
FREN3	**French 3** Workbook – not invoiced	$35
FREN4	**French 4**	-
GERM1	**German 1** Workbook – not invoiced	$35
GERM2	**German 2**	-
GERM3	**German 3** Workbook – not invoiced	$35
GERM4	**German 4**	-

INFO3	**Public Image** Info & S/Ware Technol100H Yr 9 - 91831INFOSWAR100B Yr 10 - 101831INFOSWAR100B	$25
INFO4	**Software Development** Info & S/Ware Technol100H Yr 9 - 91831INFOSWAR100B Yr 10 - 101831INFOSWAR100B	$25
INFO5	**I Robot** Info & S/Ware Technol100H Yr 9 - 91831INFOSWAR100B Yr 10 - 101831INFOSWAR100B	$25
FOOD1	**Food for Celebration** Food For Celebration Yr 9 - 91625FOOD TECH200B Yr 10 - 101625FOOD TECH200B	$35
FOOD2	**International Cuisine** Food Technology 100H Yr 9 - 91626FOOD TECH100B Yr 10 - 101626FOOD TECH100B	$35
FOOD3	**Food for Health** Yr 9 – Food for Health Yr 10 – Food for Health	$35
FOOD4	**You're the Chef** Food Technology Yr 9 – 91625FOODTECH200B Yr 10 – 101625FOODTECH200B	$35
PASS1	**Event Management** PASS _Event Management Yr 9 - 938100PASSB Yr 10 - 1038100PASSB	$50
PASS2	Coaching & Leadership	-
PASS3	Improving Performance	-
PASS4	**Advanced Planning** Phys Activ & Sports Studi - 38101 Yr 9 - 938101PASS 100HB Yr 10 - 1038101PASS 100HB	$100
ENGCW	**Creative Writing Advanced**	-
ENGFTV	**Film and TV**	-
RELED	**Religious Education**	-
CRIT1	**Critical Thinking 1**	-
CRIT2	**Critical Thinking 2**	-
GRAP1	Graphics Technology 1	$25
GRAP2	Graphics Technology 2	$25

Stage 5 Elective Course Descriptions

Drama

NESA course description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Text to Performance – DRAM1

Just how do you get a script from the page to the stage? In Text to Performance students find ways to create dramatic meaning through experimenting with and working with scripted scenes and texts. Students will examine and practise the conventions of scriptwriting, and convert scripts into performance products. The secrets behind creating interesting characters, plots, settings and themes will be unveiled through the performance of ensemble pieces from Contemporary Australian Drama. All students will then have the opportunity to showcase their performance pieces (whether original or from another source) in public at either Showcase Nights at school, and in the Junior School Play.

Acting for the Stage and Screen – DRAM2

This course focuses on methods of acting for both the stage and the screen. In the first part of the course, students will participate in a series of workshops on various acting styles for the stage, including those devised by directors such as Stanislavski. The relationship between representational and presentational theatre will be explored in the study of a contemporary Australian play. Students will also self-devise scripts and make the transition from the page to the stage. The second part of the course will utilise students' performance and scriptwriting skills in the medium of short film. Students will participate in activities that highlight the differences between acting for the stage and for film, leading to the final product of a student-created short film to be show cased before an audience. Students will reflect on their learning through the use of a log book and regular teacher feedback.

Theatrestyles – DRAM3

Students step into different performance worlds and explore the historical and contemporary practice of Drama through an exploration of a variety of dramatic forms including Greek, Shakespearean, Brechtian and Post-Colonial/ Indigenous Theatres, with the potential to study Absurdism as an extension in this performance-based course. Through their own creations, students will experience the changes that theatre has undergone throughout time. As a result, students taking this course will extend their repertoire of performance skills and become more striking and engaging actors. All students will then have the opportunity to showcase their performance pieces in Showcase Nights at school. They will also learn how to write a Drama essay.

Youth Theatre – DRAM4

In this course, students will build upon their understanding of mask to engage with the form of Commedia dell'Arte. They will then learn about performance and production styles used in Theatre-In-Education. Students will then create a Youth Theatre Company, producing a Theatre-In-Education play to perform for local primary schools. Students will engage in warm-up activities to explore the energy and skills needed in children's theatre, use children's television and film as media for research and incorporate Elements of Drama and Production in performance. They will learn about site-specific theatre and select or create a suitable script and go through the processes of auditions and rehearsals. Throughout the course, students will use a logbook to reflect upon experiences and learning.

Music

NESA course description

All students should have the opportunity to develop their musical abilities and potential. As an art form, 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.

Music for Voice – MUSI1

Do you love to sing? Are you a musician who realises the importance of being able to articulate your ideas vocally? Music for Voice has been developed to cater for students with an interest in Vocal music. Students will work together and individually to perform chorus and ensemble numbers, small group items and solo songs from a range of vocal music repertoire. The course will primarily explore pieces from the realm of Music Theatre - from Opera to Contemporary Musicals; from the classics to modern works. Students will perform pieces in large ensembles, small ensembles and as individuals. All students will be actively involved in singing, including part-singing in harmony. The students will also gain experience in composing vocal melodies and re-arranging music where necessary, as well as developing their aural skills and overall musical understanding.

Instrumental Music – MUSI2

There is much interesting music in the world around us. Much of it lies beyond the realm of pop and rock and the music that we hear every day as a backdrop to our lives. Instrumental Skills has been designed to develop students' performance abilities and musical understanding whilst exploring a variety of music from different cultures and a stylistic understanding of Jazz. Students will study music from a number of different cultures from around the world through performing, composing and listening. The focus will be on further development of technical skills with the incorporation of cultural techniques studied. The jazz topic will look at features of different forms of jazz and develop students' improvisation skills. Students must be willing to experiment with different forms of improvisation to develop their abilities and be prepared to work individually and in groups. Students will need to be able to play an instrument to participate effectively in this course.

Creating and Composing – MUSI3

Is there a composer in you? Do you enjoy creating your own pieces and exploring the ways that music is put together? Creating and Composing Music allows students to develop their skills in composition in an exploratory course which allows much student choice with regards to composition. The course will cover the following syllabus topic areas: Baroque Music; Music for Radio, Film, Television and Multimedia. Students will study a wide range of compositional technique and create their own compositions, drawing on the skills and techniques taught in the course. Whilst this course has a primary focus on composition, students will be required to perform as soloists and in group collaborations. Students who elect to do this course will need to be enthusiastic participants and willing to experiment with a variety of compositional techniques. They will also need to have a good understanding of the musical concepts presented in the mandatory music course in order to further develop their skills.

Performance Skills – MUSI4

Developing confidence as a performer, collaborating and working with others are skills essential to all musicians. This course aims to develop students' musical and theoretical understanding whilst developing knowledge of repertoire and styles through performance. In addition to observing and developing performance techniques, students will be required to compose in the styles studied and develop the ability to discuss the concepts of music through listening and aural identification. It further develop the students' understanding of pitch, duration, texture, tone colour, dynamics and expressive techniques and structure. As this is a performance course, students will need to be able to play an instrument or sing to participate effectively in this course.

Visual Arts

NESA course description

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

Sculptural Arts 3D – ART1

Making Visual Art incorporating drawing artworks informed by an understanding of practice, the conceptual framework and the frames.
Exploring 3 Dimensional forms, media, qualities, techniques and technology, including, sculpture, ceramics, textiles, fibre and multimedia artworks.
Exploring the Practices of Art History and Criticism to appreciate artworks informed by their understanding of practice, the conceptual framework and the frames, including multiple 3D forms and tracing the historical origins of related 3D media and techniques.

Photo & Digital Arts – ART2

Making Visual Art incorporating artworks informed by an understanding of practice, the conceptual framework and the frames.
Exploring 2 Dimensional and 4 Dimensional forms, media, qualities, techniques and technology, including, photography, digital, media, film and video, animation, multimedia and performance artworks.
Exploring the Practices of Art History and Criticism to appreciate artworks informed by their understanding of practice, the conceptual framework and the frames, including multiple 2D and 4D forms and tracing the historical origins of related 2D/4D media and techniques.

Traditional Arts 2D – ART3

Making Visual Art incorporating drawing artworks informed by an understanding of practice, the conceptual framework and the frames.
Exploring 2 Dimensional forms, media, qualities, techniques and technology, including drawing, collage, design, painting, printmaking and multimedia artworks.
Exploring the Practices of Art History and Criticism to appreciate artworks informed by their understanding of practice, the conceptual framework and the frames, including multiple 2D forms and tracing the historical origins of related 2D media and techniques.

Drawing – ART4

Making Visual Art incorporating drawing artworks informed by an understanding of practice, the conceptual framework and the frames.
Exploring the Drawing form as a foundation for other forms in terms of composition, perspective and design as well as, media, qualities, techniques and technology, including drawing, collage, design, painting, printmaking and multimedia artworks.
Exploring the Practices of Art History and Criticism to appreciate artworks informed by their understanding of practice, the conceptual framework and the frames, including the form of drawing and tracing the historical origins of related drawing media and techniques.

Commerce

NESA course description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Consumerism – COMM1

Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers. Students learn how to plan for travel and how to solve problems encountered when travelling. Students develop problem-solving and decision-making skills to assist them in relation to commercial and legal issues which may affect them when they leave home.

Economy – COMM2

Students learn to assess changes in our economy, how these changes relate to existing trends in the economic cycle and how to explain the implications of these changes for consumers and businesses. Students learn about the range of investment options and how to make wise investment decisions.

Law – COMM3

Students develop an understanding of how laws affect individuals and groups and regulate society. Students examine the rights and responsibilities of individuals in a range of situations in which they may come in contact with the law. Students learn how to become active and effective participants in community organisations.

Business – COMM4

Students become actively engaged in planning, organising and running a small business and develop strategies to address problems as they arise. Students learn about the commercial and legal aspects of employment issues by focusing on their options, rights and responsibilities in the work environment.

Geography

NESA course description

The Geography (Elective) course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

Global Conflict – GEOG1

This course provides the opportunity for the student to study contemporary regional and global issues in a news report format using print, electronic media and the internet. Aspects of environmental, social, cultural, economic and political issues will be examined as they unfold during the period of study.

Physical Geography 2 – GEOG2

In this course students study the geographical processes that form and transform the physical world such as plate tectonics, weathering, erosion, deposition and mass movements. Students also study features and importance of the world's oceans and issues associated with them.

International Studies

NESA course description

International Studies Board Endorsed Course equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to building a cohesive and just world.

International Studies

This course equips students with the capacity to engage with cultures within Australia and beyond. Students will engage ideas, beliefs and practices across a wide range of cultures. There is an emphasis on the cultures of Asia and the Pacific due to Australia's geographical proximity to Asia and the Pacific, the increasing percentage of Australians with Asian-Pacific backgrounds, the economic growth of China and India, Australia's growing trade and exchanges with the countries of Asia and Australia's emerging security and humanitarian interests in the Pacific.

INTST1

Content: Core – Understanding Culture and Diversity in Today's World
Option 1: Culture and Beliefs
Option 2: Culture and Media

INTST2 – (prerequisite – INTST1)

Content: Core – Understanding Culture and Diversity in Today's World
Option 1: Culture in film and literature
Option 2: Culture, science, technology and change

Critical Thinking

NESA course description

What do you learn at school? Why do you learn it? How do you know what is good knowledge and what is not? This course asks you to ask good questions …

Unlike many courses, this course is not full of content knowledge to learn and reproduce in an exam. Rather, it sets you off on a journey, a journey of asking good questions, and thinking deeply about what you are doing in education and why you are doing it …

This course specifically looks to improve your critical and creative thinking (CCT) skills, which have been universally recognised as being what you need to succeed at university and in the workplace. Other courses may deal with these skills in passing: 'Adventures in Knowledge' focuses on them without interruption from day one through 5 inter-related units across the two subjects.

This exciting course is designed to create thinking relationships between your teacher, the class and the world. The material and thinking objects that you will use will vary according to your needs and your level of thinking engagement. This is a flexible course that has no boundaries other than your imagination!

Nature of Knowledge – CRIT1

What is Knowledge? Where does it come from, and how do we know that it is true?

Different Knowledge Areas: How do the different types of knowledge come together and work?

Knowledge and Me: What knowledge do I already know and how can I make knowledge work better for me in my life?

Complexities of Knowledge – CRIT2

Knowledge Uses: How does knowledge get taken up and used in the world? How do I relate to these processes?

Knowledge Functions: How does knowledge come together in the world and in yourself, and how is it manipulated?

History

NESA course description

History develops in young people an interest in and enjoyment of exploring the past.
A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

Big History – HIST1

Big History seeks to place the human story within the broader context of the universe's development. In this course students examine the main developments in the unfolding story of the universe and look at the forces that have shaped the human story as part of the larger story of the universe. In this course, students are required to work with multiple disciplines including physics, biology, anthropology and, of course, traditional history to engage with complex intellectual questions about humanity and its history.

Popular Culture – HIST 2

Popular culture is a term that is constantly used in media today, however, popular culture needs to meet four distinguishing characteristics: be associated with commercial products; have developed from a local to a national to a global level; allow consumers to have widespread access to it; and, be constantly changing and evolving.

Archaeology – HIST3

Students develop a deep and sophisticated understanding of the practice of archaeology through a range of research, written and practical activities. Students learn about the purpose of the discipline, archaeological methodology, source analysis and ethical and heritage issues.

World War Two – HIST4

World War Two provides students with an opportunity to explore one of the most important events of the 20th century. Students will investigate the origins, course and consequences of the war through a range of activities, sources and their own research. The course offers students an excellent opportunity to develop skills and knowledge that will complement their mandatory studies in Stage 5 History and HSC Modern History should they decide to pursue this in the senior years.

French

NESA course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

What will students learn about in the study of a modern language?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

What will students learn to do in the study of a modern language?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

French – FREN1 & FREN2

Students will continue to grow their understanding of French culture and will further develop their ability to use French in real life situations to enable them to survive in a French speaking country. Topics will include organising an event (birthday party), transport and directions, shopping, clothing, leisure activities, health and sickness, ordering at the restaurant, and making plans for the near future. They will develop their understanding of written and spoken French and will also work developing their ability to create cohesive written texts in French and are able to interact during short conversations.

French – FREN3 & FREN4

Students will continue to grow their understanding of the values and practices of the French culture and will further develop their understanding of written and spoken French, drawing on their prior knowledge of language features to make sense of unfamiliar texts. They will also continue to develop their ability to create cohesive written texts in French incorporating new structures into the language patterns already acquired, through the study of topics such as daily routines, work and housework, tourism and past events. In addition, they will become more proficient in responding to spoken French and maintaining conversation on familiar topics.

Students will have the opportunity to participate in our exchange program with our sister school in France.

German

NESA course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

What will students learn about in the study of a modern language?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

What will students learn to do in the study of a modern language?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

German – GERM1 & GERM2

Students will continue to develop their understanding of German culture and will further develop their ability to use the language in real-life situations, enabling them to communicate in a German-speaking country. Topics will include transport and directions, shopping, clothing, leisure activities, health and sickness, ordering at a restaurant, and speaking and writing about past activities. They will further develop their understanding of written and spoken German and begin to create cohesive written texts in German. There will be an interactive approach, helping students to gain confidence in speaking in the target language. Students will have the opportunity to apply for a student exchange with our sister school in Germany or a study tour of Germany.

German – GERM3 & GERM4

Students will further develop their understanding of written and spoken German, drawing on their prior knowledge of language features to make sense of unfamiliar texts. They will also continue to develop their ability to create cohesive written texts in German, incorporating new structures into the language patterns already acquired, through the study of topics such as daily routines, work and housework, tourism and past events. In addition, they will become more proficient in responding to spoken German and maintaining conversations on familiar topics. This course will prepare students for the continuers German course offered in Years 11 and 12. Students will have the opportunity to participate in the exchange program with our sister school in Germany, or to take part in a study tour of Germany.

Japanese

NESA course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

What will students learn about in the study of a modern language?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

What will students learn to do in the study of a modern language?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Japanese – JAPA1 & JAPA2

Students will continue to grow their understanding of Japanese culture and will further develop their ability to use Japanese in real life situations. Students will also consolidate their understanding of hiragana and katakana and further develop their knowledge of kanji. Topics will include leisure activities, daily routines, homestay, school life, the seasons, the Japanese monetary system, dining out and navigating Japan. They will develop their understanding of written and spoken Japanese and will also work developing their ability to create cohesive written texts and maintain short conversations relating to prescribed topics.

Japanese – JAPA3 & JAPA4

Students will continue to grow their understanding of the values and practices of the Japanese culture and will further develop their understanding of written and spoken Japanese, drawing on their prior knowledge of language features to make sense of unfamiliar texts. They will also continue to develop their ability to create cohesive written texts in Japanese incorporating new grammar structures and a more comprehensive range of kanji characters. Topics include travel in Japan, directions, part-time work, Japanese pop culture and Japanese student exchange. In addition, students will become more proficient in responding to spoken and written Japanese texts and develop their conversation skills relating to familiar topics.

Design and Technology

NESA course description

Design and Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.
Students may undertake one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance.

Cabinet Introduction – CAB1

Students will use solid plantation timbers to construct a small timber display cabinet using hand and power tools. The project offers challenge and choice where students can personalise specific components of the cabinet as they are introduced to the process of veneered panel design. Students will also compile a folio detailing design, sketches, construction stages, personal evaluations and associated information. The project will allow students to design for their individual purpose while working within the design parameters and materials limitations.

Traditional Cabinetwork – CAB2

In this course, students will design and construct a Shaker style side table as the major project, using both hand tools and workshop machines. This is a demanding and rigorous practical challenge where students will be required to articulate traditional hand skills and present a folio that documents the development of the completed practical project as part of their assessment.

Metal Introduction – MET1

This course is for students who wish to make projects using metal. Once instructed in the safe use and potential of the equipment, students will be able to commence a set of graded projects.
They will learn to read a drawing or plan and make changes to better suit their needs. Skills gained in previous courses will be upgraded as students work independently to construct their projects. Assessment is based on the project and the accompanying management report/folio.

Textiles 1 – TEX1

Students will choose and make an item of clothing using a commercial pattern. This course explores the ever-changing world of fashion including the influence that fashion has on the individual, society and the economy. The techniques used by the fashion industry to influence consumers will be investigated. Students will also explore fashion designers, new technologies, manufacturing techniques and the properties and performances of the textiles used for apparel. The completion of a fashion garment, using a commercial pattern, is required as is the documenting of work in a portfolio. No previous textiles experience is needed.

Textiles 2– TEX2

Students will examine how different cultures around the world have inspired contemporary textiles designs. Students will study a culture and incorporate the culture's textile art into a textile article of their own choice in a design project. Colouration and different embellishment of fabrics, such as batik, tie dying and bead work will be learnt. A range of skills will be developed through working with different fabrics. The course will focus on creating a design brief, the practical completion of a quality textile project that reflects a cultural theme.

Engineering Technology

NESA course description

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

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

- Control Systems
- Alternative Energy.

Practical projects reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- Small structures
- Small vehicles
- A range of devices and appliances
- Robotics projects
- Electronic and mechanical control systems.

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

Engineering Technology 1 – ENGST 1 - Structures

This course is an introduction for students to develop knowledge, understanding and practical skills in engineering structures. Students will design and make working models of civil structures to gain an insight into the practical application of engineering technologies. Areas of study could include: small structures and alternative energies.

Engineering Technology 2 – ENGST 2 - Mechanisms

This course is an introduction for students to develop knowledge, understanding and practical skills in engineering mechanisms. Students will design and make working models of simple mechanisms and devices to gain an insight into the practical application of engineering technologies. Areas of study could include: small vehicles, devices and control systems.

Graphics Technology

NESA course description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.
Students will learn to produce a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting and design (CAD). CAD programs include 123D Design and Fusion 360. Students will also model their designs using the 3D printer.

Graphics Technology 1 – GRA 1

Year 9 Core Modules:

- Pictorial Rendering
- Product Drawing
- Pictorial/Orthogonal Drawing
- Assembly Drawing
- CAD Drawing and Design
- Perspective Drawing
- Product Drawing and Design
- 3D Modelling

Graphics Technology 2 – GRA 2

Year 10 Option Modules:

- Architectural Drawing
- Cabinet and Furniture Drawing
- Engineering Drawing
- CAD Drawing

Computer aided design and drafting will be undertaken in all four focus areas in Year 10.
The major emphasis of the Graphics Technology course is on students actively planning, developing and producing quality graphical presentations using manual and computer based technologies. They will also develop an understanding of the use of graphics in industrial, commercial and domestic applications.

Information and Software Technology

NESA course description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies. Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

Effective citizenship and workforce participation requires highly developed computational and technological skills. The IST curriculum informs students of the scope, limitations and implications of information and software technologies in the workplace and in the wider community. Students complete a range of individual and group projects based on practical skills taught and are assessed on knowledge and issues relevant to each content area.

Get Animated – INFO1

Learn about the basic principles of computer animation using Macromedia Flash to create "motion tween" animations. Learn how to morph shapes and characters. Get involved in projects such as producing an animated movie clip for a song. This elective will examines and analyses different digital media and their uses across a variety of context. Students will learn about types of digital media products such as: Audio sequences, Using music in digital media, Animation sequences, Video production

Webmaster – INFO2

This course is an introduction to the most significant technology ever developed....the internet. Students will learn about the internets history and underlying architecture. They are introduced to; ways of publishing on the internet, including HTML and Dreamweaver, the software protocols used on the internet, network topologies and function

Public Image – INFO3

Express your artistic side. The computer is your palette; digital media is your canvas. Become a Photoshop wizard. Create your own music and podcast it to the world. You are only limited by your imagination. The course allows students to develop skills in design and production of a digital media product and multimedia products. Students will learn about: The purpose and types of digital media, Manipulation techniques such as cropping, rendering, special effects, Digitisation process of data types

Software Development – INFO4

Why pay for computer software when you can make your own! Students will learn about: Basic programming concepts, Algorithms, Programming language, Control structures and Error detection and correction

I Robot – INFO5

The prevalence of robots and automated systems is a growing trend in our modern world. The use of robots is expanding beyond the research labs into military, commercial uses and exploration. Automated systems are a significant part of the work carried out by electrical, computer and mechatronic engineers. In this course you will lean: How to build and program a VEX IQ robot using C++; How to program an Obelisk Rover using Python; Features and uses of robots and automated systems, Robotics; Types, purpose and use of robots, Functions of Robots and Software programs to control robots.

Food Technology

NESA course description

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

Food for Celebration – FOOD1

This course considers the important social role food plays in our lives, with particular emphasis on celebration days around the world which cater for special occasions, e.g. religious celebrations, family celebrations, socialising such as dinner parties and barbecues. Students will gain a range of skills and practical experiences as they prepare a variety of recipes. They will learn about the reasons for celebrating, the role of certain foods, planning for small and large events, creating a work flow plan, correct food handling skills and the importance of presentation and display.

International Cuisine – FOOD2

Students will study the dramatic effect of migration on the food we eat. We will study the multicultural influences on foods, flavours, preparation techniques and cooking methods. We will also look at the food supply on a global level and how this is influenced by a number of factors, such as transport and global location. Students will prepare and make food from around the world.

Food for Health – FOOD3

Students will examine the nutritional components of food aimed at enhancing health. Students will study the impact of food consumption on individuals with different needs and research the link between food and health, and research the needs of specific individuals and groups. Students will prepare and make a variety of foods for different purposes.

You're the Chef – FOOD4

This course examines the science involved in cooking. It focuses on edible experiments that illustrate the chemical and physical changes that occur in foods during preparation and cooking. Students will gain a knowledge and understanding of the functional properties of food as they produce quality food products. A range of recipes will be
prepared in order to demonstrate:

- crystallisation in sweet making
- gelatinisation in puddings and mornay sauces
- dextrinisation in bread making and cakes
- coagulation in crème caramel and soufflés
- raising agents in cakes and biscuits.

Physical Activity and Sports Studies

NESA course description

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

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

Event Management – PASS1

This course will provide students with the opportunity to develop their organisational and enterprising skills in a positive and enjoyable environment. Students will learn how to structure and be involved in a variety of competitive and non – competitive events ranging from knockout sporting competitions to outdoor expeditions and lifestyle excursions. *Students will examine the necessary safety procedures for each and identify and manage associated risks in order to enhance participation. Skills attained in this course will also be beneficial and aid success for students who wish to undertake the Advanced Planning – PASS 4 course. An information note will be distributed in week 8 of the course which will detail a full costing for the organised events*

Coaching and Leadership – PASS2

This is a very practical based course that will enhance the students' leadership skills. Topics include: Qualities of a good leader and coach; *Fundamentals of movement skill development; Design and planning and; Leadership and Coaching- Practical Application and Evaluation. Students will have the opportunity to work towards an accredited Level 0 Coaching certificate and will be supported in the design and implementation of group coaching sessions.* The highlight of this course is that students will be able to apply their knowledge and skills through the regular teaching of local primary school students. This is a highly relevant and appropriate course for anyone who enjoys working with people or who is considering a leadership role. Students will need to bring a whistle to practical lessons from week 6 onwards.

Improving Performance – PASS3

This course has a focus on the anatomy and physiology of the body. It enables students to acquire the skills and knowledge needed to optimise their own physical performance and health, providing specific and relevant application opportunities. Students will develop a capacity to evaluate factors that contribute to efficient and rewarding participation and to plan strategies that further enhance participation and performance. In addition, students will research physical activity and health career opportunities and navigate pathway options in order to achieve personal goals. This course is highly suitable for all students ranging from the elite athlete to the individual who would like to "kickstart" their health and fitness regime.

Advanced Planning – PASS4

This course incorporates knowledge and skills applicable to recreational, leisure and adventure pursuits. Students learn many outdoor recreational skills through teacher and student led activities. Students are encouraged to apply the knowledge and skills learnt during these activities, in addition to the safety and risk management principles addressed in the PASS 1 course to challenge themselves in contextually relevant situations, culminating in a two day expedition. During this expedition students will be responsible for menu planning, equipment preparation, map and compass navigation and the application of "leave no trace" principles. Students will share camping equipment (tent, cooking equipment) but will need their own sleeping bag, mat, food and personal first aid kit. Success in this course provides an option for students to proceed in acquiring the Duke of Edinburgh Award.

Non RoSA Subjects

Advanced Creative Writing – ENGCW

This course is designed to extend students skills in the craft of creative writing. Students will manipulated the basics of narratives to create imaginative pieces of writing with the intention of taking the reader beyond the traditional forms of story telling. Students will explore how texts gain meaning through their referencing or evocation of other texts by examining how intertextual referencing of texts such as, Harry Potter, mythological stories and fairy tales have been used to create highly original texts. Opportunities will be provided for students to experiment with intertextuality within their own writing. A study of different genres with a focus on common archetypes, themes and genre conventions will also be undertaken to facilitate the overall process of students' own storytelling.

Film and TV – ENGFTV

This elective is designed to provide students with an in-depth theoretical and practical knowledge of the film production process. Students will critically examine film and television products in terms of their production qualities with the view of applying this knowledge to the creation of their own video product. The elective will develop student knowledge in areas such as scripting, storyboarding, cinematography, mise-en-scene, sound mixing and film editing.

GLOSSARY OF TERMS

ACCELERATION

"It is critical that gifted and talented students be given appropriate opportunity, stimulation and experiences to develop their potential." (NSW Department of Education and Training, 2004a, p. 6)

It should not be presumed that all gifted students would benefit from acceleration. Careful screening and evaluation of candidates are essential in determining the most appropriate intervention strategy for each student. Counselling, an integral component of acceleration, should enable gifted students to understand the purpose, procedures and implications of the proposed accelerative option.

Acceleration should not be adopted in isolation, but should be a component in a strategy of curricular flexibility (Benbow, 1998), combining with other "accelerative options, enrichment options, and out-of-school opportunities that reflect the best possible alternative for educating a specific child" (Benbow, 1998, p. 282). What should be offered is not more work, but rather qualitatively different work that provides advanced conceptual opportunities and stimulates higher-order thinking skills.

COHORT

A grouping of students based on their year of entry into the school, e.g. Year 7.

ENRICHMENT

Enrichment means providing breadth to the curriculum at the same level of challenge to the student. All students should have access to enrichment at the appropriate intellectual level. However, appropriate enrichment for gifted students would not be suitable for all students. This is because the activities would not match the learning needs of every student.

EXTENSION

Extension means providing opportunities at a greater level of challenge to the student. A combination of practices including acceleration, grouping and differentiation of the curriculum enable gifted students to access meaningful learning opportunities. Substantial gains in learning can be made when gifted students are grouped together and when they are accelerated but this can only be achieved if they have access to a developmentally appropriate curriculum (Rogers , 2002).

STAGES

NESA organises the curriculum into stages; Stage 1 = K-1, Stage 2 = 3-4, Stage3 = 5-6, Stage 4 = 7-8, Stage 5 = 9-10 and Stage 6 = Preliminary and HSC