



# *Forbes High School*

## Curriculum Handbook

2010

# STAGE 4



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# *Introduction*

## ***The Trimesterised Curriculum***

Forbes High School spent the period 1997-1999 working to develop a curriculum that caters for the needs of all our students. Every student has the right to their own individual pathway in education, choosing courses that interest them and motivate them. In order to make learning as relevant and as interesting as possible we have increased the flexibility in subject choices.

Traditionally students in Stage Four (Years 7 and 8) have studied all the mandatory subjects that the Board of Studies and the Department of Education and Training set out. A number of these subjects were studied over the entire two years, making their delivery and study difficult for many students. The trimester approach eliminates this drawn out nature of the curriculum.

Students will still cover the mandatory subjects but in a different format.

## ***How did the Curriculum Change?***

In 2000 Forbes High School introduced a new approach to our curriculum structure. This new approach is known as Trimesterisation.

All subjects areas (called KLA's) have organised their patterns of study in Years 7 - 10 into a series of courses. Each course lasts a trimester. A trimester is 13 weeks or one third of the year.

Students will study their subjects by combining a number of courses to meet the mandatory requirements mentioned above. In each trimester a student studies six courses. They receive 9 lessons per fortnight in each course. Each course when studied for the 13 weeks of a trimester is 50 hours of study.

Students will receive three reports during the year: a full 4 page report at the end of each trimester. There may also be Parent/Teacher nights where such issues can be discussed and strategies put into place to correct any problems. They may find that as well as studying new courses each trimester they may also have different teachers.

At the end of the year, students will also receive an "Academic Transcript" of all courses/results/awards gained in that year, covering all three trimesters.

## ***What is Stage 4?***

Stage 4 is the term that the Department of Education and Training uses to refer to Years 7 and 8. During Stage 4 all students in NSW must complete certain minimum requirements. Stage 5 covers Years 9 and 10 where the students must complete certain other requirements for the School Certificate. Stage 6 refers to Years 11 and 12. They again must follow certain rules for the Higher School Certificate.

The following table sets out these mandatory requirements and how they translate into trimesters.

### **Stage Four Curriculum Pattern**

Subject	Mandatory Hours	FHS Hours	Trimesters
<b>a. Mandatory Hours</b>			
English	250	300	6
Mathematics	250	300	6
Science/Agriculture	250	300	6
PD/H/PE	200	200	4
Music	100	100	2
Languages	100	100	2
Geography	100	100	2
History	100	100	2
Technology	200	200	4
Visual Arts	100	100	2
<b>TOTALS</b>	1650	1800	36

#### ***What are the Advantages to Students of Trimesterisation?***

The advantages to students are numerous. For Stage 4 students it provides a shorter term focus in that courses only last for 13 weeks. This allows students to know clearly what objectives they must fulfil at the end of the 13 weeks. Students experience success, as short-term objectives are more easily met, providing a positive experience for students.

All courses are treated equally in terms of the number of lessons per fortnight. All courses have 5 outcomes that are outlined in this book. These 5 outcomes will all appear on the Student Report and will receive a grade. There will also be an overall grade for the course.

The publication of the school curriculum in the Stage 4 and Stage 5 Handbooks allows students and parents to see exactly what will be studied and what is expected of students. This is obviously of greater benefit in Stage 5 where students select 50% of their curriculum themselves, in terms of elective subjects.

In Stage 5 more subjects can be offered than ever before because students in Stage 5 are combined in the elective courses. This also means that almost all students will receive what they choose. This also allows greater parent involvement in the selection process.

As well as three reports per year, students will also be tracked in terms of their excellence with a grade point average. Students can see their Student Advisor or Mr Sharpe (Curriculum Co-ordinator) to find out their GPA or they can calculate it themselves. A High Distinction equals 5 points; a Distinction 4 points and so on. They simply add up the points and divide by the number of courses studied to date.

The highest GPA possible is 5.0. Students with a GPA of 4.0 or better received Academic Honour Roll certificates and the student with the highest GPA in each year group will receive the DUX Award for the year.

All students receive individual timetables each trimester that clearly show the courses of study that they will follow for that period of 13 weeks.

### ***What to Do Now?***

The remainder of this book sets out each subject area and the courses that the subject has been broken into. You will notice that all the course numbers start with the number 4. This means it is a Stage four subject. In Stage 5 all courses start with a 5. The numbers after the 4 simply identifies different courses.

Read about the courses you are studying now. See exactly what you will be doing and look at the outcomes that will appear on the Report at the end of the trimester. The more you understand now the easier it will become in Stage 5 when you have to select 50 % of the courses.

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# FORBES HIGH SCHOOL

## *TRIMESTER REPORT ANALYSIS*

Our school reports on your child’s progress three times a year and through three parent/teacher nights, in school interviews or other meetings. You are welcome contact the school to discuss this report and your child’s progress.

You are encouraged to ask the school to provide you with written information that clearly shows your child’s achievement compared to his or her peer group at school. This information will show you the number of children in the group in each of the achievement levels.

If you would like this information, please let the office know and we will send the information to you.

GRADE	DESCRIPTION	AWARD
<b>A Outstanding</b>	The student has an <b>extensive knowledge &amp; understanding</b> 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>High Distinction</b>
<b>B High</b>	The student has a <b>thorough knowledge &amp; understanding</b> 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>Distinction</b>
<b>C Sound</b>	The student has a <b>sound knowledge &amp; understanding</b> of the main areas of content and has achieved an adequate level of competence in the processes and skills	<b>Credit</b>
<b>D Basic</b>	The student has a <b>basic knowledge &amp; understanding</b> of the content and has achieved some basic level of competence in the processes and skills.	<b>Pass</b>
<b>E Limited</b>	The student has an <b>elementary knowledge &amp; understanding</b> in few areas of the content and has achieved very limited competence in some of the processes and skills	<b>Elementary Pass</b>
	<p>Where “non award” appears it may indicate that the student has failed to meet one or more of the following requirements:</p> <ul style="list-style-type: none"> <li>• Satisfactory Attendance</li> <li>• Participation</li> <li>• Effort &amp; Achievement</li> <li>• Reaching some of the course outcomes</li> </ul> <p>A non award may also mean that a student is new to the course and cannot be assessed. The teacher comment will reflect this.</p>	<b>Non Award</b>



# FORBES HIGH SCHOOL

## *TRIMESTER REPORT ANALYSIS*

### ***ACADEMIC AWARDS***

To reward both excellence and endeavour, a new Forbes High School Award system began in the year 2000.

At the end of each trimester students are able to achieve either an “**academic award**” for excellence in their course or an “**encouragement**” award for efforts made during that course.

All overall grades gained by a student in a course are also tracked and converted into a “**Grade Point Average**”. For example, a High Distinction equals 5 points; Distinction equals 4 points; Credit equals 3 points; Pass equals 2 points and an Elementary Pass equals 1 point. Add the points scored and divide by the number of courses. The highest possible G.P.A. is 5.0.

An Academic Honour Roll has been developed to recognise academic excellence as measured by the “Grade Point Average”. The minimum GPA at the end of Trimester Three to qualify for this award is 4.0. As the year progresses, students will be kept abreast of their position in relation to their eligibility to have their name inscribed on the Academic Honour Roll. The student with the highest GPA in each year group will also be awarded Dux for the year.

### ***NON AWARDS***

Students that receive a “non award” in a course must realise that they may be in risk of failing to complete mandatory requirements according to their cohort in school.

In Stage Four (Years 7 and 8) the “non award” may mean that the course (or its equivalent) may have to be repeated in order to meet the requirements of the Board of Studies/Department of Education and Training prerequisites. At the very least it is an indicator to both the student and the parent/caregiver that success in the School Certificate is in jeopardy.

In Stage Five (Years 9 and 10) the “non award” in a course is a direct message that the student has failed fifty percent of their course. While the student will still be able to attempt another equivalent course in that subject, they must realise that only a significant improvement will enable them to satisfactorily complete that subject.

A “non award” in two trimester courses in English, Mathematics, Science and a Social Science subject will in most cases automatically null and void the award of the School Certificate.

**(N.B. A non award for new and transferred students is an exception to the above).**

# Years 7—10 syllabus course Descriptions

## Agricultural Technology

Agricultural Technology is an elective course that may be studied for 100 or 200 hours for the School Certificate. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

### Course Description

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

### What will students learn about?

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

### What will students learn to do?

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

### School Certificate

Satisfactory completion of 100 or 200 hours of study in Agricultural Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement.



# AGRICULTURE TECH.

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
AT 4.1	<b>BAAMOCLUCK</b>	NIL	\$0.00
<b>Unit Description</b>	This course introduces students to a wide range of agricultural industries including sheep, cattle, pigs, poultry, goats, farm safety, chemicals, farm machinery, vegetables and many more. Practical skills, communication, teamwork and getting your hands dirty are important aspects of this subject		
<b>Unit Outcomes</b>	Demonstrate an understanding of a range of agricultural enterprises; Uses an appropriate medium to present first hand information; Develop & apply a range of practical agricultural skills; Organise & maintain a diary of activities of their practical work; and Communicate and work cooperatively within a team: establish & achieve goals		
<b>Assessment</b>	Garden diary, practical skills, theory test, farm safety poster, teamwork.		

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# Years 7—10 syllabus course Descriptions

## English

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

### 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.

### Course Features

The study of English in Years 7–10 includes:

- developing clear and precise skills in reading, writing, speaking, listening, viewing and representing
- the study of Australian literature
- experience of Shakespearean drama (in Stage 5)
- the study of everyday and workplace texts
- the study of Aboriginal experiences and multicultural experiences.

### What will students learn about?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students in Stage 4 (Years 7 and 8) learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, non-fiction, poetry, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

### What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.

## Course Requirements

The study of English in Years 7–10 involves the following text requirements:

<b>Stage 4</b>	<b>Stage 5</b>
<b>Fiction</b> – at least two works	<b>Fiction</b> – at least two works
<b>Poetry</b> – a wide range of types of poems	<b>Poetry</b> – a variety drawn from different anthologies and/or study of one or two poets
<b>Film, or film on video or DVD</b> – at least two works	<b>Film, or film on video or DVD</b> – at least two works
<b>Non-fiction</b> – at least two works	<b>Non-fiction</b> – at least two works
<b>Drama</b> – at least two works	<b>Drama</b> – at least two works

In Stage 5, the selection of texts must give students experience of **Shakespearean drama**.

### School Certificate

Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement. In Year 10, students sit for the English-literacy School Certificate test.

# ENGLISH

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Unit	Unit Title	Prerequisite	Fees
EN 4.1	<b>NON-FICTION AND POETRY</b>	NIL	\$0.00

**Unit Description** In this unit students will be introduced to the concepts involved with the study of English at High School. There will be two focuses in this unit: 1. Non-Fiction Texts, where the emphasis will be on biography, autobiography and factual texts, and 2. Poetry where students will be introduced to a variety of poetic forms and reading of poetry for pleasure.

**Unit Outcomes** Use language to shape meaning accuracy, clarity and coherence.  
 Identify, consider and appreciate cultural expression in texts.  
 Compose interpretive, imaginative and factual texts from personal experience.  
 Reflect on and assess individual and collaborative skill for learning.  
 Participate actively in class discussions/activities and reflect/assess own learning.

**Assessment** Ongoing assessment. It will be based on their ability to fulfil the outcomes and to read, write and speak correctly and meaningfully.

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Unit	Unit Title	Prerequisite	Fees
EN 4.2	<b>SHORT STORIES &amp; NEWSPAPERS</b>	NIL	\$0.00

**Unit Description** In this course students will learn about the features of short stories and newspapers. Unit 1 will focus on the nature and structure of the short story and writing their own stories. Unit 2 will explore newspapers focusing on the structure, purpose and audience.

**Unit Outcomes** Use a range of processes for responding to and composing texts  
 Respond to understand, interpret, critically analyze and read for pleasure  
 Use a range of technologies to compose different texts  
 Understand texts and express views of their broadening world  
 Participate actively in class discussion/activities and reflect on/assesses own learning

**Assessment** Ongoing assessment based on ability to fulfil outcomes and to read, write and speak correctly and meaningfully

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Unit	Unit Title	Prerequisite	Fees
EN 4.3	<b>NOVEL, DRAMA &amp; FILM</b>	NIL	\$0.00

**Unit Description** In this course students will learn about the features of novel, drama and film. Unit 1 will introduce basic terms and ideas used to describe novel and participate in drama games and improvisations. Unit 2 will introduce basic terms and techniques used to study film.

**Unit Outcomes** Use technical terms to describe novel, drama and film  
 Respond critically and creatively to novel, drama and film  
 Evaluate representations of people, places and events in texts (film/novel)  
 Makes connections between and among texts  
 Participate actively in class discussion/activities and reflect/assesses own learning

**Assessment** Ongoing assessment. It will be based on their ability to fulfil the outcomes and to read, write and speak correctly and meaningfully.

# ENGLISH

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Unit	Unit Title	Prerequisite	Fees
EN4.4	<b>PICTURE BOOKS &amp; POETRY</b>	NIL	\$0.00

**Unit Description** In this unit students will rediscover the joys of picture books and the power of verse and poetry. Students will study the characteristics of picture books and create their own. They will see how the tradition of fairy tales is expressed through film. Unit 2 will further develop student experiences with poetry and verse.

**Unit Outcomes** Respond to and compose texts for understanding and pleasure.  
 Use language appropriate to audience, purpose and contexts.  
 Compose using own experiences / ideas imaginatively and interpretively.  
 Understand that texts reflect personal views and experiences.  
 Participate actively in class and keep a notebook as a record of learning.

**Assessment** Ongoing assessment. It will be based on their ability to fulfil the outcomes and to read, write and speak correctly and meaningfully.

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Unit	Unit Title	Prerequisite	Fees
EN 4.5	<b>NOVEL AND FILM</b>	NIL	\$0.00

**Unit Description** In this course students will further develop their knowledge and skills in studying novel and film. Unit 1 will focus on experiencing stories of people as told through literature - both traditional and modern. Unit 2 will focus on exploration of the different film genre and techniques.

**Unit Outcomes** Think critically and interpretively to respond to and compose fiction and film.  
 Identify, consider and appreciate cultural expression in texts.  
 Make connections between and among texts.  
 Understand and use technical terms to describe texts for purpose, audience and contexts.  
 Participate actively in class discussion/activities relating to drama.

**Assessment** Ongoing assessment based on class activities and fulfilling outcomes.

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Unit	Unit Title	Prerequisite	Fees
EN 4.6	<b>NON-FICTION/MULTIMEDIA/DRAMA</b>	NIL	\$0.00

**Unit Description** In this course students will further develop their knowledge of non-fiction texts, multimedia and drama. Unit 1 will explore non fiction texts such as reports, documentaries and some current affairs programs, as well as web pages and the internet. Unit 2 will focus on experiencing drama and, particularly, an introduction to Shakespearean drama.

**Unit Outcomes** Show an understanding of the social and cultural contexts of Shakespeare's world.  
 Critically listen to radio presentations.  
 Write critically and creatively in response to text.  
 Understand the language of Shakespeare and that of popular culture.  
 Participate actively in class activities and keep a note book.

**Assessment** Ongoing assessment. It will be based on their ability to fulfil the outcomes and to read, write and speak correctly and meaningfully.

# Years 7—10 syllabus Course Descriptions

## Geography (Mandatory)

The Geography (Mandatory) course requires students to complete:

100 hours of Global Geography in Stage 4

100 hours of Australian Geography in Stage 5

This is a requirement for eligibility for the award of the School Certificate.

Civics and citizenship learning is an essential feature of the Years 7–10 Geography syllabus.

### 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.

### What will students learn about?

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and different perspectives about the issues; and develop an understanding of civics and appropriate methods of citizenship for individual and group responses to these issues.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

### What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

### Course Requirements

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

## **School Certificate**

Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement. In Year 10, students sit for the Australian History, Geography, Civics and Citizenship School Certificate test.

# GEOGRAPHY

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
GE 4.1	<b>GLOBAL ENVIRONMENTS &amp; COMMUNITIES</b>	NIL	\$0.00

**Unit Description** This course provides an introduction to the discipline of Geography and the nature of geographical inquiry. It examines geographical processes that form and transform global environments, and human interactions within environments.

**Unit Outcomes** Knowledge & understanding of the nature of Geography  
 Knowledge & appreciation of world heritage sites  
 Knowledge & understanding of a global environment  
 Knowledge & understanding of a global community  
 Present a comprehensive record of course participation

**Assessment** Major Assignment; Trimester test; Book work; other tasks as set by the teacher.

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
GE 4.2	<b>GLOBAL ISSUES &amp; CITIZENSHIP</b>	NIL	\$0.00

**Unit Description** This course examines the changing nature of the world and responses to these changes. It studies global geographical issues and appropriate methods of citizenship for their management.

**Unit Outcomes** Knowledge & understanding of the changing nature of the world  
 Knowledge & understanding of global inequalities  
 Knowledge & understanding of global organisations  
 Knowledge & understanding of two global geographical issues  
 To present a comprehensive record of course participation

**Assessment** Major Assignment; Trimester test; Book work; other tasks as set by the teacher.

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# Years 7—10 syllabus Course Descriptions

## History (Mandatory)

The History (Mandatory) course requires students to complete:

100 hours of History in Stage 4

100 hours of Australian History in Stage 5

This is a requirement for eligibility for the award of the School Certificate.

### 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 about?

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact history is also examined.

In Years 9–10, students learn of significant developments in Australia's social, political and cultural history. Key topics include Federation, World War I (including Gallipoli), World War II (with the opportunity to focus on the experiences of Australians such as a POW, a nurse, or a soldier in one theatre of war), the Vietnam War era and the study of one decade's social history in depth. Studies range from a Prime Minister to the experiences of a migrant group.

### What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences. Research activities could range from interviewing a Vietnam Veteran to examining newspaper accounts of the bombing of Darwin in WWII.

### Particular Course Requirements

All students must complete a site study in Stage 4 and Stage 5.

### School Certificate

Satisfactory completion of the mandatory study of History during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement. In Year 10, students sit for the Australian History, Geography, Civics and Citizenship School Certificate test.

# HISTORY

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
HS 4.1	<b>THE OLD WORLD</b>	NIL	\$0.00
<b>Unit Description</b>	This course introduces the student to the concept of History and evidence with a study of the "Body in the Bog". Students then delve into a study of an ancient society (Egypt), a medieval society (Europe) and a further study of a significant person, group, force or event that helped to shape the modern world.		
<b>Unit Outcomes</b>	Locate, select, organise simple historical information from various sources Understand the main aspects of an ancient society (Rome or Egypt) Empathise with aspects of life of peoples of the past Use appropriate written, oral & graphic forms to communicate clearly for specific purposes Present a report on a historically important civilisation.		
<b>Assessment</b>	Evidence test, Knowledge test, Creative writing test, Research assignment/presentation Bookwork .		

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
HS 4.2	<b>THE NEW WORLD</b>	NIL	\$0.00
<b>Unit Description</b>	This course introduces students to the concept of History and evidence with a study of an archaeological find (Mungo Man). Students study the nature and impact of colonisation and contact with other peoples, looking at one of the Americas. This is followed by an in-depth study of indigenous Australians and a further study of a significant person, group, force or event that helped to shape the modern world.		
<b>Unit Outcomes</b>	Locate and organise simple historical information Understand how the indigenous & non-indigenous Australians have responded to contact Use appropriate oral and graphic forms to communicate clearly for specific purposes Demonstrate research and evaluation skills Participates in all aspects of classwork		
<b>Assessment</b>	Evidence Test: (Mungo Man), Writing task, Knowledge test, Research assignment/presentation, Bookwork		

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# Years 7-10 Syllabus Course Descriptions

## Languages

The study of at least 100 hours in one language, to be completed over one continuous 12-month period, is a mandatory requirement for eligibility for the award of the School Certificate. The 100-hour course must cover the Stage 4 outcomes and content of the chosen language syllabus, and must be studied between Years 7–10, but preferably in Years 7–8.

The Board has developed syllabuses in the following languages for the mandatory course:

Aboriginal Languages	Hebrew	Modern Greek
Arabic	Indonesian	Russian
Chinese	Italian	Spanish
Classical Greek	Japanese	Turkish
French	Korean	Vietnamese.
German	Latin	

When students have completed the mandatory 100 hours' language study, they may continue the study of that language as an elective for the School Certificate and/or choose to study another language.

### 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.

For Aboriginal students the study of an Aboriginal language aims to increase self-esteem through an enhanced understanding of their linguistic heritage and an ability to communicate in ancestral languages, to obtain skills in language revitalisation to support cultural and language revival, and to increase links between schools and their local Aboriginal communities.

### 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.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They develop a capacity to interact with people, their culture and their language.

### **What will students learn about in the study of Aboriginal languages?**

Students will develop the knowledge, understanding and skills to communicate effectively in Aboriginal languages and to apply these languages in the world today.

They will explore the nature of languages as systems by making comparisons among Aboriginal languages and between Aboriginal languages and English.

Students will develop knowledge of Aboriginal cultures and gain an appreciation of the interdependence of land, language, culture and identity.

### **What will students learn to do in the study of Aboriginal languages?**

Students will learn to listen and respond to spoken language. They will learn to read and respond to written texts in the Aboriginal language they are learning. Students will be able to establish and maintain communication in familiar situations using the language.

Students will demonstrate an understanding of languages as systems by comparing features of vocabulary and grammar across languages. They will be able to apply a range of linguistic structures to express their own ideas in writing. They will develop their skills to enable them to produce texts in Aboriginal languages.

Students will explore the interdependence of language and culture in a range of texts and contexts, such as stories, song, documentaries and film.

### **What will students learn about in the study of a classical language?**

Students will develop knowledge, understanding and skills in reading, analysing and translating a classical language.

They will explore the nature of languages as systems by making comparisons with English. They will develop an understanding of the correct application of linguistic structures and vocabulary.

Students will also develop knowledge of the culture of ancient civilisations and an understanding of the relationship between language and culture, thereby encouraging reflection on their own cultural heritage and the influence of the classical world on the modern world.

### **What will students learn to do in the study of a classical language?**

Students will learn to read passages in the language and recognise language structures. They will learn to analyse grammatical structures used in simple sentences in extended passages and they will translate sentences in extended passages from the classical language to fluent English.

Students will learn to recognise the function of the relationship between words and structures, and to explain the way in which meaning is conveyed by comparing and describing structures of

Students will learn to recognise the function of the relationship between words and structures, and to explain the way in which meaning is conveyed by comparing and describing structures of the language.

Students will understand the interdependence of language and culture. They will acquire knowledge of key features of the culture of the ancient world.

### **School Certificate**

Satisfactory completion of the mandatory language study will be recorded on the student's School Certificate Record of Achievement.

Satisfactory completion of 100 or 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student's School Certificate Record of Achievement.

# LANGUAGES

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
LA 4.1	<b>DISCOVERING FRANCE &amp; ITS PEOPLE</b>	NIL	\$0.00

**Unit Description** This is a beginners course. It provides an introduction to the sounds, scripts, language and French culture. Students will learn to talk, read and write about themselves and their environment, families and pets, school and subjects studied, likes and dislikes. Several aspects of French culture will be covered.

**Unit Outcomes** Develop an ability to read & write simple French  
 Develop an ability to communicate in French in simulated situations  
 Gain an understanding of French cultural background  
 Keep a comprehensive record of course participation

**Assessment** Tests, Assignments, Oral presentations, Bookwork.

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
LA 4.2	<b>FRANCE &amp; THE WORLD</b>	NIL	\$0.00

**Unit Description** This unit is designed to further develop skills in all areas of listening, reading, writing and speaking French. Students will learn how to get about in France, how to shop and order food. Students will research and present information on French speaking communities. Practical experiences in the areas of culture, arts and crafts will also be covered in this course.

**Unit Outcomes** Develop an ability to read & write simple French  
 Develop an ability to communicate in French in simulated situations  
 Gain an understanding of French cultural background & position in the world  
 Keep a comprehensive record of course participation

**Assessment** Tests, Assignments, Oral presentations, Bookwork.

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# Years 7-10 Syllabus Course Descriptions

## Mathematics

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

### 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. 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.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

### What will students learn about?

Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. Within each of these strands they will cover a range of topics including:

fractions	decimals	percentages
consumer arithmetic	probability	algebraic techniques
coordinate geometry	graphing and interpreting data	perimeter
area	surface area and volume	trigonometry
properties of solids	geometrical figures	deductive geometry.

### What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

### School Certificate

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement. In Year 10, students sit for the Mathematics School Certificate test.

## **MATHEMATICS cont**

For the first 9 weeks of Trimester 1 each mathematics class will be taught three topics (Number, Measurement and Space & Geometry) for a period of three weeks each. A staff member will teach each class one of the topics. At the end of this time, an assessment will be made of each student's mathematics ability. Subsequently, graded classes will be formed, based on ability as indicated through the assessment process. This will enable the appointed classroom teacher to design a course that caters to the ability range of the class. Under this system, each child should be able to learn at the level and rate that best suits his/her indicated potential and also allows for acceleration and movement based on successful work performance.

Students who have not achieved the Stage 3 outcomes will be allowed time to complete these outcomes before moving on to Stage 4 outcomes. At the other end of the spectrum, students who have sustained high work rates and have proven that they have successfully mastered the Stage 4 outcomes, will be encouraged and allowed to progress to Stage 5 outcomes.

The learning pathway consists of five content strands and one process strand.

Content Strands:

- Number
- Patterns and Algebra
- Data
- Measurement
- Space and Geometry

Process Strand:

- Working Mathematically

There is no specific list of knowledge and skills for the Working Mathematically strand. The Working Mathematically processes have been embedded into each of the five content strands. It will develop in students the knowledge, skills and understandings that are acquired through inquiry, application of problem-solving strategies and the use of appropriate technology, communication, reasoning and reflection.

Each of the five content strands is organised into sequential substrands or topics. The table listed below summarises the structure of each strand in terms of the scope and continuum of key ideas that will be taught.

### **Number**

- Stage 3 consolidation
- Operations with Whole Numbers
  - Exploring other counting systems
  - Investigating groups of positive whole numbers
  - Applying mental strategies to aid computation



## MATHEMATICS cont

- Integers
  - Performing operations with directed numbers
  - Simplify expressions involving grouping symbols
  - Applying "*order of operations*"
- Further Operations with Whole Numbers
  - Finding squares, cubes and square & cube roots
  - Using positive index notation
  - Applying tests of divisibility
  - Expressing numbers as a product of prime factors
  - Dividing by a two digit number
- Fractions, Decimals and Percentages
  - Performing operations with fractions, decimals and mixed numerals
  - Using ratio and rates to solve problems
- Probability
  - Determining the probability of simple events
  - Solving simple probability problems
  - Recognising complementary events

### Patterns and Algebra

- Stage 3 consolidation
- Algebraic Techniques
- Using letters to represent numbers
  - Translating betwixt words and algebraic symbols
  - Recognising and using simple algebraic expressions
- Number Patterns
- Creating, recording and describing number patterns in words
  - Using algebraic symbols to describe number patterns
  - Representing number pattern relationships on a grid
- Further Algebraic Techniques
- Simplifying, expanding and factorising simple algebraic expressions
  - Substituting into algebraic expressions
  - Solving linear equations and word problems by algebra
  - Solving simple inequalities
- Linear Relationships
- Interpreting the number plane and locating ordered pairs
  - Graphing and interpreting linear relationships created from number patterns and equations

### Data

- Stage 3 consolidation
- Data Representation
- Drawing, reading and interpreting various graph forms, tables and charts
  - Distinguishing between types of variables used in graphs
  - Identifying misrepresentation and bias in data in graphs
  - Constructing frequency tables
  - Drawing frequency histograms and polygons
- Data Analysis and Evaluation
- Using sampling and census
  - Making predictions from samples and diagrams

## MATHEMATICS

### Measurement

- Stage 3 consolidation

#### Perimeter and Area

- Describing the limits of accuracy of measuring instruments
- Converting between metric units of length
- Developing and using formulae to find perimeter and area of rectangles, triangle and parallelograms
- Finding areas of simple composite figures
- Investigating and finding circumference and area of circles
- Converting between metric units of area

#### Surface Area and Volumes

- Finding the surface area of rectangular and triangular prisms
- Finding the volume of right prisms and cylinders
- Converting between metric units of volume

#### Pythagoras' Theorem

- Discovering Pythagoras' Theorem
- Applying Pythagoras' Theorem

#### Time

- Performing operations involving time units
- Using international time zones to compare times
- Interpreting a variety of tables and charts related to time

### Space and Geometry

- Stage 3 consolidation

#### Properties of Solids

- Determining properties of three-dimensional objects
- Investigating Platonic solids
- Investigating Euler's relationship for convex polyhedra
- Making isometric drawings

#### Properties of Geometric Figures

- Classifying, constructing and determining properties of triangles and quadrilaterals
- Investigating similar figures
- Interpreting & constructing scale drawings
- Identifying congruent figures
- Completing simple numerical exercises based on geometrical properties

#### Angles

- Classifying angles and determining angle relationships
- Constructing parallel and perpendicular lines and determining associated angles properties

# Years 7-10 Syllabus Course Descriptions

## Music

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the School Certificate. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

### 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.

### What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

### What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

### Course Requirements

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

### School Certificate

Satisfactory completion of the mandatory Music course will be recorded on the student's School Certificate Record of Achievement.

Satisfactory completion of 100 or 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement.

## MUSIC

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
MS 4.1	<b>GETTING STARTED</b>	NIL	\$5.00
<b>Unit Description</b>	This course introduces the basic concepts of music. Students learn to play real musical instruments, read and write music notation and listen to a wide range of musical styles.		
<b>Unit Outcomes</b>	Perform as a soloist on the recorder Perform as part of a class ensemble Read and write traditional music notation Basic aural perception skills Knowledge of the concepts of music & how they are used		
<b>Assessment</b>	Research assignment, Performance examination, Written/aural skills test, Book.		

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
MS 4.2	<b>STRINGS 'N' THINGS</b>	NIL	\$5.00
<b>Unit Description</b>	In this unit students will continue their study of music while learning basic guitar and drumming skills.		
<b>Unit Outcomes</b>	Play and sing a number of songs Play as a member of an ensemble Write lyrics to a song Understand chords and progressions Develop an understanding of different musical styles		
<b>Assessment</b>	Practical assessment, Research assignment, Written/aural assessment, Book		

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# **Personal Development, Health and Physical Education**

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

## **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.

## **What will students learn about?**

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

## **What will students learn to do?**

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision-making, planning and moving.

## **School Certificate**

Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student's School Certificate Record of Achievement.

## PD/H/PE

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Unit	Unit Title	Prerequisite	Fees
PD 4.1	<b>GIVE AND TAKE</b>	NIL	\$0.00

**Unit Description** Students will develop and appreciation of current road rules and how to deal with inappropriate behaviours regarding relationships and bullying. Students will also improve communication skills and be better able to manage changes and challenges that occur in their lives. They will also learn to take responsibility for their own fitness and develop their problem solving skills in game situations.

**Unit Outcomes** Describes & analyses the influences on a sense of self  
 Describes the qualities of positive relationships & strategies to address the abuse of power.  
 Participates in and to improve movement skills and level of fitness.  
 Combines elements of movement composition to perform in a range of contexts  
 Describes the nature of health & analyses how health issues impact on young people

**Assessment** Collage of self; fitness testing; gymnastics routine, skills test, design a prototype of car with safety features.

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Unit	Unit Title	Prerequisite	Fees
PD 4.2	<b>MY BODY, MY CHOICE</b>	NIL	\$0.00

**Unit Description** Students will develop a sense of self and understand the physical, social and emotional changes that occur through puberty. How to access suitable health services will also be studied. Students will also explore the effect of their decisions and actions on their health in the context of drug use, diet, nutrition and lifestyle. In PE, they will participate in dance, athletics and games.

**Unit Outcomes** Describes and analyses the influences on a sense of self  
 Describes the nature of health & analyses how health issues may impact on young people  
 Describes how to access and assess health information, products and services  
 Participates in athletics and games  
 Participates in dance & strives to improve movement skills

**Assessment** Athletics assessment; dance routine; research assignment; ongoing assessment through teacher observation of active and regular participation in PE, nutrition assignment; computer task.

## PD/H/PE

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
PD 4.3	<b>MIND MATTERS</b>	NIL	\$0.00
<b>Unit Description</b>	Students will understand the importance of physical activity and how to access different health services. They will be able to identify risky situations and use appropriate management procedures, develop coping strategies and break down the stigma relating to mental health. Students will understand the importance of a positive relationship and value acceptance. In PE, students will participate in athletics, creative dance, fitness testing, volleyball, touch football and Austag.		
<b>Unit Outcomes</b>	Demonstrates improved fitness levels over the trimester Describe the nature of health and analyses how health issues may impact on young people Identify the consequences of risk behaviours and describes strategies to minimise harm Describe how to access and assess health information, products and services Demonstrate individual abilities that contribute to participation/improved fitness		
<b>Assessment</b>	Skills test and teacher observation; log book/reflective journal; advertising critique; Resuscitation certificate; research assignment.		
<hr/>			
<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
PD 4.4	<b>RISKY BUSINESS</b>	NIL	\$0.00
<b>Unit Description</b>	In this unit, students will understand the negative and positive effects of power in relationships, develop suitable personal safety strategies in a variety of scenarios and improve and enhance their sexual awareness and safety. In PE, students will participate in gymnastics, soccer, hockey, softcrosse and AFL.		
<b>Unit Outcomes</b>	Describes the qualities of positive relationships and strategies against the abuse of power Demonstrates and refines movement skills in a range of contexts and environments Combines elements of movement composition to perform in a range of contexts Describes the nature of health and analyses how health issues may impact on young people Identifies the consequences of risk behaviours and describes strategies to minimise harm		
<b>Assessment</b>	Skills test; gymnastics routine; information booklet; role play; class test.		

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## **Science**

Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

### **Course Description**

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

### **What will students learn about?**

Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists, including Australian scientists, to scientific research. They examine the impact on their lives of scientific knowledge and its applications to their communities and surroundings.

### **What will students learn to do?**

Students work individually and in teams in planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and investigation and draw evidenced-based conclusions. Through this problem-solving process they develop their critical thinking skills and creativity.

Students apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.

### **Course Requirements**

Practical experiences which emphasise hands-on activities will occupy a minimum of 50% of allocated course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

### **School Certificate**

Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement. In Year 10, students sit for the Science School Certificate test.



# SCIENCE

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
SC 4.1	<b>WHAT? WHERE? HOW? &amp; WHY?</b>	NIL	\$0.00
<b>Unit Description</b>	Skills and data processing is the basis of this course. This topic is divided into four key areas: * Identification, correct and safe use of laboratory equipment. * Scientific procedure and the processes required to carry out a first-hand investigation. * Computing and scientific data processing skills * Awareness of how relevant science is to everyday life.		
<b>Unit Outcomes</b>	Critically analyse the accuracy of scientific information presented in the mass media Recall and apply knowledge relating to the topic Follow a sequence of instructions to undertake a first-hand investigation Collect and organise data using the Internet, spreadsheets and databases Select appropriate equipment and / or resources to perform a practical task.		
<b>Assessment</b>	Mini student first hand investigation, class tests, assignment, homework sheets, computer assessment.		

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
SC4.2	<b>THINGS THAT CREEP &amp; CRAWL</b>	NIL	\$0.00
<b>Unit Description</b>	Biology is the basis of this course. This topic is divided into four key areas: * The structure and function of the cell—the basic building block of life. * Organisms as a whole system; both plant and animal. * Classification of organisms. * Ecosystems and how organisms adapt to their environment.		
<b>Unit Outcomes</b>	Recall and apply knowledge relating to the topic Classify living things according to structural features Describe the role of body systems in maintaining humans as functioning organisms Describe adaptations of living things to suit environments and cope with disasters Undertake a study of cells using appropriate laboratory equipment		
<b>Assessment</b>	Theory test, skills and process test, research assignment, homework sheets, classification assignment.		

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
SC 4.3	<b>SHOCKING SCIENCE</b>	NIL	\$0.00
<b>Unit Description</b>	Physics is the basis of this course. This topic is divided into four key areas: * Types of energy, its uses and its transmission. * Drawing and constructing circuits. * Electricity and its every day uses. * Forces and their fields with particular emphasis on electrostatic, magnetic, gravitational and frictional forces their effects and their uses.		
<b>Unit Outcomes</b>	Identify situations or phenomena in which different forms of energy are evident Collect and process data for the purpose of a domestic energy audit Select and use an appropriate medium to present information on alternative energies Follow a sequence of instructions to undertake a first-hand investigation Extract and process information from flow diagrams		
<b>Assessment</b>	Theory test, skills test, energy audit assignment, practical report, research assignment		

# SCIENCE

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
SC 4.4	<b>EARTH &amp; ENVIRONMENT</b>	NIL	\$0.00
<b>Unit Description</b>	Come on a journey to the centre of the Earth! On this journey, we will study what makes this beautiful planet tick. If you can't stand the heat at the core of the Earth, take a deep breath, and join us on a discovery to the depths of the Universe!		
<b>Unit Outcomes</b>	Recall & describe components of our Earth and Universe Access information from a variety of secondary sources regarding the hydrosphere Develop a model of a component of the Solar System Extract and process information relating to scales and scale diagrams Follow a sequence of instructions to undertake a first-hand investigation		
<b>Assessment</b>	Topic test, Research assignment, Model assignment, Skills and Processes, practical report.		

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
SC 4.5	<b>CHEMISTRY</b>	NIL	\$0.00
<b>Unit Description</b>	Bang! A reaction erupts. But what is happening at the microscopic level ? In this course students will learn about the particle theory of matter, what differences there are in solids, liquids and gases, and what happens as substances change before our eyes. Students will also learn how to identify elements, form new compounds in reactions, and identify and separate mixtures.		
<b>Unit Outcomes</b>	Describe observed properties of substances using scientific models and theories Follow a sequence of instructions to undertake a first-hand investigation Access information from a variety of secondary sources regarding separation processes Safely and efficiently construct a device that separates mixtures		
<b>Assessment</b>	Topic test, Research assignment, Construction assignment, Database construction, Practical report.		

## **Technology (Mandatory)**

The Technology (Mandatory) Years 7 and 8 syllabus must be studied for at least 200 hours. This is a requirement for eligibility for the award of the School Certificate. Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area.

### **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.

### **What will students learn about?**

All students will learn about the processes of designing through the development of design projects in the areas of:

Built Environments

Products

Information and Communications.

They will learn about the properties, characteristics and applications of a range of materials and resources, and the tools and equipment that are used to manipulate these materials and resources. Students will gain an understanding of the factors that influence design including function and aesthetics. They will study the work of designers and the impact of technological advancement on society and the environment.

### **What will students learn to do?**

Students will learn to identify and respond to needs through the development and production of quality design projects. They will learn to access and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others.

Students will learn to undertake research and experiments to inform the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

### **School Certificate**

Satisfactory completion of the Technology (Mandatory) course will be recorded on the student's School Certificate Record of Achievement.

# TECHNOLOGY

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
TE 4.1	<b>LEISURE PRODUCTS</b>	NIL	\$10.00

**Unit Description** People produce, distribute and consume a variety of goods and commodities devoted to pursuing leisure activities. A considerable proportion of human activity is aimed at providing an enormous quantity of leisure products for mass consumption. This course explores the design and manufacture of some of these leisure products.

**Unit Outcomes** Submit project reports recording procedures used in practical classes  
 Demonstrate an acceptable level of knowledge and understanding of the course content  
 Use appropriate computer applications  
 Complete and present quality design projects  
 Investigate and present research on leisure activities and products

**Assessment** Design projects, project reports, computer work, assignments, tests

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
TE 4.2	<b>BUILT ENVIRONMENTS</b>	NIL	\$10.00

**Unit Description** People create, construct and modify their surroundings for a wide range of purposes. The environments people build are an important part of our communities and culture. In this course students design ways to enhance their built environment by minimising energy and water use.

**Unit Outcomes** Submit project reports recording procedures used in practical classes  
 Demonstrate an acceptable level of knowledge and understanding of the course content  
 Use appropriate computer applications  
 Complete and present quality design projects  
 Investigate and present research on alternative energy sources and passive solar design

**Assessment** Design projects, project reports, computer work, assignments, tests .

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
TE 4.3	<b>FOOD TECHNOLOGIES</b>	NIL	\$10.00

**Unit Description** The Food Technologies component of the Technology (Mandatory) course allows students to gain the basic knowledge, understanding and skills required to operate safely and hygienically in a Food Technology setting. The combination of practical, theory and design work gives the students essential skills to work in groups and individually. Students will be exposed to various forms of tools and technologies, including computing technology.

**Unit Outcomes** Demonstrate proficiency in the safe planning preparation & presentation of food items  
 Talk about design solutions to others  
 Demonstrate proficiency in the use of computer technology to produce a design solution  
 Present a design folio  
 Recall design concepts

**Assessment** Test, Oral Presentation, Assignment, Practical Work, Design Folio.

# TECHNOLOGY

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
TE 4.4	<b>TEXTILE TECHNOLOGIES</b>	NIL	\$10.00

**Unit Description** The Textile Technologies component of the Technology (Mandatory) course allows students to gain the basic knowledge, understanding and skills required to operate safely and efficiently in the Textile Technology setting. This course combines practical, theory and design work in groups and individually. The incorporation of recycled materials develops the students understanding of environmental sustainability and how all industries must remain accountable. Students will be exposed to various forms of tools and technologies, including computing technology.

**Unit Outcomes**

- Demonstrate proficiency in the planning, construction & evaluation of textile products
- Research textile properties
- Present a design folio
- Recall hazards associated with the textile industry
- Demonstrate safe use of textile technologies

**Assessment** Test, Assignment, Practical Work, Design Folio

## Visual Arts

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the School Certificate. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

### 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 become informed about, understand and write about their contemporary world.

### What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks .

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

### What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

### Course Requirements

Students are required to produce a body of work and keep a Visual Arts diary.

### School Certificate

Satisfactory completion of the mandatory Visual Arts course will be recorded on the student's School Certificate Record of Achievement.

Satisfactory completion of 100 or 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement.

# VISUAL ARTS

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
VS 4.1	<b>ARTSCOOL !</b>	NIL	\$10.00

**Unit Description** An introductory course which develops drawing, painting, observation & writing skills. Some relationships studied are, Art and the wider community, the Artist and the work, how the Art world operates and employment and training in the Art world. The design process is explored in ceramics. Students are encouraged to take part in both group and individual works which are exhibited for all to enjoy.

**Unit Outcomes**  
 Make artworks that involve some understanding of the Frames  
 Explore the concept of artist / artwork / world / and audience  
 Investigate ways to develop meaning in their artworks  
 Select different materials and techniques to make artworks  
 Actively use a Visual Art Diary to record their exploration of Art

**Assessment** 20% Critical Studies 20% Historical Studies 60% Practical.

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<b>Unit</b>	<b>Unit Title</b>	<b>Prerequisite</b>	<b>Fees</b>
VS 4.2	<b>INTOART !</b>	NIL	\$0.00

**Unit Description** An expansion course designed to assist in students mastery of composition, through mediums of Chalk pastel drawing / Collage and Black & White Photography. Students are also encouraged to learn to draw using tone and observe the cultural significance of art in painting.

**Unit Outcomes**  
 Explore aspects of the world for inspiration  
 Select different materials and techniques to make artworks  
 Investigate ways to develop meaning in their artworks  
 Explore different art making conventions and procedures  
 Actively use a Visual Art Diary to record their exploration of Art

**Assessment** 20% Critical Studies 20% Historical Studies 60% Practical

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