



LINDISFARNE

Anglican Grammar School

Curriculum Manual
Year 9 2027

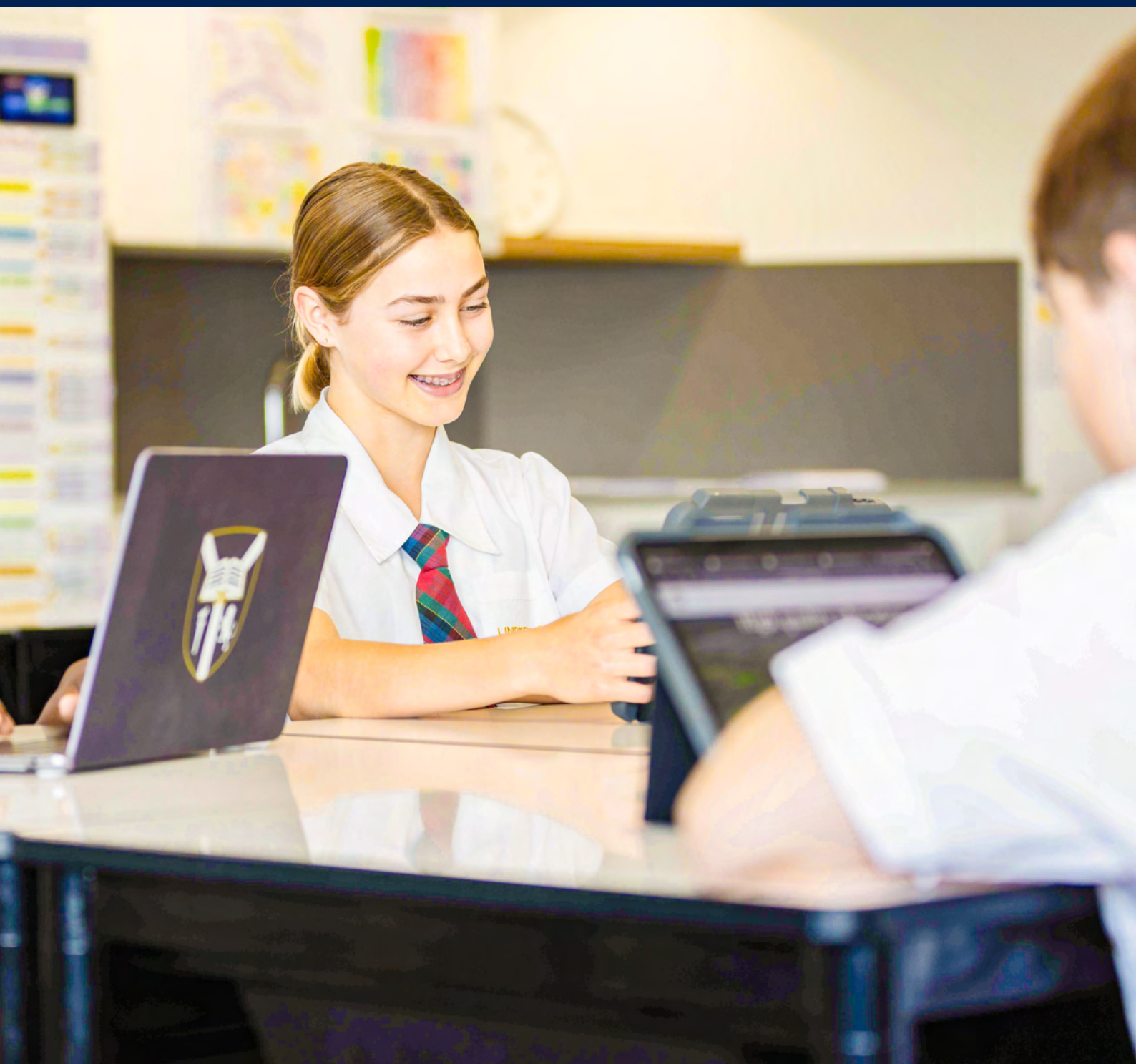




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Introduction

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.

Please Note: Courses run from year to year depending upon student interest. Some of the subjects may be withdrawn if there are not sufficient student numbers. At Lindisfarne we endeavour to provide as many courses as possible that match the interests and abilities of the student cohort. We try to give students their first choices. However, this is impossible to guarantee.

Stage 5: Year 9 and 10

NESA Mandatory Curriculum Requirements

Over the four years from Year 7 to Year 10 students need to have studied the following courses from the NESA Key Learning Areas:

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 2 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 3 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 NESAs;
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 NESAs publication Guidelines for Accelerated Progression. Both documents can be accessed via the NESAs website. Students at Lindisfarne should consult the Dean of Studies on all matters concerning an accelerated program of study.

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 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.
- 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>

At Lindisfarne students will sit for their HSC minimum standards tests in the first Term 1 of Year 10

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.

Changing Courses Or Classes

Students are not permitted to change courses without first receiving permission from the Dean of Studies. No changes to courses are permitted after **Week 3** of **Term 1**.

Procedure

- Change of subject forms are available from Student admin and online via Parent Lounge
- 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.

Stage 5 Courses

All students in Stage 5 - Years 9 and 10 must complete NESA Mandatory courses in English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education. Students will study 2 electives in Stage 5.

At Lindisfarne students in Year 9 will undertake the RITE journey as part of the Pastoral Care program. In Year 10 students will take part in Service Learning.

Elective Courses on offer 2027

Agriculture - New Syllabus 2027

Course description

The Agriculture Technology Syllabus enables students to develop knowledge, understanding and skills to explore the application of technologies and processes in agricultural contexts. They establish and manage plant and animal production enterprises in local environments. Students engage in practical experiences and project work to develop project management, collaboration and communication skills to support their future learning.

What students learn

Students develop knowledge and understanding about agricultural production, including systems and Practices used by Aboriginal and Torres Strait Islander Peoples. They are provided with opportunities to access and participate in plant and animal production processes, both individually and collaboratively.

Students investigate how the application of agricultural systems and practices can impact on the environment and contribute to sustainability.

Students learn and apply safe work practices when establishing and managing agricultural production enterprises. Students explore innovative, sustainable design and production practices which enables them to understand the challenges, limitations and consequences of developing agricultural systems and solutions.

Students design, plan and improve agricultural systems and solutions, and learn to apply their knowledge and synthesise conclusions from experimentation to support quality agricultural production.

Through diverse, real-world learning experiences students engage with traditional, contemporary and innovative technologies that have the potential to transform local and global agricultural systems and practices.

Students learn to recognise career opportunities through an exploration of current and emerging agricultural technologies and practices.

Course requirements

Practical experiences and project work

To satisfy the requirements of the syllabus, students undertake a range of practical experiences and project work. These experiences should be used to develop the skills of designing, investigating, using technology and communicating.

Practical experiences must make up the majority of the course and should be designed to be accessible to all students. Practical experiences may include:

- fieldwork
- small plot activities
- laboratory work
- plant and animal production activities
- maintenance activities
- models and simulations
- field trips to commercial farms and other parts of the production and supply chain.

Schools may choose to deliver a project that involves sustained agricultural practice. This will provide students with the opportunity to demonstrate their interest and ability to integrate and apply technological concepts and skills.

Safety and risk management

Schools are required to ensure they follow [safety and risk management](#), including the welfare of animals, in delivering the Agriculture Technology 7–10 Syllabus.

Course Requirements

100-hour elective course requirements

Students are required to undertake:

- at least 2 enterprises, drawing on content from appropriate focus areas
- one intensive or one extensive enterprise
- one plant enterprise and one animal enterprise
- at least one collaborative activity.

200-hour elective course requirements

Students are required to undertake:

- at least 4 enterprises
- content from all focus areas
- one intensive and one extensive enterprise
- at least one plant and one animal enterprise
- at least one collaborative activity.

Record of School Achievement

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

Additional Course Levy will apply

Aquaculture Technology - new course 2027

Focus of learning

The Aquatic Technology Syllabus enables students to develop knowledge, understanding, and skills to explore the application of technologies and processes in aquatic contexts. Students investigate marine and freshwater systems and their significance to global ecosystems. They engage in practical experiences and project work that enhances their understanding of aquatic ecosystems and how technology can support the conservation and protection of those systems. Students develop skills in project management, collaboration and communication to support their future learning.

What students learn

Students develop knowledge and understanding about the management and conservation of aquatic ecosystems, including Practices used by Aboriginal and Torres Strait Islander Peoples. They are provided with opportunities to engage with marine and freshwater environments, both individually and collaboratively, and learn how human activity interacts with these ecosystems. Students investigate how the application of technology can contribute to the monitoring and protection of aquatic environments and promote sustainability.

Students learn and apply safe practices when working in aquatic environments. Students explore innovative and sustainable practices in aquatic technology, and investigate the impact of cultural, social, and economic factors on aquatic environments. Students propose solutions to current challenges, the limitations and the consequences of human interaction with marine and freshwater systems.

Through diverse, real-world learning experiences students engage with traditional, contemporary and emerging technologies that have the potential to transform local and global aquatic systems. Students learn to recognise career opportunities through an exploration of current and emerging aquatic technologies and global practices.

Course requirements

Practical experiences and project work

To satisfy the requirements of the syllabus, students undertake a range of practical experiences and project work. These experiences should be used to develop the skills of designing, investigating, using technology and communicating.

Practical experiences must make up the majority of the course and should be designed to be accessible to all students. Practical experiences may include:

- fieldwork
- laboratory work
- design and production projects
- maintenance activities
- aquatic plant and animal investigation activities
- models and simulations
- food preparation and production
- field trips to commercial aquaculture and other production and supply chain settings.

The Aquatic engagement project focus area option provides students with the opportunity to investigate, report, communicate and implement their own ideas or skills in a field of aquatic engagement. The project is

an opportunity for students to apply the skills they have acquired to solve a defined problem in the context of aquatic engagement.

Safety and risk management - Schools are required to ensure they follow [safety and risk management](#) in delivering the Aquatic Technology Syllabus

100-hour elective course requirements

Students are required to undertake:

- at least ONE core focus area
- at least ONE focus area from the other focus area group
- at least 2 projects
- at least ONE collaborative activity.

200-hour elective course requirements

Students are required to undertake:

- 2 core focus areas
- at least ONE additional focus area from Aquatic life and environments focus area group
- at least ONE additional focus area from Aquatic engagement focus area group
- at least 4 projects
- at least ONE collaborative activity.

Aquatic life and environments focus area group

- Aquatic environments and conservation (core)
- Aquatic biology (option)
- Aquatic ecology (option)
- Investigating aquatic ecosystems (option)
- Local area study (option)

Aquatic engagement focus area group

- Aquatic food and products (core)
- Aquatic activities (option)
- Aquatic industries (option)
- Aquatic harvesting (option)
- Aquatic engagement project (option)

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).

Additional Course Levy will apply

Commerce - New Syllabus 2027

Course Description

The Commerce Syllabus enables students to develop the knowledge, understanding and skills that form the foundation for making sound decisions about consumer, financial, economic, business, legal, political and work matters. Students develop the ability to research information, apply problem-solving strategies, foster an entrepreneurial mindset and evaluate options in order to make informed and responsible decisions as individuals and members of society.

What students learn

Students learn about consumer, financial, economic, business, legal, political and work concepts and issues. They are provided with the opportunity to develop their research, communication, decision-making and problem-solving skills. Students develop an understanding of the role of government and the law and are equipped to make well-informed decisions in their personal and professional lives as members of a democratic society.

Students develop an understanding of the relationship between consumers, businesses and governments in the economy, investigating how these interactions impact the wellbeing of individuals and communities. They develop knowledge of civics and skills for citizenship, and recognise the importance of being an informed, responsible and active citizen.

Students develop values and attitudes that promote ethical behaviour, social responsibility and a commitment to contributing to a more just and equitable society.

Course requirements

Commerce may be studied as a 100-hour or a 200-hour course.

100-hour elective course requirements

Students are required to undertake:

- a minimum of 2 core focus areas
- additional study of selected options to meet the 100-hour requirement.

200-hour elective course requirements

Students are required to undertake:

- all 5 core focus areas
- additional study of selected options to meet the 200-hour requirement.

Across a 100-hour course or a 200-hour Stage 5 course, students may study only ONE School-developed option.

Focus areas (core)

- The consumer and financial environment
- The economic environment
- The business environment
- The legal and political environment
- The work environment

Focus areas (options)

- Our economy
- Running a business
- Promoting and selling
- Investing
- Law in action
- Political and community involvement
- The travel consumer
- Towards independence
- School-developed option

Record of School Achievement

Students may undertake either 100 or 200 hours of study in Commerce in Stage 5, which will be recorded as a grade on the student's Record of School Achievement (RoSA).

Computer Technology

Computing Technology offers students the opportunity to acquire specific skills in applying computing technologies and developing digital solutions that can be implemented across a range of contexts, including industrial, commercial, and recreational domains. The subject aims to foster skills in computational, design, and systems thinking, as well as data analysis and programming (Python coding). Students will develop the necessary knowledge and skills to engage with and contribute to an increasingly technology-focused world.

The curriculum of Computing Technology is designed to enable students to analyze data, design user experiences, connect people and systems, develop websites and apps, build mechatronic systems, and create simulations or games. Students will learn to use hardware and software to manage and secure data while also exploring the social, ethical, and legal responsibilities that come with creating digital solutions. Privacy and cybersecurity principles will also be addressed in this context.

The course provides opportunities for students to transfer their knowledge to new situations, build on technical skills and experiences, and develop project-management skills through planning, collaboration, communication, and designing solutions.

Course Description

Computing Technology provides students with essential knowledge, understanding and skills of computational design and systems thinking. The syllabus encourages creativity, collaboration and ethical technology use. Through practical experiences in coding, data analysis and digital systems, students develop knowledge and skills to contribute to an increasingly technology-focused world.

What students learn

Students develop knowledge and understanding about enterprise information systems and software development. Through practical application, students individually and collaboratively design, produce and evaluate creative solutions using a range of computing technologies.

Students explore how the application of computing technologies can impact society and the environment and contribute to solving real-world challenges. As creators of digital solutions, students investigate the social, ethical and legal responsibilities of using data while considering privacy and cybersecurity principles.

Students develop knowledge and skills in using a range of hardware and software applications. Students learn to problem-solve and recognise career opportunities through an exploration of current and emerging computing technologies and practices.

Course requirements

Computing Technology may be studied as a 100-hour or a 200-hour course.

All outcomes must be programmed for 100-hour and 200-hour courses.

Safety and risk management Schools are required to ensure they follow [safety and risk management](#) in delivering the Computing Technology 7–10 Syllabus.

100-hour elective course requirements

Students are required to undertake:

- at least one Enterprise Information Systems focus area
- at least one Software Development focus area
- 2–3 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

200-hour elective course requirements

Students are required to undertake:

- at least 2 Enterprise Information Systems focus areas
- at least 2 Software Development focus areas
- 4–6 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

Record of School Achievement

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

Dance

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

Course Description

The Dance Syllabus develops students' knowledge, understanding and skills in the essential practices of Performance, Composition and Appreciation. Dance supports the physical, creative and intellectual development of students and provides the means for them to express and communicate ideas through dance. Founded on artistic and aesthetic principles, the syllabus places value on the art form and dance in cultural, social and personal contexts.

What students learn

Students study performance, composition and appreciation to develop knowledge and understanding about how dance communicates ideas. They gain insights into the significance of Aboriginal and Torres Strait Islander dance, and the multicultural dance heritage of Australia, deepening their awareness of culture, society and diverse perspectives.

Students demonstrate the application of dance technique to communicate intent across different styles and contexts. They show safe dance practice and dance technique in preparing the body to express and communicate an intent. They manipulate the elements of dance to demonstrate performance quality and interpretation in context.

Students take on the role of a composer and they create and structure movement to communicate an idea and intent. In response to different stimuli, students build a personalised movement vocabulary and structure the elements of dance to communicate a specific idea and intent. Students assume the responsibilities of a viewer and they describe, analyse and make informed judgments about dance works.

They investigate and explain how social, cultural and historical factors shape the development of dance and evaluate dance works based on context, the elements of dance, the dancing body and theatrical elements.

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.

Please Note:

Dance is a performance-based subject. Students will therefore be expected to perform as required. This includes class performances and school events.

Uniform – leggings or bike pants and a form-fitting shirt.

Design and Technology

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

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

What will students learn about?

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

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.

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.

Additional Course Levy will apply

Drama

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

Course Description

The Drama Syllabus engages and challenges students as dramatic practitioners through the interrelated practices of Making, Performing, and Appreciating drama and theatre. Students explore and interpret real and imagined worlds, investigating how artistic, cultural, social and personal contexts, including those of Aboriginal and Torres Strait Islander Peoples, shape dramatic works and practices. Through imaginative and collaborative play, students investigate creative processes, critically reflect and use drama to challenge perspectives, tell stories and communicate meaning. They develop an understanding of how performance choices can shape an audience's interpretation and emotional engagement with the work.

What students learn

Students develop knowledge and understanding about creating and refining meaning by experimenting with dramatic processes. This allows them to develop a deeper understanding of how dramatic elements contribute to storytelling and expression. Students manipulate dramatic elements and contexts to stage works that influence the audience's response and to effectively communicate intention and meaning.

Students learn and apply skills in Making, Performing, and Appreciating drama and theatre by selecting and refining dramatic elements and processes. Through imaginative and collaborative play, they adapt performance skills and critically reflect on creative choices. Students evaluate how these choices shape meaning and impact the audience. This process encourages them to challenge perspectives, extend their understanding and use drama to create, interpret and communicate meaning in innovative ways.

Dramatic works

Dramatic works will be a part of students' learning. Research may include previewing a performance, educator's notes from a theatre company, reviews of a live performance, promotional materials, scripts or recorded dramatic works.

100-hour elective course requirements

Students are required to make, perform and appreciate:

- at least one group-devised performance
- at least one scripted work.

200-hour elective course requirements

Students are required to make, perform and appreciate:

- at least two group-devised performance
- at least two scripted works

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.

Please note

Drama is a performance-based subject. Students will therefore be expected to perform as required.

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.

Additional Course Levy will apply

Industrial Technology: Timber

Industrial Technology: Timber 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

Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What will students learn about?

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:

- Decorative timber products
- Furniture item
- Storage units
- Storage and transportation products

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

What will students learn to do?

The Timber unit develops knowledge and skills in the use of tools, materials and techniques related to general timber work. These are enhanced and further developed through the study of specialist modules.

The practical projects will reflect the nature of the timber area of focus and provide opportunities for students to develop specific knowledge, understanding skills associated with timber-related technologies.

Record of School Achievement

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

Additional Course Levy will apply

Languages

The Elective language courses offered in Stage 5 (Years 9 and 10) at Lindisfarne are French and 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 in listening, speaking, reading and writing 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.

Students who wish to study another language other than French or Japanese can do so via Distance Education; additional costs of approximately \$600 will be incurred.

Music

The Music Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Exclusions: Students must have completed the mandatory Music course (Stage 4 outcomes and content) before starting this elective course.

Course Description

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.

Focus areas

In Music knowledge, understanding and skills are developed through the 3 interrelated focus areas: Performing, Listening and Composing.

Content groups

The content within the focus areas of Performing, Listening and Composing is organised into 3 content groups: Music in Practice, Music in Context and Elements of Music.

Students are required to undertake a **depth study** in Stage 5 for the 200-hour course.. Students draw on content studied in class, and apply knowledge, understanding and skills in an area of individual interest. Depth studies may be completed individually or collaboratively. Students may choose to specialise in one or more of the focus areas: Performing, Listening and Composing.

Guidelines for depth study: 8 to 10 hours of class time is recommended

A music depth study may include:

Performing

- a live performance and supporting material
- a recorded performance and supporting material
- leading or directing an ensemble and documenting the process of musical preparation
- an investigative presentation of a piece of music, incorporating live performance.

Listening

- a live or recorded presentation of a musical investigation
- a musical investigation presented as a viva voce
- a musical investigation presented in written and/or multimodal form.

Composing

- an arrangement of an existing song or piece and documentation of the development process
- an original composition and documentation of the process
- a collection of short compositions linked to the work of other songwriters or composers.

Please note Music is a performance-based subject. Students will therefore be expected to perform as required.

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.

Additional Course Levy may apply

Photographic And Digital Media

This elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Exclusions: Students must have completed the mandatory Visual Arts course (Stage 4 outcomes and content) before starting this elective course.

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, film-makers, 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.

Additional Course Levy will apply

Physical Activity And Sports Studies

Content Endorsed Course (CEC)

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.

What students learn

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

1. 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
2. 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
3. Enhancing Participation and Performance
 - Promoting active lifestyles
 - Coaching
 - Enhancing performance – strategies and techniques
 - Technology, participation and performance
 - Event management

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 undertake 100 hours or 200 hours of study in Physical Activity and Sports Studies in Stage 5.

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.

Textiles Technology

Textiles 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 to 8 Syllabus.

Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects:

- Apparel.
- Textile arts.
- Furnishings.
- Non-apparel.
- Costume.

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

What will students learn to do?

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Record of School Achievement

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

Additional Course Levy will apply

Visual Arts - New Syllabus 2027

This elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Exclusions: Students must have completed the mandatory Visual Arts course (Stage 4 outcomes and content) before starting this elective course.

Course Description

The Visual Arts Syllabus provides students with the knowledge, understanding and skills in art making and critical and historical studies.

Students have the opportunity to learn to make 2D, 3D and/or 4D artforms, drawing inspiration from the world and how artworld practitioners make, respond to and display artworks.

Students produce individual or collaborative artworks in a range of art forms and produce written, oral and multimodal texts to demonstrate their understanding of the significance of artworks and the artworld.

What students learn

Students develop knowledge, understanding, and skills to enjoy making and interpreting artworks informed by their understanding of artworld concepts, viewpoints, and practice.

In Art making, students learn how to represent their interpretations of the world from an informed viewpoint.

They learn about practice in art making and how to create artworks across a range of art forms exploring the potential of materials, processes, techniques, styles, and qualities. They focus on practising skills to develop and refine techniques, and learn how judgement is central to making decisions and developing knowledge in responding to the world.

In Art critical and historical studies, students develop knowledge, skills, and understanding of how to represent an informed point of view about the artworld through written and multimodal accounts. Students learn to understand the significance of artworld practitioners, artworks, audience responses, and representations of the world across a range of cultures, times and places in these studies.

Learning in this subject enhances critical and creative thinking skills essential for further education, work, and everyday life. This course deeply enriches a student's appreciation of different cultures and perspectives, equipping them to engage more thoughtfully and responsibly in our diverse world.

In the elective course, approximately 60 per cent of class time should involve engaging in Art making, and approximately 40 per cent of class time should involve engaging in Art critical and historical studies.

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.

Additional Course Levy will apply

Accelerated Courses

Mathematics

Students who are selected will complete the Stage 5 Mathematics Course in Year 9 2027 and then start the Year 11 Mathematics Advanced course in Year 10 2028. The aim is to complete the Higher School Certificate course in 2029 when in Year 11.

Science

Students who are selected will complete the Stage 5 Science Course in Year 9 2027 and then start a Year 11 Investigating Science course in Year 10 2028. The aim is to complete the Higher School Certificate course in 2029 when in Year 11.

Please note that the Accelerated Mathematics and Science course is by invitation only.

Year 10 only Courses

Accelerated Studies Of Religion 1 - Year 10 only

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.

Student Interest Project - Year 10 only

The Stage 5 Student Interest Project (SIP) is a Stage 5 100-hour elective course.

Course Description

This subject aims to enable students to become engaged, independent and responsible learners through the opportunity to complete a project in an area of each student's interest.

The Student Interest Project supports students to develop, extend and apply their knowledge and skills and focuses on the practical application of disciplinary content. Students further their knowledge in their chosen area of interest and develop skills in researching, project management and self-management, digital literacy, communication and collaboration.

What will students learn about?

The pilot course consists of 4 interrelated focus areas:

- Developing a concept
- Investigating
- Managing a project and ways of working
- Communicating knowledge

What will students learn to do?

For example, students will identify an area of interest and set goals about what they would like to learn about and conduct research to deepen and expand their knowledge in the area of interest. They will use project-management skills to keep their learning on track, manage their learning such as using time management skills and strategies to build resilience and adaptability, work collaboratively with the teacher, peers and if relevant others such as community members, and produce and present a product which showcases their learning.

Course Requirements

Students will complete a project in an area of interest and will showcase the end product.

Record of School Achievement

The course will be recorded on the Record of School Achievement (RoSA) for students who satisfactorily complete the course.

Additional Course Levy will apply

Please note:

- Subjects in this manual may not run if there is not sufficient student interest.



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