LINDISFARNE

ANGLICAN
GRAMMAR SCHOOL

Curriculum Manual

Stage 5: Year 10
2020

TABLE OF CONTENTS

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 the NSW Education Standards Authority (NESA) which is subject to change but 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 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.

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 their 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 to 10 with 400 hours to be completed by the end of Year 10.

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

Science – studied substantially in each of Years 7 to 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 to 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 and 8 and 100 hours each of History and Geography in Years 9 and 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 to 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 and 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 elective courses after **Week 4** of **Term 1.**

Satisfactory Course Completion Requirements

For the satisfactory completion of a course, it is your responsibility to:
1. follow the course developed or endorsed by NESA;
2. apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. 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, 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 Assessment, Certification and Examination (ACE) Manual and in the NESA publication Guidelines for Accelerated Progression. Both documents can be accessed via the NESA website. Students at Lindisfarne should consult the Dean of Studies on all matters concerning an accelerated program of study.

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

The Common Grade Scale

The Common Grade Scale is to be used to assign grades for students in Stage 5 (Years 9 and 10) 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 the 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.

Minimum Standard of Literacy and Numeracy

Students sitting the Higher School Certificate examinations in or after 2020 will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.
  ● Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
  ● Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
  ● Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Further information is provided on the following websites:
- http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/what-is-the-standard
- http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/what-is-the-standard/skill-level-required

ASSESSMENT TASKS

At the beginning of Year 9 and again at the beginning of Year 10, students will be given access online to the scheduling information of Assessment Tasks which contains detailed information about:
- The School's Assessment Tasks policies and procedures; and
- Assessment Task schedules, which detail the requirements for each subject, including:
  - outcomes assessed for each task;
  - dates tasks are due; and
  - task weightings.

It is in the student's best interest 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 eachYear.

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 Administration 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 of their work. We recommend that students keep a working copy on their School's Google drive.
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 practise of copying another person's work without acknowledgement or permission. The plagiarists claim this as their own work.

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

There are no excuses for copying another 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 can check for originality of material submitted.

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 of 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:
1. followed the course developed or endorsed by NESA;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
3. 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 for an individual assessment task up to seven days from the day the marked task was returned to the 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 NESA. 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 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 NESA 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 1.**

Procedure

- Change of subject or class forms may be obtained from Student Administration.
- Students are responsible for completing the form and obtaining 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.

NESA MANDATORY COURSES

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

Others: Personal Development, Health and Physical Education.

ADDITIONAL ELECTIVE COURSES

COMMERCE

Course Description
Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political 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 may undertake either 100 or 200 hours of study in Commerce in Stage 4 and/or Stage 5. Each option builds on the essential learning of the core and allows teachers and students to extend core learning.

Core Study
Each Core Study topic should be 20 to 25 indicative hours:
1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

Options
Each Option topic should be 15 to 25 indicative hours:
1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

What will students learn to do?
Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

DESIGN AND TECHNOLOGY

Design and Technology is an elective course that may be studied for 100 or 200 hours for Stage 5 (Years 9 and 10). It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7 to 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 (Years 9 and 10). It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7 to 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 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.

GEOGRAPHY ELECTIVE

Board Developed Course.

Course Description
Geography Elective enables students to learn about the geographical processes that form and transform environments and communities. Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments. Through geographical inquiry, students develop knowledge and understanding to become informed, responsible and active citizens. Students have the opportunity to further their geographical understanding through investigation of the concepts of place, space, environment, interconnection, scale, sustainability and change. They engage with the geographical tools of maps, fieldwork, graphs and statistics, spatial technologies, and visual representations, in order to acquire, process and communicate geographical information.

Course Requirements
Students may undertake either 100 or 200 hours of study in Geography Elective in Stage 4 and/or Stage 5. Courses are structured in the following ways:
- 100 hours with a minimum of three topics
- 200 hours with a minimum of five topics.

Across a 100-hour course or a 200-hour course, students may study only one school-developed option.

The option topics to be studied within this course include:
- Physical Geography
- Oceanography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Transcontinental Transect
- School-developed Option

HISTORY ELECTIVE

Board Developed Course.

Course Description

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Course Requirements

Students may undertake either 100 or 200 hours of study in History Elective in Stage 4 and/or Stage 5. The History Elective course consists of three topics which include a range of options for study.

The option topics to be studied within this course include:
- Topic 1. History, Heritage and Archaeology
- Topic 2. Ancient, Medieval and Modern Societies
- Topic 3. Thematic Studies

Courses are structured in the following ways:
- 100 hours: One option from each of Topics 1, 2 and 3 must be studied.
- 200 hours: One option from each of Topics 1, 2 and 3 and at least two other options from any of the topics.

Topics may be integrated in teaching and learning programs.

INFORMATION AND SOFTWARE TECHNOLOGY

Information and Software Technology is an elective course that may be studied for 100 or 200 hours for Stage 5 (Years 9 and 10). It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7 to 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.
- Internet and Website Development.
- Software Development and Programming.
- Robotics and Automated Systems.

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

The Elective language course offered in Stage 5 (Years 9 and 10) at Lindisfarne is **Japanese.**

Course Description
Language 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 be recorded with a grade on the student's Record of School Achievement.

MARINE AND AQUACULTURE TECHNOLOGY

Course description
The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.
- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest.

The Marine and Aquaculture Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn
Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

Course requirements
To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Marine and Aquaculture Technology Years 7 to 10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

Students undertaking the 100-hour course are required to complete:
- Core 1 AND any five option modules.

Students undertaking the 200-hour course are required to complete:
- Core 1, Core 2 AND six option modules additional to those in the first 100 hours.
- Core 1 is to be studied at the beginning of the course and Core 2 is to be studied at the beginning of the second 100 hours of the course.

Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

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

MUSIC

This 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?
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 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 Year 7 and/or Year 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.

PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and Digital Media is an elective course that may be studied for 100 or 200 hours for Stage 5 (Years 9 and 10).

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. Students will 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.

PHYSICAL ACTIVITY AND SPORTS STUDIES

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 the quality and enjoyment of movement. The Physical Activity and Sports Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

The course includes modules selected from each of the following three areas of study:

- Foundations of Physical Activity
    - Body systems and energy for physical activity
    - Physical activity for health
    - Physical fitness
    - Fundamentals of movement skill development
    - Nutrition and physical activity
    - Participating with safety
    - Physical Activity and Sport in Society
- Australia's sporting identity
    - Lifestyle, leisure and recreation
    - Physical activity and sport for specific groups
    - Opportunities and pathways in physical activity and sport
    - Issues in physical activity and sport
- Enhancing Participation and Performance
    - Promoting active lifestyles
    - Coaching
    - Enhancing performance – strategies and techniques
    - Technology, participation and performance
    - Event management

Throughout the course students develop knowledge, understanding and 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; and
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Course requirements

Students may undertake either 100 hours or 200 hours of study in Physical Activity and Sports Studies in Stage 4 and/or Stage 5. The outcomes and content have been designed at a Stage 5 level.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Physical Activity and Sports Studies CEC Years 7 to 10 during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (ROSA). Students undertaking the Physical Activity and Sports Studies course based on Life Skills outcomes and content are not allocated a grade.

VISUAL ARTS

Visual Arts is an elective course that may 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.

STEM ENRICHMENT ELECTIVE

STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS)

Note: This course is an enrichment course and will not be included in RoSA.

The STEM elective is offered as an enrichment course for students interested in pursuing further studies and potentially a career in the fields of Science, Technology, Engineering and Mathematics. The course incorporates many aspects of their skills and knowledge from these subject areas and is taught with a focus on individual and team project-based challenges and problem-solving techniques.

In the first semester, students are introduced to computer coding using a variety of application specific robotic platforms. Through this the students will learn and apply their mathematical and scientific skills and knowledge as they first investigate robotic motion. They then learn about microelectronics and micro-controllers and expand their coding skills as they begin to design systems with sensors and inputs. This is then extended to more advanced robotic projects where students build and test fully functional robotic arms and design controlling interfaces.

The second half of the year sees students applying their STEM-skills to more advanced projects. Opportunities exist for students to participate in national and international STEM competitions; to design, construct and operate a microprocessor controlled robotic apparatus or drone, or to pursue many other STEM-related projects. The final term sees students undertake their own individual or team project where a technological solution is found for a real school or community problem.

Throughout the course an emphasis is placed on students' project management, communication and problem-solving skills. This provides students with opportunities to learn computer coding, web design and elements of the engineering design process.

ACCELERATED COURSES

STUDIES OF RELIGION 1

Students who choose this course will complete the Year 11 Course in Year 10 and take the HSC in Year 11.

Course Description
Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

What will students learn about in the Preliminary Course?
● The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
● Two Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam and Judaism.
  ○ Origins.
  ○ Principal beliefs.
  ○ Sacred texts and writings.
  ○ Core ethical teachings.
  ○ Personal devotion/expression of faith/observance.

What will students learn about in the HSC Course?
● Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spirituality and their contribution to an understanding of religious beliefs and religious expression in Australia today.
● Two Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam and Judaism
  ○ Significant people and ideas.
  ○ Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics.
  ○ Significant practices in the life of adherents.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

ENTERTAINMENT INDUSTRY – ACCELERATED

Entertainment Industry is a Category B Industry Curriculum Framework Course.

Certificate III in Live Production and Services - CUA30415

AIS RTO Code: 90413

Students who choose this course will complete the Preliminary Course in Year 10 and take the HSC in Year 11.

Entertainment Industry offers training opportunities to students who are interested in performance and events, lighting and sound, staging and set design and dealing with patrons and professionals. This course is based on units of competency which have been developed by the entertainment industry to describe the competencies, skills and knowledge required by workers in the industry.

The Entertainment Industry mandatory focus areas are:
- Audio.
- Customer Service.
- Lighting.
- Safety.
- Staging.
- Vision.
- Working in the Entertainment Industry and workplace.

Work Placement
Students must also complete 70 hours of work placement training in an industry related environment. Where possible, the School will help to facilitate this outside school terms.

You can gain:
- A nationally recognised qualification.
- CUA30415 Certificate III in Live Production and Services OR Statement of Attainment.
- Accreditation for your HSC.
- Accreditation for your ATAR.
- Pathway to a diploma or degree.
- Credit towards further course work.

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs:
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion
HSC Vocational Education and Training (VET) courses are competency-based. NESA and the VET Quality Framework require that a competency-based approach to assessment is used. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to individual standards. Students will be progressively assessed as "competent" or "not yet competent" in individual units of competency.

HSC Examination
Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive and AQF VET statement.

School-Based Traineeship
A school-based traineeship is available. For more information: www.sbatinnsw.info.

HOSPITALITY – KITCHEN OPERATIONS

Hospitality Kitchen Operations is a Category B Industry Curriculum Framework Course.

SIT20416 Certificate II in Kitchen Operations.

 AIS RTO Code: 90413

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

Working in the Hospitality industry involves:
● Supporting and working with colleagues to meet goals and provide a high level of customer service.
● Developing menus, managing resources, preparing, cooking and serving a range of dishes.
● Providing food and beverage service in a range of settings.
● Providing housekeeping and front office services in hotels, motels, resorts as well as a variety of other hospitality establishments.

Work Placement
Students must also complete 70 hours of work placement training in an industry related environment. Where possible, the School will help to facilitate this outside school terms.

You can gain:
- A nationally recognised qualification.
- Certificate II in Kitchen Operations OR Statement of Attainment - SIT20416.
- Accreditation for your HSC.
- Accreditation for your ATAR.
- Pathway to a diploma or degree.
- Credit towards further course work.

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs:
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion
HSC VET courses are competency-based. NESA and the VET Quality Framework require that a competency-based approach to assessment is used. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to individual standards. Students will be progressively assessed as "competent" or "not yet competent" in individual units of competency.

HSC Examination
Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive and AQF VET statement.

School-Based Traineeship
A school-based traineeship is available. For more information: www.sbatinnsw.info.

INFORMATION DIGITAL TECHNOLOGY (IDT) - WEB AND SOFTWARE APPLICATIONS

Information Digital Technology is a Category B Industry Curriculum Framework Course.

ICT30115 Certificate III in Information Digital Media and Technology.

AIS RTO Code: 90413

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

The Information and Digital Technology Curriculum Framework mandatory focus areas are:
- Working in the industry.
- Operating system software.
- Diagnostic testing.
- Safety.

Work placement
Students must also complete 70 hours of work placement training in an industry related environment. Where possible the school will help to facilitate this outside school terms.

You can gain:
- A nationally recognised qualification.
- Certificate III or Statement of attainment in Information Digital Technology - ICT30115
- Accreditation for your HSC.
- Accreditation for your ATAR.

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs:
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion
HSC VET courses are competency-based. NESA and the VET Quality Framework require that a competency-based approach to assessment is used. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to individual standards. Students will be progressively assessed as "competent" or "not yet competent" in individual units of competency.

HSC Examination
Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive and AQF VET statement.

School-Based Traineeship
A school-based traineeship is available. For more information: www.sbatinnsw.info.

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