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Lindisfarne Anglican Grammar School
Curriculum Manual
Stage 5: Year 9 and Year 10
INTRODUCTION

The information provided in the following pages is designed to assist parents and students to better understand the nature of the courses offered to students in years 9 and 10. Included is material from BOSTES – (Board of Studies and Teacher Education Standards) which is subject to change by BOSTES but is correct at the time of publishing. The information provided in these pages is not prescriptive or exhaustive but is rather intended as a guide.

Since January 2010 the school leaving age in NSW has been 17 years old, unless they have arranged for more than 25 hours of of permanent work or training per week.

Since 2012, eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

Some of the key elements of the RoSA are:

- **Cumulative**: showing a student’s achievement until the time they leave school.
- **Results**: from school-based assessment.
- **Comparable**: between students across NSW.
- **Optional Testing**: online literacy and numeracy tests at the time just prior to leaving.
- **Recording of extra-curricular achievements**

Crucial to the student’s success are:

- Effort from the student.
- Home study organisation.
- Progress guided and monitored by the school and home.

Teachers at Lindisfarne Anglican Grammar School have high expectations for the students and seek to help them to strive for excellence within a caring and supportive environment.
STAGE 5: RULES AND PROCEDURES

Mandatory Curriculum Requirements
Over the four years students need to have studied the following courses:

**English** – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.

**Mathematics** – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.

**Science** – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.

**Human Society and Its Environment** – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of History and Geography in Years 9–10.

**Creative Arts** – studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

**Technological and Applied Studies** – studied for 200 hours consisting of the Technology course. At least 50 hours of the course must be devoted to learning about and using computers.

**Personal Development, Health and Physical Education** – studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.

**Languages Other Than English** – studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

If you think you will not meet these requirements by the end of Year 10, you should speak to the Dean of Studies

Additional Studies (Elective Courses)
Lindisfarne students are required to complete two elective courses in each of Year 9 and Year 10.

Students are advised to choose carefully as they will not be permitted to change electives courses after the Week 4 of Term One.

Satisfactory course completion requirements
For the satisfactory completion of a course, it is your responsibility to:

(a) follow the course developed or endorsed by the Board; and
(b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) Achieve some or all of the course outcomes.
Satisfactory completion of courses is judged, among other things, by attendance and level of involvement in class, the assignments, homework, etc. completed and your level of achievement.

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing so that the student can correct the problem and satisfactorily complete the course.

If a student is deemed not to have completed a course, an ‘N’ determination will be awarded for that course. The course will be listed as ‘Not Completed’ on the Record of Achievement and this may mean that the student may not be eligible to begin Year 11.

Flexible progression
The Principal may approve your acceleration in one or more courses, or in all courses. Details of eligibility, requirements and procedures relating to accelerated progression are set out in the Board’s Assessment, Certification and Examination (ACE) Manual and in the Board publication Guidelines for Accelerated Progression. Both documents can be accessed via the Board’s website at http://www.boardofstudies.nsw.edu.au/manuals/acemanual.html. Students at Lindisfarne should consult the Dean of Studies on all matters concerning an accelerated program of study.

Students may accumulate courses and receive an annual Record of Achievement showing all Stage 5 (Years 9 and 10) courses completed and results of tests completed.

The Common Grade Scale
The Common Grade Scale is to be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses.

The Common Grade Scale describes performance at each of five grade levels.

A
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
ASSessment TASKS

At the beginning of Year 9 and again at the beginning of year 10, students will be given online via myLindisfarne to the scheduling information of Assessment Tasks which contains detailed information about:

- the school’s Assessment Tasks policies and procedures
- Assessment Task schedules, which detail the requirements for each subject, including:
  - outcomes assessed for each task
  - dates tasks are due
  - task weightings

It is in the student’s best interests to complete all Assessment Tasks to the highest possible standard.

Below is a brief summary of the school’s Assessment Task policies and procedures for Year 9 and Year 10 students.

Grades
Teachers will collect evidence about a student’s progress and achievement. This information will assist the school in making the final judgment of the grade level to be awarded at the end of each year.

Assessment Task Quality Expectation
Students are expected to be conscientious and research thoroughly in the preparation of each Task in order to illustrate their best possible work.

Deadlines for Assignments and Presentations
Students must submit all written assignments online via myLindisfarne before 9:00pm on the date due. Other types of assignments will be submitted to Student Admin before 3:30pm on the date due.

Students will not be advantaged by submitting (written) or completing (oral) assignments before the due date.

Marks will be deducted for late assignments

Failure to hand in an assessment task will result in non completion of course work. However, in order for the student to satisfy the course requirements, the student must submit the task at a later date; otherwise the student places themselves at risk of being allocated an ‘N’ (non-completion of course) determination for the course.
Late Extensions for Assignments
Extensions are issued for exceptional circumstances that have prevented the student from working on their assignment. Applications must be in writing to the Dean of Studies well before the due date.

Using Computers to Produce Assignments
Students are required to make regular backups their work. We recommend that students keep a working copy on the school’s network drive as well as a working copy on their home computer. The USB drives and cloud should be regarded as a transfer device between school and home. Failure to hand in an assessment task due to a computer issue will not be accepted as reason for assessments not being completed.

Students may also be required to email a copy of their work under progress, at the request of their course teacher.

Plagiarism
Plagiarism is the practice of copying another person’s work without acknowledgement or permission. The plagiarists claim this as their own work.

The School regards any act plagiarism as a serious breach of school rules and as such, any student who plagiarises another person’s work will be dealt with seriously indeed. This could also lead to an ‘N’ determination for the course concerned.

There are no excuses for copying other person’s work. Students should also be aware that copying and pasting from the Internet into one’s assignment is considered as plagiarism, unless the copied work is cited and referenced in a bibliography.

Note the eSubmission of assignments automatically check for originality and makes reports available for students to peruse.

An assignment that is made up of a majority of referenced material will be given a very low mark.

Assignments must indicate to a large degree that the majority of the work is the student’s own original work.

Referenced work should be used wisely. Students should consult with the course teacher if they are unsure of the expectations of quoting another person’s work.

Students Falling Behind In Their Work
If a student falls behind in their work, then it is up to them to make up the work lost, not to have it omitted from their preparation. Suggestions include:

- Meeting with the course teacher outside of class.
- Obtaining copies of notes from another student who is up to date with their work.
EXAMINATIONS

Examination Malpractice
If a student is proven to have been involved in malpractice (cheating) during an examination, the student will be awarded a zero mark for that examination and the matter will be referred to the Head of Senior School and the Dean of Studies.

Each case will be dealt with in accordance with its seriousness and by the application the school’s discipline policy.

Non-Completion of Tasks
Where there is no valid reason for not completing an assessment task, non completion will be recorded for that task and a warning letter will be sent.

If a student’s attempt at a particular task is a non genuine one, a warning letter will also be sent and the student will be required to resubmit the assignment.

Warning Letters
The warning letter is designed for the following purposes:

- Advise the student of the problem to be corrected.
- Generally the student will be given a two-week period to correct the problem.
- Alert the student to the possible consequences of an ‘N’ determination.
- Advise the parent or guardian in writing if the student is less than 18 years of age.
- Request from the student/parent a written acknowledgement of the warning.

If the student fails to correct the problem within the allocated time frame, follow up letters will be issued.

‘N’ determination
A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

Review of ‘N’ determination
A student seeking a review of an ‘N’ determination must apply to the Principal
STUDENT APPEALS

Appealing an Assessment Task
Students have the right to appeal to their course teacher about the mark of an individual assessment task up to seven days from the day the marked task was returned to student.

Illness And Misadventure Appeals
In the case of missed tasks or poor performance during Class Tests, Examinations or Presentations due to Illness or Misadventure students have the right to appeal for special consideration.

Appeals against ‘N’ Determinations
If a student is issued with an ‘N’ determination, the student has the right to appeal by the date published by BOSTES. This must be done in writing and addressed to the Principal.

Appeals against Grades
Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to the Principal.
ABSENT FROM SCHOOL

Absence through illness and/or physical injury
In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In many instances, schoolwork may be undertaken while at home or in hospital. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Long-term illness
A student affected by long-term illness may elect to accumulate his/her courses. The student will then be graded with the cohort of students with whom he/she completes each course and will receive annual Records of Achievement.

Other Absences
Parents are advised by both State and Federal bodies that it may be unlawful to take children out of school for periods during term time for reasons other than illness. Parents must apply for permission from the Principal well ahead of the possible absence.

Absences without satisfactory explanation
Any unsatisfactorily explained absence, if its length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters to the student/parent must indicate how the absence may result in unsatisfactory course completion and set out the steps necessary for the student to satisfactorily complete the course(s).

Approved student exchange
The Principal may grant leave for approved student exchange programs. The school will advise BOSTES of your approved exchange.
**CHANGING COURSES OR CLASSES**

Students are not permitted to change courses or classes without first receiving written permission from the Dean of Studies. No changes to courses are permitted after **Week 4 of Term One**.

**Procedure**
- Change of subject or class forms may be obtained from student Admin or [http://my.lindisfarne.nsw.edu.au](http://my.lindisfarne.nsw.edu.au)
- Students are responsible for filling in the form and obtaining the signatures from the teachers concerned.
- A parent or carer must sign the form.
- The form must be returned to the Dean of Studies.
- The student will receive an updated timetable.
- The student must show this timetable to the teacher upon entering the class for the first time; otherwise the teacher will not admit the student into the class.

**BOSTES MANDATORY COURSES**

**Australian Curriculum: English, Mathematics, Science, History and Geography**

**Others: Personal Development, Health and Physical Education**
ADDITIONAL ELECTIVE COURSES

COMMERCE

Commerce is an elective course that can be studied for 100 or 200 hours.

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

What will students learn about?
Students undertaking a 100-hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and one option.

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options.

Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?
Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

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

Course Description
Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What will students learn about?
All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?
Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
DESIGN AND TECHNOLOGY

Design and Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Course description
Design and Technology develops a student’s ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?
All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?
Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage 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. Project management skills will be developed through individual design projects.

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

Drama is an elective course that can be studied for 100 or 200 hours.

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

What will students learn about?
All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?
Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

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

Food Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

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

What will students learn about?
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

What will students learn to do?
The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
INFORMATION AND SOFTWARE TECHNOLOGY

Information and Software Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Course Description
People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?
The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Software Development and Programming
- Robotics and Automated Systems.
- Internet and Website Development

What will students learn to do?
Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

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

Elective language courses offered in stage 5 at Lindisfarne are French and Japanese:

FRENCH
JAPANESE

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

What will students learn about?
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?
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.

Record of School 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 Record of School Achievement.
MUSIC

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

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.

Record of School 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 Record of School Achievement.

New Courses
Physical Activity Sports Science
Photographic Digital Media
PHOTOGRAPHIC AND DIGITAL MEDIA

Course Description
Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

What will students learn about?
Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, filmmakers, computer/digital and performance artists make photographic and digital media works. Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works 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 making and critical and historical studies.

What will students learn to do?
Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio 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 making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Course Requirements
Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement
Course Description
Physical Activity and Sports Studies aims to enhance students’ capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will students learn about?
The course includes modules selected from each of the following three areas of study:
- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

What will students learn to do?
Throughout the course students will develop skills that develop their ability to:
- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Physical Activity and Sports Studies CEC during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
VISUAL ARTS

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.

Record of School 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 Record of School Achievement.
ACCELERATED COURSES

MATHEMATICS

Students who are selected will complete Stage 5 in year 9 and then Start the Preliminary Mathematics course in year 10 2018. The aim is to complete the Higher School Certificate course when in year 11.

SCIENCE

Students who are selected will complete Stage 5 in year 9 and then start the Preliminary course of Physics, Biology or Chemistry in year 10 2018. The aim is to complete the Higher School Certificate course when in year 11.