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## Stage 5

# Curriculum Handbook

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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 2024 Stage 5 Curriculum. Availability of subjects will be at the discretion of the Head of Senior School, Deputy Head of Senior School and the Curriculum Team in accordance with NSW Education Standard Authority (NESA) and school requirements. The Stage 5 elective lines are generated after the students have made their choices.

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## Introduction

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The commencement of Stage 5 is an exciting time for students. They are offered new challenges and for the first time in their school careers have real choices in terms of the curriculum they study. The subject selection process is a very important time for students and parents when making decisions for patterns of study in Years 9 and 10.

Students should select subjects they are interested in and that will compliment their skills as part of their Record of School Achievement (RoSA).

It is important for students to carefully consider their interest and skills and ensure they retain a positive attitude towards learning. This will support the development of essential study skills and the motivation required for future success. Students should not limit their elective choices in Stage 5 to only areas they would like to pursue in senior years. Electives in Stage 5 do not have specific prerequisites for patterns of study in Years 11 and 12 .

Stage 5 Curriculum, including Electives, culminates in the award of RoSA grades, which are submitted to NSW Education Standards Authority (NESA). While it is expected that the vast bulk of students at Bellfield College will continue their studies in Years 11 & 12 for the award of the Higher School Certificate, student work in Stage 5 is nevertheless crucial for future academic success. Students will gain skills and knowledge over the next two years which will be essential for their further learning and develop appropriate study skills, self-discipline and understanding.

We would like to take this opportunity to wish each student well for their studies in Stage 5 and expect all students to commit themselves to their studies and the curriculum pattern they choose.

There is no guarantee that all elective subjects will run as this is dependent on sufficient numbers for classes and sizes. Students are required to complete the Elective Subject Selections online, by the **11th of May, 2023**.

Warm regards,

Mouina Ramadan  
Head of Senior School

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## Stage 5 Curriculum Structure

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### MANDATORY CURRICULUM REQUIREMENTS

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

<b>English</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment (HSIE)</b>	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.
<b>Languages</b>	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies (TAS)</b>	The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
<b>Creative and Performing Arts (CAPA)</b>	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.
<b>Personal Development, Health and Physical Education (PDHPE)</b>	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 completion of their Higher School Certificate will receive a RoSA. NESA has developed information for teachers, students and parents on how the RoSA will be implemented. See link: [www.boardofstudies.nsw.edu.au/rosa/](http://www.boardofstudies.nsw.edu.au/rosa/).

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.

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 must 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

## 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.

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

## 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 Head of Senior School and the Curriculum Team in accordance with NESA, school and stage requirements.

Students may apply to change units within the first week of commencing studies in Years 9 and 10 only. 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 at the discretion of the HOS and only if there is availability of a space in the new class. 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 information 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 the NSW Education Standards Authority requirements.



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## Core Subjects

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### English

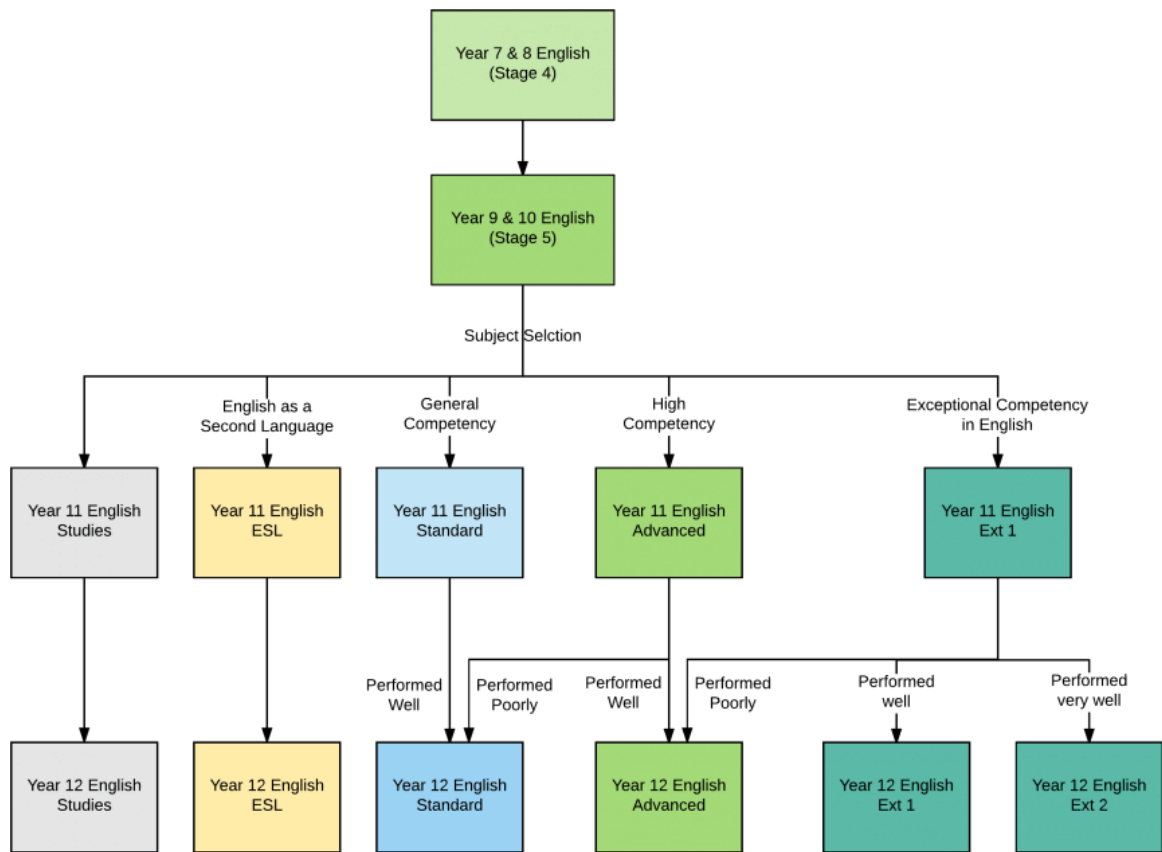
**Head of Department:** Ms Suzanne Rose

The aim of English in Stage 5 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy English language, literature and texts in other media, 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 the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with information, imagination, feeling, logic and conviction, students develop understanding of themselves, of cultures and of broader human experience. Students should aim to develop clear and precise skills in speaking, listening, reading, writing, viewing and representing.

*NOTE: In Stage 6 English 2 units of English is compulsory. Both Standard and Advanced English are 2 Unit Courses. Students wishing to study Advanced English in Year 11 should be aiming for an assessment aggregate of at least 75% in Year 10. It is necessary to complete Year 11 Advanced in order to study Year 12 Advanced English. See the learning progressions set out below.*



## Mathematics

**Head of Department:** Mr Javid Karimi

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.

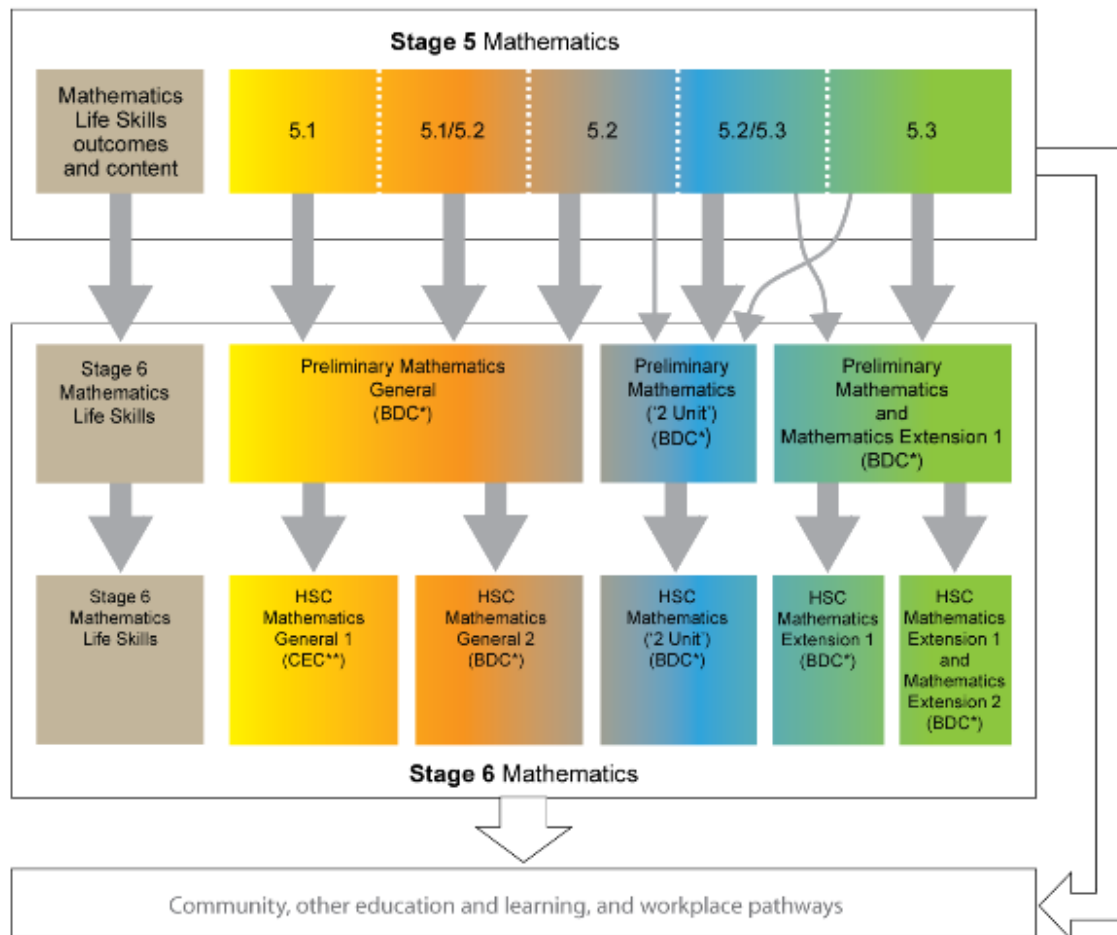
All students must, as a minimum, complete topics covered under the Stage 5.1 level. It is expected that the majority of students will be extended to complete the Stage 5.2 course. Students who have demonstrated a gift and/or a talent towards learning Mathematics will complete the extension components described in the Stage 5.3 course. Students are placed in appropriate classes based on teacher recommendation and in accordance with their mathematical ability demonstrated throughout stage 5, in conjunction with student choice. If a student finds a level too demanding it is possible to change to an alternative level in the 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.

**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.



## Science

**Acting Head of Department:** Mrs Shweta Sharma

Science is a compulsory course in Years 9 and 10. All students will complete a core pattern of study (similar to Mathematics and English).

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

### Working Scientifically

This 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 foundational content that underpins all course work. This is studied in the scientific disciplines of:

- **Physical World**

Students develop an understanding of the nature of forces and motion, matter and energy. Topics studied include electricity, motion and gravity and the electromagnetic spectrum.

- **Earth and Space**

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

- **Living World**

Students develop an understanding of living things by studying topics such as Genetics and Evolution, human body systems and disease. The study of ecology and the local ecosystem explores the interdependence of living things and how they interact with each other and their environment.

- **Chemical World**

Students learn about the composition and behavior of matter. The key concepts are developed in topics such as atomic theory, acids and bases and chemical reactions.

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 an Independent Student Research Project and carry out a scientific investigation to demonstrate the extent to which they have developed skills in applying scientific methods through a STEM Project.

## History

**Head of Department:** Mr Wassim 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 Wassim 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.

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

**Head of Department:** Mr Hussein 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 “Improving my world”

- **Healthy Lifestyle** (nutrition and physical activity, healthy food habits/decisions, access to health information)
- **Respectful Relationships** (respectful relationships, recognising and responding to abusive relationships)
- **Celebrating Diversity** (supporting others, affirming diversity, discrimination)
- **Under the Influence** (drug use – illicit drugs, influences on decision making, access to health information)
- **Movement Sense** (movement skill development, biomechanical principles, movement composition)

#### Year 10 “Rising up to the Challenge”

- **Mind Matters** (Mental health, a sense of self, strengthening resiliency, empowering individuals)
- **Safety Behind the Wheel** (Road safety, drug use (alcohol), influences on decision making)
- **Intimate Relationships** (respectful relationships, sexual health, influences on behaviour, empowering individuals)
- **Future Challenges** (Challenges and opportunities)

- **Leading by Example** (Lifelong physical activity, role of physical activity, strategies for enhancing others physical activity)

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. Mohamed Wehby

In nearly a year, the organic cultivation of the Bellfield College Stage 5 Book 1 Illuminations has gratefully borne fruit. As an integral part of the inter-disciplinary project, the Bellfield College Illuminations syllabus features a contemporary approach to Islamic learning that carefully integrates the spirit of religion, namely rationality and morality, with the spirit of our time – that is the concerns and challenges typical of our twenty-first century (e.g. climate change). As the old saying goes “The fruit doesn’t fall very far from the tree.” Here, the tree of Illuminations is grounded in deep roots, which represent continuity with history and tradition, containing the rich diversity of Islamic wisdom across various cultures. But the tree also stretches out its branches far, above and beyond its base, to let the natural growth of its fruit. This symbolises the forward-looking horizon characteristic of the Illuminations’ syllabus – not just looking at what was and what is but also what might come next.

The cornerstone of the Illuminations project rests on a pivotal worldview: “To live a God-centric Life where every thought, sentiment and action is regulated and realised in harmony with Allah’s Will and Pleasure.” In short, the outcome of the proposed Illuminations curriculum is to let Allah’s beautiful names and attributes shine in our everyday life.

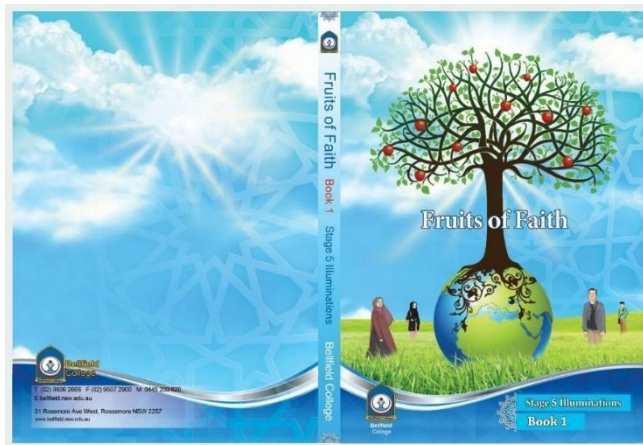
As outlined in the overview of the curriculum, the Illuminations syllabus is designed according to three educational models:

- Problem Based Learning (PBL)
- Spiral Teaching
- Explicit Teaching

Overall, the Illuminations learning objectives are organised according to 5 propositions which guide teaching, learning and assessment:



1. Developing a substantial religious literacy
2. Teaching through exemplary role models
3. Character teaching
4. Nourishing the life of the mind through critical thinking and contemplative action
5. An integrative approach to learning Islamic concepts and principles.



## Fruits of Faith

### Stage 5 Illuminations Book 1

## Careers

### Contact: Mrs Rana Chebli

Students choosing a pattern of study for Stage 5 should consider their choices very carefully as changes will be contingent on early application in year 9 and available room in electives. Choices of electives should be based on student interest and ability. Student's results in these electives will be on a merit basis, so it makes sense to choose subjects where your interest will motivate your application to your studies. Whilst there are no electives that will prejudice subject choices in Years 11 and 12 it is important that students choose electives that will encourage good study patterns that will provide transferable skills as they enter Senior Studies.

Students should seek out information on the content and nature of courses. In making choices, students should talk with as many people as possible: parents; teachers; older students; the Careers Counsellor and Year Advisers. The best advice is to carefully choose those subjects which best suit your abilities and interests without consideration to what friends may be choosing. Finally, it is important to remember that it is a: keen interest; consistent effort and great attendance that form the basis for a successful result at the end of Year 10.

Success is most likely when parents are interested, supportive and encouraging while promoting realistic goals. It is possible to explore these aspirations through the college Career Portal. Career Research can be found at [www.jobjump.com.au](http://www.jobjump.com.au). Please note: The school password for jobjump is: bellfield (when registering, please use your personal email address).

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## Elective Units

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### Subject Electives offered for 2024

For Year 9 2024	For Year 10 2025
choose 2 x 100 Hour Elective	choose 2 x 100 Hour Elective
<ul style="list-style-type: none"> <li>● Arabic</li> <li>● Visual Arts</li> <li>● Visual Design</li> <li>● Drama</li> <li>● Persian (Farsi)</li> <li>● Law in Society</li> <li>● Business and Entrepreneurship</li> <li>● Power, Conflict and Peace</li> <li>● Computing Technology</li> <li>● Food Technology</li> <li>● Design &amp; Technology</li> <li>● Physical Activity and Sport in Society 1</li> </ul>	<ul style="list-style-type: none"> <li>● Arabic</li> <li>● Visual Arts</li> <li>● Visual Design</li> <li>● Drama</li> <li>● Persian (Farsi)</li> <li>● Law in Society</li> <li>● Business and Entrepreneurship</li> <li>● Power, Conflict and Peace</li> <li>● Computing Technology</li> <li>● Food Technology</li> <li>● Design &amp; Technology</li> <li>● Sports Science and Performance 2</li> </ul>

**NOTE:** You may study any of the above subjects over a 12-month period only. Do not select the same subject again in the preceding year.

#### When choosing Subjects:

- ✓ Take time to choose wisely
- ✓ Find out about the subjects offered
- ✓ Choose subjects that interest you
- ✓ Choose subjects you believe you will succeed in
- ✓ Choose subjects that engage you in your learning

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### Information Sheet for Students

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Each student will receive a letter with their unique access code for the online selections. This letter will also contain the web link and other required information necessary to complete their choices.

Please note that the school constructs the course lines, staffing and timetabling each semester and therefore **not all courses may be available** each semester.

**Students need to keep a copy of their Year 9 and Year 10 subject selection choices.**

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### Student Notes

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## Electives Levy

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These levies are essential to enhance the educational programs for students. The Elective levies are essential for the purchase of:

- Consumables e.g. food, project materials and technology items.
- Booklets
- other related expenses

### **Elective Levy**

Course levy is charged for Stage 5 electives that require the purchase of materials as listed above.

Stage 5 electives levies are clearly indicated in the Stage 5 elective booklet and should be considered when selecting subjects for Year 9 and 10.

At the time of completion of the course selection forms, parents and students are required to sign a confirmation that they are aware of, and agree to pay, any applicable course levy for the year indicated.

If a student chooses to change courses, there will be a form provided to the parent indicating that they support the change of elective as well as an indicator of the levy for the new course.

Families will receive their Year 9 and Year 10 invoices in Term 1 2024.

## CAPA - Electives

### Visual Arts

Unit Code	Name	Levy
		\$130

#### 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:

- o Focus to a greater degree on art making, in a variety of media but with some specialization in a particular art medium.
- o Extend their critical and historical study of both contemporary and historical arts
- o 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 an opportunity to explore a variety of artistic media such as drawing, print, and ceramics, painting and electronics. 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.

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.

## Visual Design

Unit Code	Name	Levy
		\$120

### Course Description

Stage 5 Visual Design expands on the skills and knowledge developed in Years 7 and 8 and is aimed at students who have a keen interest in expressing their ideas in a visual form. The elective courses in Visual Design offered, caters for a wide variety of interests and abilities. Each course involves both a practical and theoretical component, allowing students to experiment with materials and techniques and refine their skills and ideas.

### Topics Covered

#### ***Visual Design***

Students will develop their graphic design skills in the exploration of Visual Design works such as character illustration, graphic novel design, costume design and technical drawing. Students will be given the opportunity to use a range of materials and techniques such as, painting, stenciling, typography, collage and graphics. They will investigate a range of cultures, urban environments and the student's world as a source for inspiration in relation to other Visual Designers.

Students will expand on their ability to use a range of materials and techniques, including textiles, machine and hand sewing, constructing exterior models using balsa wood, refurbishing second hand goods using decoupage, painting techniques and carving/and or wood burning tools. Practical tasks will coincide with the investigation of a range of designers and their artmaking practice, through the Visual Arts Frames and Conceptual Framework. Students will explore a variety of subject matter and design projects in the development of design artworks.

- o Graphic novel folio(print)
- o Costume design folio (object)
- o Upcycle folio(object, space time)
- o Creative Space folio (object, space time)

### Assessment

Students will be assessed in a variety of methods, including: Formal writing, Practical design production, Folio of work, Visual Design Journal, Safe working practices and peer and Self Assessment. Students understand the learning goals and the criteria that will be applied to judge the quality of their achievement – students receive feedback that helps them make further progress.

## ELD - Languages Electives

### Arabic

Course Description	
<p>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</p>	
Outcomes	
<p><b>Communicating</b></p> <p>Interacting</p> <p>Accessing and responding</p> <p>Composing</p>	<p>A student:</p> <p><b>LAR5-1C</b> manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p><b>LAR5-2C</b> identifies and interprets information in a range of texts</p> <p><b>LAR5-3C</b> evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p><b>LAR5-4C</b> experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences</p>
<p><b>Understanding</b></p> <p>Systems of language</p> <p>The role of language and culture</p>	<p><b>LAR5-5U</b> demonstrates how Arabic pronunciation and intonation are used to convey meaning</p> <p><b>LAR5-6U</b> demonstrates understanding of how Arabic writing conventions are used to convey meaning</p> <p><b>LAR5-7U</b> analyses the function of complex Arabic grammatical structures to extend meaning</p> <p><b>LAR5-8U</b> analyses linguistic, structural and cultural features in a range of texts</p> <p><b>LAR5-9U</b> explains and reflects on the interrelationship between language, culture and identity</p>
<p>Topics Covered: Health and Fitness, Part-time Jobs, Travel and Future plans.</p>	
Assessment	
<p>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.</p>	

### Persian (Farsi)



## Course Description

The outcomes described for Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Farsi. 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

<b>Communicating</b>		
Interacting	<b>LPE5-1C</b>	A student: manipulates Persian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
Accessing and responding	<b>LPE5-2C</b> <b>LPE5-3C</b>	identifies and interprets information in a range of texts evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
Composing	<b>LPE5-4C</b>	experiments with linguistic patterns and structures to compose texts in Persian, using a range of formats for a variety of contexts, purposes and audiences
<b>Understanding</b>		
Systems of language	<b>LPE5-5U</b> <b>LPE5-6U</b> <b>LPE5-7U</b> <b>LPE5-8U</b>	demonstrates how Persian pronunciation and intonation are used to convey meaning demonstrates understanding of how Persian writing conventions are used to convey meaning analyses the function of complex Persian grammatical structures to extend meaning analyses linguistic, structural and cultural features in a range of texts
The role of language and culture	<b>LPE5-9U</b>	explains and reflects on the interrelationship between language, culture and identity

Topics Covered: Health and Welbeing, Giving of Self, Achievements 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.

## Drama

### Course Description

In Drama, students can communicate in complex and powerful ways on their perception of 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 Students are provided with opportunities to engage in activities that 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:

- o Play building
- o Scripted drama
- o Mime
- o Realism
- o Melodrama
- o Street and environmental theatre

### Assessment

Students will be assessed in a variety of methods, including:

- o Formal written
- o Performance based
- o Peer and
- o Self-assessment

## HSIE - Electives

### Commerce Elective - Law in Society

#### Course Description

Students develop an understanding of how the legal and political systems affect individuals and groups and regulate society. Students will also investigate a range of situations in which individuals may come in contact with the law. They examine the legal rights and responsibilities of individuals in society and the range of options available for dispute resolution.

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures. Students will also have the opportunity to examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.

#### Topics Covered

A range of topics will be studied including:

- Law and Political Action
- The Economic and Business Environment
- Towards Independence
- Law in society
- Travel

#### Assessment

All units studied by students consist of internal assessment requirements.

Focus areas for assessment include - how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process.

## Commerce Elective - Business and Entrepreneurship

### Course Description

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students will also have the opportunity to investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.

Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses. Students will also investigate Australia's place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses, and broader society.

### Topics Covered

A range of topics will be studied including:

- Consumer and Financial decisions
- Running a business
- Prompting and Selling
- Our Economy
- Employment and work futures

### Assessment

Focus areas for assessment include - how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.

## History – Power, Conflict and Peace

### Course Description

Students examine the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods and peace agreements. Students sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

**Continuity and change:** some aspects of a society, event or development change over time and others remain the same.

**Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects.

**Perspectives:** people from the past may have had different views and experiences.

**Empathetic understanding:** the ability to understand another's point of view, way of life and actions.

**Significance:** the importance of an event, development, group or individual.

This elective offers the opportunity for students to engage in an area of interest and to develop an understanding of the thematic approach to the study of history.

### Topics Covered

Topic 1: History, Heritage and Archaeology - Biography and Film as History

Topic 2: Ancient, Medieval and Modern Societies - The Middle East and Europe

Topic 3: Thematic Studies - Heroes and Villains

### Assessment

This course is assessed across two formative assessment 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.

## TAS - Electives

### Computing Technology

#### Course Description

The study of Information and Software Technology 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.

#### Topics Covered

Options are:

- o Artificial Intelligence, Simulation and Modelling
- o Digital Media
- o Robotics and Automated Systems

Core Topics (integrated into the options):

- o Design, Produce and Evaluate
- o Data Handling
- o Hardware
- o Issues
- o Past, Current and Emerging Technologies
- o Software

#### 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.

## Design & Technology

Unit Code	Name	Levy
	Course Modules	\$200

### Course Description

In accordance with the K-10 Curriculum Framework Design and Technology 7-10 syllabus, the study of Design and Technology takes into account the diverse needs of all students. The various focus areas provide opportunities for students to develop knowledge, understanding and skills in relation to Design and Technology in today's society. The modules develop knowledge and skills in design techniques, which are enhanced and further developed through the study of subsequent specialised modules.

Students undertaking *Design and Technology* (100 hours) MUST complete two units.

Students wishing to undertake Design and Technology (200 hours) will then proceed to complete another two units not previously studied.

### Topics Covered

In the **Graphics Design module**, students will design and produce a range of Graphic Design products based around a common theme. Students will develop a range of skills in traditional drawing and rendering technics as well as utilising a range of computer software products. Students will also be introduced to the basic elements of colour theory and layout design.

The **Jewellery Design module** explores ring design. Students will learn to make rings in various mediums such as wire and silver producing one off jewellery designs and themed sets. Students will be assessed on the quality of their design development and solutions.

The **Fashion Design module** is designed to introduce beginners to Fashion Drawing. For those with creative ideas, this is the opportunity to learn how to draw a model and present your fashion design ideas in the most effective manner. The course covers principles of drawing fashion figures and exploring the use of various colour mediums. Students will explore these skills through a variety of contemporary design briefs such as Fairy costumes and Fashion of the future. Students will additionally research modern Australian Designers and their approaches to sustainable design.

In the **Interior Design module**, students will investigate and develop designs in the areas of accessories design. In the interior component students will examine and select appropriate furnishing, lighting and colour schemes in the design of interior spaces in a range of environments such as homes.

### Assessment

Students will be assessed in a variety of methods, including:

- o Formal written
- o Performance based
- o Peer and
- o Self-assessment

## 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

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



## PDHPE - Electives

### Sports Science and Performance 2

#### Course Description

This course looks at the science behind sport and physical activity. Students will have a further understanding on how the body moves, how the body is affected during physical activity, how the body can improve its performance and how the body can recover from games and physical activity. Coaching is also implemented in the coach to assist students with the understanding on how coaching is done, the mindset of a coach and the different types of leadership styles that impact individuals within sports.

#### Topics Covered

- Body systems and energy for physical activity
- Physical fitness
- Coaching and leading
- Issues in physical activity and sport

#### Assessment

Focus areas for assessment include sports performance, techniques and strategies to enhance performance. In general, theory work comprises 50% of class time and 50% of class time is spent on practical activities relating to the content being studied.

## Personal Development, Health and Physical Education

### PDHPE Elective (PASS)

#### - Physical Activity and Sport in Society 1

#### 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.

In this course, students will explore the world of Health and Physical Activity. They will have become familiar with nutrition and the importance of nutrition with physical activity. Students will also become familiar with event management and understand all roles and responsibilities of planning events. They will also learn about athletes in Australia's history and how sport was shaped and implemented within the country. Finally, students will understand how physical activity is being implemented and experienced by various groups within Australia. This includes groups such as the elderly, people with disabilities and indigenous individuals.

#### Topics Covered

- Event management
- Physical activity and sport for specific groups
- Australia's sporting identity
- Nutrition and physical activity

#### Assessment

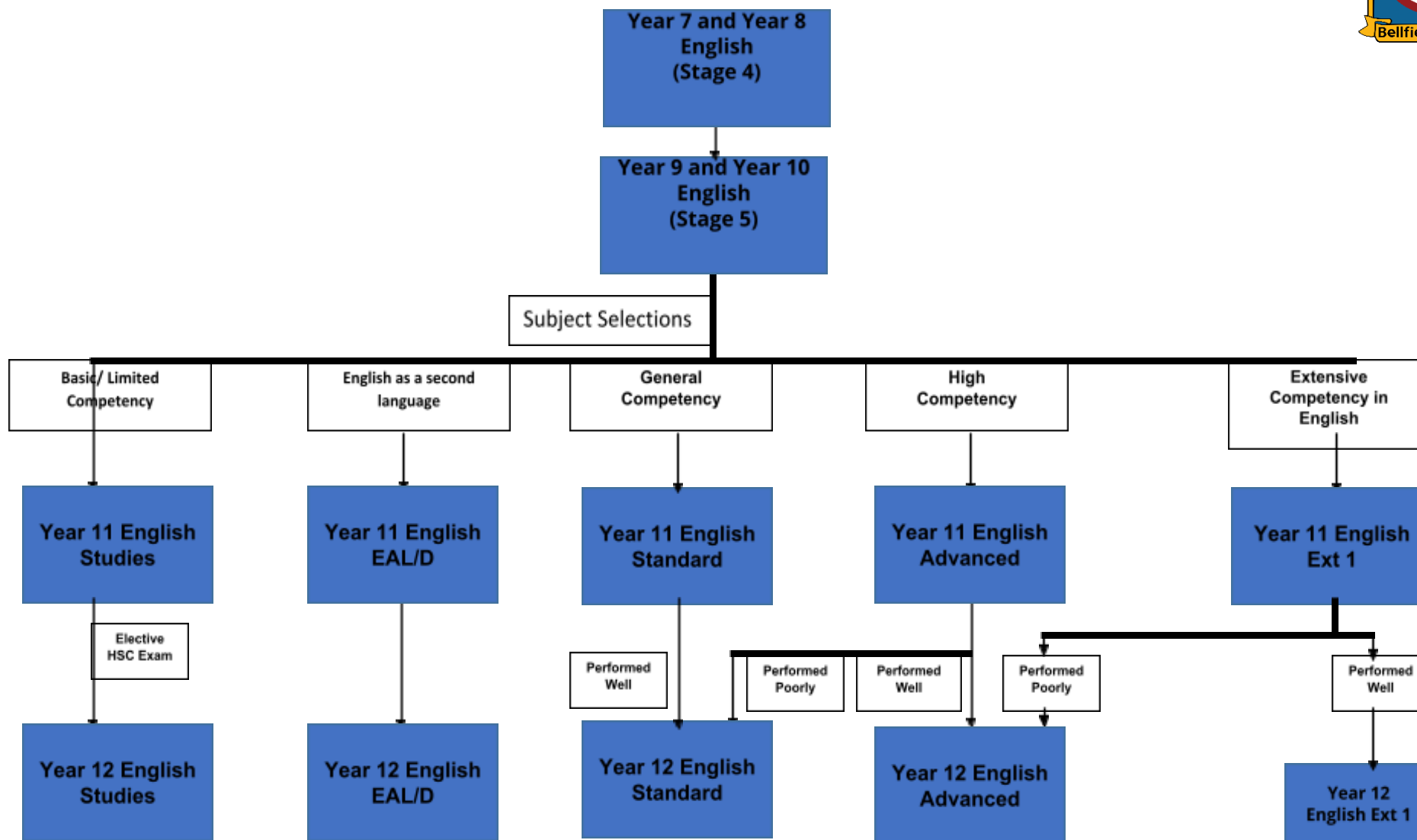
Focus areas include Sports nutrition, sport psychology, ergogenic aids, and the use of technology in sport. Students will be assessed using a variety of methods including, Yearly examination, Research task, Practical assessment.

## Stage 5 Course List

<b>CAPA</b>
Visual Arts
Visual Design
<b>ELD</b>
Arabic
Persian (Farsi)
Drama
<b>HSIE – Human Society and its Environment</b>
Commerce Electives
<ul style="list-style-type: none"><li>- Law in Society</li></ul>
<ul style="list-style-type: none"><li>- Business Entrepreneurship</li></ul>
History Electives
<ul style="list-style-type: none"><li>- Power, Conflict and Peace</li></ul>
<b>TAS</b>
Information & Software Technology (IST)
Food Technology
Design & Technology
<b>PDHPE</b>
Physical Activity and Sports Studies (PASS)
<ul style="list-style-type: none"><li>- Sports Science and Performance 2</li></ul>
<ul style="list-style-type: none"><li>- Physical Activity and Sport in Society 1</li></ul>



### Additional Information for Stage 6 English Pathways



## Performance Descriptions: Stage 6 English

### **Extensive**

A student has achieved a very high level of competence in the processes and skills and can apply these to new situations. A student would be classified as an A grade student in Stages 4 & 5. Students must also achieve a minimum of 90% on the Advanced Entrance Exam (AEE) and 95% on the Extension Entrance Exam (EEE).

### **High**

A student has achieved a high level of competence in the processes and skills of English and can apply these to most situations. A student would be classified as a B grade student in Stages 4 & 5. Students must also achieve a minimum of 90% on the Advanced Entrance Exam (AEE). Students are not eligible for Extension courses.

### **General**

A student has achieved sound knowledge and competence in the main processes and skills of English. A student would be classified as a C grade student in Stages 4 & 5. Students are not eligible for Advanced or Extension courses at this grade.

### **Basic/Limited Competency**

A student has achieved basic or limited knowledge and competence in the core English skills. A student would be classified as a D or E grade student in Stages 4 & 5. Students are not eligible for Standard, Advanced or Extension courses. Students must elect if they would like to sit the formal HSC examination at the beginning of their Year 11 course.

### **EAL/D**

The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. Students must apply for an eligibility declaration through their School Principal.

### **Key**

**AEE-** Advanced Entrance Exam

**EEE-** Extension Entrance Exam

**Performed Well-** A student did not meet the minimum requirement of competence in this course

**Performed Poorly-** A student exceeded the minimum requirement of competence in this course and can continue their course study plan

