Stage 5
Curriculum Handbook

This booklet has been developed to support students and parents preparing for entry into Stage 5.

The information contained in this booklet relates to subjects and units that may be available in the 2020 Stage 5 Curriculum. Availability of subjects will be at the discretion of the Principal and Curriculum Team in accordance with NSW Educations Standard Authority (NESA) and school requirements. The Stage 5 elective lines generated after the students have made their choices will reflect student

Contents

Stage 5 Curriculum Structure

MANDATORY CURRICULUM REQUIREMENTS

NSW Education Standards Authority states it is mandatory in Years 7 to 10 to complete the following mandatory curriculum:

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment (HSIE)	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies (TAS)	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative and Performing Arts (CAPA)	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education (PDHPE)	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

In 2012, the New South Wales Record of School Achievement (RoSA) replaced the School Certificate. Eligible students who leave school prior to receiving their Higher School Certificate will receive the RoSA. NESA has developed information for teachers, students and parents on how the RoSA will be implemented. See link: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement.

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

A RoSA will show grades for all courses a student has completed up to the point they leave school including those completed in Year 10, Year 11 or even Year 12.

To qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognized school outside NSW
- undertaken and completed courses of study that satisfy the NESA's curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA
- completed Year 10.

SELECTION OF STAGE 5 COURSES

In order to satisfy the minimum requirements for the RoSA, students will complete the following course of study throughout Years 9 and 10:

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education (PDHPE)
- Australian History
- Australian Geography
- Sport

Across year 9 and 10 students are asked to choose 4 x 100 hour electives. 4 x 100 hour electives are mandatory in order to be recognised for Record of School Achievement (RoSA).

ASSESSMENT OF STAGE 5 COURSES

All units studied by students consist of internal assessment requirements. Assessment procedures for each unit will vary according to the needs of the specific unit. If you have any questions in relation to the assessment of a particular unit please contact the Head of Department of that subject area.

Student achievement will result in a grade being awarded which indicates the general performance of the student in this unit. These results are submitted to NESA and will be recorded on the *Record of School Achievement*. The course performance descriptors that assist schools in allocating grades vary between subject areas but are explained by NESA at http://www.boardofstudies.nsw.edu.au/schoolcertificate/.

UNIT PERFORMANCE DESCRIPTORS

Performance descriptors have been developed for **each** Stage 5 Board Developed unit. The descriptor that provides the best overall description of the student's achievement, at the end of Stage 5, will determine the grade awarded.

The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

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

NON-COMPLETION OF THE REQUIREMENTS OF A STAGE 5 (YEAR 9 AND 10) COURSE

Any course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Where non- completion is in a mandatory course, the student will **not be eligible** for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses.

NESA requires schools to issue students with a minimum of two course specific official warnings in order to give them the opportunity to redeem themselves.

CHANGING YOUR SELECTIONS

While every effort is made to satisfy student requests for courses, this is not always possible. Units are assigned at the discretion of the Principal and the Curriculum Team in accordance with NESA, school and stage requirements.

Students may apply to change units chosen while in Years 9 and 10. Considerable effort is made to satisfy the requests from students, however, it should be noted that classes will be allocated on the basis of these primary selections and class changes will only be possible if there is room in the new classes being selected. Students must also review and be responsible for the impact the change may have on their 100 hour course electives. Requests for change will not be granted if they render the student ineligible to complete the Stage 5 requirements.

Students will be provided with printouts of their unit selections on several occasions throughout Stage 5. These will be used to check that the subjects being undertaken by each student satisfies both the Department of Education and NSW Education Standards Authority requirements.

Core Subjects

English

Head of Department: Miss Balloot

The aim of English in Stage 5 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

In their study of English, students continue to develop their critical and imaginative skills and broaden their capacity of cultural understanding. They examine the contexts of language use to understand how meaning is shaped by a variety of social factors. As students' understanding of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems.

Students engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and understanding of language forms and features and structures of texts.

Mathematics

Head of Department: Miss Galia

The Mathematics Syllabus for Years 9 and 10 bridges the gap between Junior Secondary and Senior Secondary courses of Mathematics. Students completing Year 8 are at various stages in the development of their mathematical knowledge, understanding and skills. Some students demonstrate a high degree of conceptual understanding while other students still need to develop their basic numerical skills. The new K-10 Mathematics Syllabus caters for a wide range of learning needs by having three sub-stages, Stage 5.1, Stage 5.2 and Stage 5.3. These sub-stages are not designed as prescribed courses and many different 'end points' are possible.

All students must, as a minimum, complete topics covered under the Stage 5.1 level. It is expected that the majority of students will be extended to complete the Stage 5.2 course.

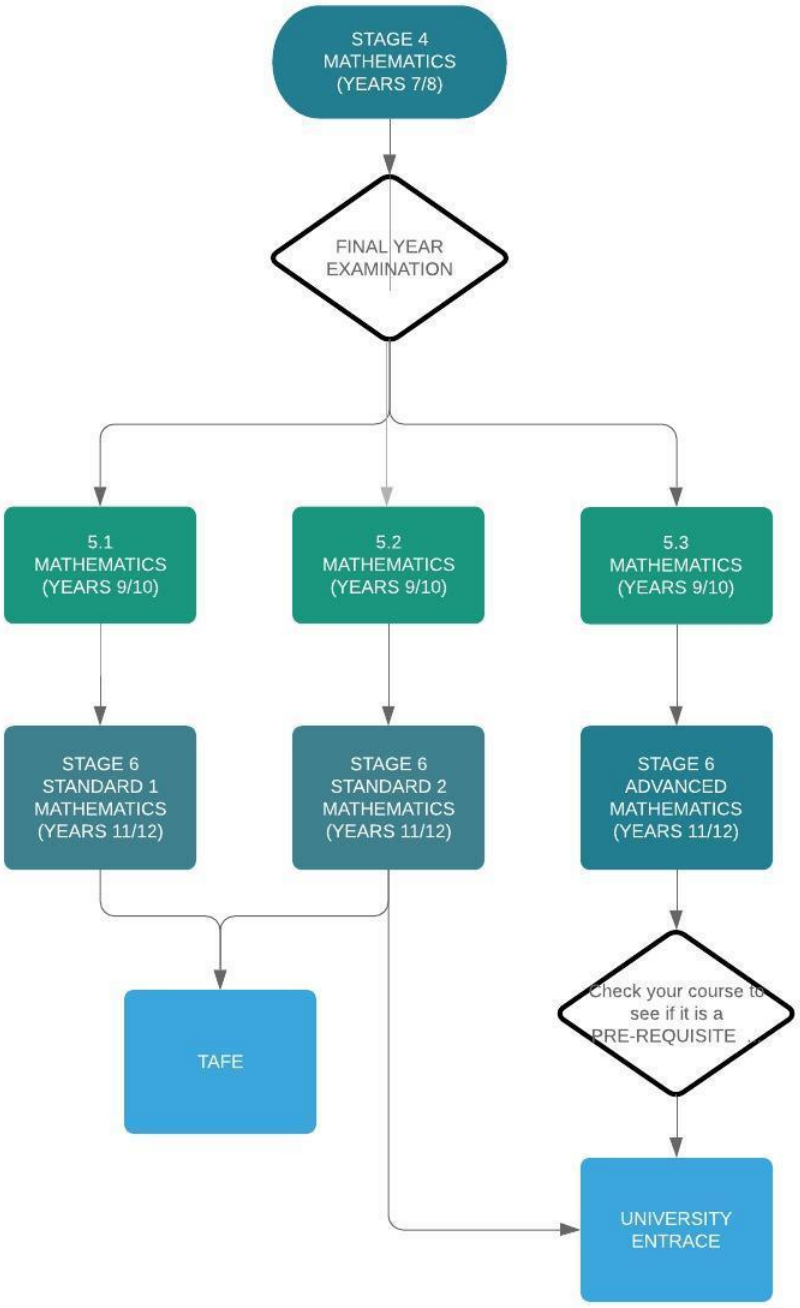
Students who have demonstrated a gift and/or a talent towards learning Mathematics will complete the extension components described in the Stage 5.3 course. Students are placed in appropriate classes on teacher recommendation and in accordance with their mathematical ability demonstrated throughout stage 5, in conjunction with student choice. If a student is finding a level too demanding it is possible to change to an easier level in second semester. However, students would find it difficult to move up to a more demanding class except in the most exceptional cases. The three sub-stages lead into different stage 6 courses as per the diagram below. Note: with new HSC Mathematics courses being introduced in 2018 and 2019, this flowchart may change.

5.1 Pathway - is designed for students who need more time to develop basic mathematical skills. The content of Stage 5.1 reinforces the skills and knowledge developed in the Stage 4 (Years 7 and 8) Mathematics course.

5.2 Pathway – Students who achieve at this level will be able to ask questions that can be explored using mathematics, and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they will be able to use appropriate language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students will be able to use suitable problem solving strategies, which include selecting and organising key information and they will be able to extend their inquiries by identifying and working on related problems.

5.3 Pathway - is the most abstract of the three courses. It is designed for students who have had no difficulty in achieving the syllabus outcomes up to and including Stage 5.2 outcomes. Students who progress to this stage should be able to work easily and quickly with more demanding mathematical concepts. They will be able to use deductive reasoning in problem solving and in presenting arguments and formal proofs. They will be able to interpret and apply formal definitions and generalizations and connect and apply mathematical ideas within and across topics.

MATHEMATICS



History

Head of Department: Mr. Hijazi

The History (Mandatory) course requires students to complete 100 Hours of Australian History in Stage 5.

History aims to stimulate students' interest in and enjoyment of exploring the past. It entails the development of critical understanding of the past and its impact on the present to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

The Stage 5 Curriculum provides a study of the history of the making of the modern world from 1750 to 1945, with an emphasis on Australia in its global context. This was a period of industrialisation, change, imperialism and nationalism culminating in two world wars. The emphasis after 1945 is on Australia in its global context and provides an understanding of Australia's place within the Asia-Pacific region and the world

Geography

Head of Department: Mr. Hijazi

The Geography (Mandatory) course requires students to complete 100 hours of Geography in Stage 5.

The Stage 5 curriculum examines the geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and look at strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalizations about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. Students propose solutions, and may take action to address contemporary geographical challenges. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Science

Head of Department: Miss Galia

Science is a compulsory course in Years 9 and 10. All students will be part of a core program taught outside the semester system (similar to Mathematics and English).

The aim of the course is to develop an interest and enthusiasm for Science as well as an appreciation of its role in finding solutions to contemporary Science related issues and problems. The essential content is organised by strands.

Working Scientifically

This is the skills strand and involves the processes of questioning and predicting, proposing hypotheses, planning and conducting investigations as well as processing and analysing data and information.

Knowledge and Understanding

This is the essential content. This strand is studied in the appropriate scientific disciplines of:

- **Physical World**

  This strand is concerned with understanding the nature of forces and motion, matter and energy. Topics studied include electricity, motion and gravity and the electromagnetic spectrum.

- **Earth and Space**

  Students will learn about components of the universe, the life cycles of stars and the big bang theory. They will study plate tectonic theory as well as earthquakes and volcanoes. Students will also explore the ways that humans use resources from the Earth and appreciate the influence of human activity on its surface and the atmosphere.

- **Living World**

  In this strand students will develop an understanding of living things by studying topics such as Genetics and Evolution, human body systems and disease. Ecology of the local ecosystem will also be investigated where students gain an understanding of the interdependence of living things and how they interact with each other and their environment.

- **Chemical World**

  This strand is concerned with understanding the composition and behavior of matter. The key concepts developed in this strand are developed in topics such as atomic theory, acids and bases and chemical reactions.

The Stage 5 Science course also has a focus on **cross curriculum priorities** to enable students to develop an understanding about the contemporary issues they face. These include Aboriginal and Torres Strait Islander histories and cultures, Australia's engagement with Asia, and Sustainability.
General Capabilities developed include:

Critical and creative thinking, ethical understanding, information and communication technology, intercultural understanding, literacy, numeracy, and personal and social capability.

Students must complete a Student Research Project in the Year 10 course where they independently carry out a scientific investigation to demonstrate the extent to which they have developed skills in applying scientific methods through a STEM Project.

Personal Development, Health and Physical Education (PD/H/PE)

Head of Department: Mr Akil

All Year 9 and 10 students will study Personal Development, Health and Physical Education (PDHPE). This will include a mixture of practical and theory classes.

The Theory Component consists of the following units:

Year 9 PDHPE

- Boost your performance
- Risky Business
- Looking good, feeling great
- The mind matters

Year 10 PDHPE

- Resilience - Mental Health
- Future challenges
- Road Safety
- Sexual health
- Celebrating diversity

The Practical component will involve a variety of sports and activities including dance, football, netball, basketball, golf, mini tennis, functional fitness, softball, etc.

Students will also be involved in competitions against other schools, and/or participation in a range of non-competitive (intra school) sports. Sport attracts the usual costs to cover bus hire and entrance fees to some venues.

As well as the mandatory periods of PDHPE each fortnight and Sport, students have the opportunity to complete elective Semester units as Physical Activity and Sports Studies (either 100 or 200 hours). See the electives section of this booklet for more details.

Illuminations

Senior School Illuminations Coordinator: Mr. Mohamedali

Illuminations is the study of core dimensions of life including ethics, education, co-operation, and general chastity. Developing a moral compass in students is a core focus of the Illuminations department and the College collectively. Illuminations lessons aim to instill personal and collective values supporting the development of the individual's ability to judge what is right and wrong and know to how to act accordingly.

Lessons focus on the promotion of ethics, personal and community growth, civic education, and rights and responsibilities. Objectives of the course across year 7 – 10 aim to develop future leaders and raise moral standards across society. Modules may vary as the department constantly seeks to confront contemporary challenges including social media and cyber bullying.

Elective Units

Electives offered for 2020/2021:

Subject Electives

100 Hour Elective	
Arabic Visual Arts Commerce Food Technology	Drama Integrated Computing years 7-10 (IST) PASS (Physical Activity & Sports Studies)

Each Student will take four electives across Year 9 and Year 10. Two electives will be studied in year 9 and a further 2 electives will be studied in Year10.

When choosing Subjects:

- ✓ Take time to think about your choice
- ✓ Find out about the subjects offered
- ✓ Choose subjects that interest you
- ✓ Choose subjects you are good at
- ✓ Choose subjects that you really want to learn

Arabic

Course Description

The outcomes described for Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Arabic in Stage 6. The outcomes for Stages 1–4 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 5.

Outcomes

Using Language Listening and Responding Reading and Responding Speaking Writing		A student:
	5.UL.1	selects, summarises and analyses information and ideas in spoken texts and responds appropriately
	5.UL.2	selects, summarises and analyses information and ideas in written texts and responds appropriately
	5.UL.3	uses Arabic by incorporating diverse structures and features to express own ideas
	5.UL.4	experiments with linguistic patterns and structures in Arabic to convey information and to express own ideas
Making Linguistic Connections	**5.MLC.1**	demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
	5.MLC.2	uses linguistic resources to support the study and production of texts in Arabic
Moving Between Cultures	**5.MBC.1**	explores the interdependence of language and culture in a range of texts and contexts
	5.MBC.2	Identifies and explains aspects of the culture of Arabic-speaking communities in texts.

Possible Topics Covered: Health and Fitness, Part-time Jobs, Travel and Future plans.

Assessment

Students will be assessed through listening examinations e.g. listen to spoken text and respond as well as speaking assessments e.g. speaking dialogues for maintaining communication. Students will also be assessed through written assessments using correct linguistic structures to express ideas and reading assessments e.g. reading text and responding (comprehension) semester exams.

Visual Arts

Course Description

The Visual Arts Course in Stage 5 builds on the introductory Visual Arts studied at Stage 4. The Visual Arts are an important means of communication and self-expression. They involve looking at our environment and responding to it in a visual way. Through these arts we can translate our thoughts, feelings, ideas, concerns and dreams into images.

Topics Covered

It involves eyes, mind and hands to create works of art. It will extend students' opportunity to:

- Focus to a greater degree on art making, in a variety of media but with some specialization in a particular art medium.
- Extend their critical and historical study of both contemporary and historical arts
- Complete one or more comprehensive studies of an artist or artistic style which has influenced their own artistic development.

The subject matter will include a variety of physical locations, objects, people, events, issues and themes. There will be opportunity to explore variety of artistic media such as drawing, print, and ceramics, painting and electronic. The course is predominantly practical but there is a significant emphasis on theoretical aspects.

Assessment

Stage 5 Visual Arts assesses Artmaking and Critical/Historical Studies.

For Art making students are assessed on a body of work related to a variety of media including: drawing, painting on canvas boards, digital images, wearable art pieces and ceramics. Themes covered are Post Modern Pop Art, Surrealism, Hand Building, Sculptures and Historical Context.

Critical/Historical Studies is assessed in Half Yearly and Yearly Examinations and constitutes 40% of the student's final mark. The remaining 60% is awarded to the practical Art making tasks and the students VAPD.

Commerce

Course Description

Commerce is concerned with the business of everyday living. It provides the Knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

Central to the course is the development of an understanding of the relationships between consumers, business and governments in the overall economy. Students will develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students will develop the ability of research information, evaluate options and participate in collaborative decision-making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners.

Topics Covered

A range of topics will be studied over Years 9 & 10 including:

- Consumer Choice
- Personal Finance
- Law & Society
- Employment Issues
- Law in Action
- Investing
- Running a business
- Our Economy

Assessment

This course is assessed using four tasks two of which are the Mid-Course and Final Examinations. Students are also assessed on their ability to research, analyse and present commercial information in a range of real-life scenarios.

Integrated Computing Years 7-10

Course Description

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

Students develop Information and Software Technology solutions through project work, individually and collaboratively. Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made.

Focus Area

Focus Area

- Modelling with Data
- Designing for user experience
- Connecting people with computers
- Developing Software Solutions
- Creating Intelligent Systems
- Building Mechatronic & Automated Systems

Assessment

All units of work that are taught through the Technical & Applied Studies faculty cater for a variety of class activities and assessment tasks which enhance teaching and improve student learning. The Assessment Tasks includes the development of a Website which covers social and ethical issues, a Networking project consisting of a scenario involving hardware and the establishment of a Network within a business and the Mid-Course and Final Examinations.

Food Technology

Course Description

The Study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their inter-relationships, nutritional considerations, and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Topics Covered

- Food Selection and Health
- Food in Australia
- Food for Special Needs
- Food for Special Occasions
- Food Product Development
- Food Trends
- Food Service and Catering
- Food Equity

Assessment

Students are assessed on theoretical knowledge in the form of research tasks and practical tasks. Students have the opportunity to work in groups as well as individuals. Work is presented in the form of Power point presentations, portfolio work and visual presentations in practical tasks. We cater for all students' needs by having a balance between practical and theory components.

Drama

Course Description

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

Topics Covered

Students will study a range of topics derived from:
- Play building
- Scripted drama
- Mime
- Realism
- Melodrama
- Street and environmental theatre

Assessment

Students will be assessed in a variety of methods, including:
-Formal written
-Performance based
-Peer and
-Self assessment

Physical Activity & Sports Studies – PASS

Course Description

Physical Activity and Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates study of the way the body functions and how to prepare to move efficiently in a variety of contexts. In addition, PASS examines social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

Physical activity and sport studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. Students will engage in a variety of movement applications including lifelong Physical activities, recreation, and leisure pursuits, competitive and non-competitive games & sports, individual and group experiences and physical fitness activities.

Topics Covered

- Body systems and energy for physical activity
- Fundamentals of motor skill development
- Event management
- Physical activity and sport for specific groups
- Physical fitness
- Outdoor Recreation
- Enhancing performance – strategies and techniques
- Sports Preparation – safety, nutrition
- Australia's sporting identity
- Coaching and leading
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Physical activity for health
- Issues in physical activity and sport
- Lifestyle, leisure and recreation

Assessment

Students will be assessed using a variety of methods including: examinations, program writing, research and investigation, teaching and presenting games/activities, event management services, essay writing, oral presentations, practical performances and video analysis.

Student Notes'