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1   For Students in Years 7-10 at Quakers Hill High School

How to use this handbook

This Curriculum Handbook provides you with:

- General information on the curriculum structure at Quakers Hill High School
- The eligibility requirements for the School Certificate as issued by the Board of Studies
- How the assessment program operates and profiles of all KLA’s and courses offered at Quakers Hill High School.

It is important that you read all this information thoroughly and ensure you understand it. If you do not understand the information, talk to your Year Co-coordinator or Curriculum Co-coordinator.

When choosing elective courses it is important that you understand what the course is about, what fees are required to be paid, what skills you will attain by completing that course as well as what assessments will be done. All this information is found in the course profiles.

Once you have completed your subject selection in Term 4 use the blank Assessment schedule sheet at the back of this handbook to write your own personal Assessment Schedules according to your choice of subjects. Consult with the course profiles and transfer the relevant issue and due dates for your own patterns of study to this blank schedule. You should make copies of the blank sheet so you can complete one for each term.

Your final personalised Assessment Schedules can then be used to assist you in organising your time for a more planned approach to the completion of School Certificate assessment requirements in conjunction with your homework and study timetables.
2 Principal’s Message

Parents and Students
It is now time to make some choices in relation to the subjects you will study at Quakers Hill High School next year. This handbook has been compiled to assist you in making thoughtful and well informed decisions regarding these choices.

The three important things for students to remember when making elective choices are:

1. Pick an area or subject that YOU are interested in
2. Do NOT pick a subject just because your friend is
3. Do NOT pick a subject because you think a particular teacher will be taking that subject

This selection process is all about students maximising their opportunities and skills. So all students should take the time to talk to their parents and teachers and think about some of the things they are good at doing and enjoy and make this the focus of their choices.

Our curriculum structure has been developed to ensure that:

- the varied needs, abilities and interests of students can be catered for;
- a much greater choice can be offered between, and within, subject areas;
- a potential exists for students to specialise in areas of interest and ability or spread their selection over a wider number of subjects;
- students are able to progress through subjects at different rates;
- students are given a greater personal responsibility for their own learning;
- individuals can gain a clearer focus of the direction of their secondary education;
- all courses have “parity of status” in that they have the same number of periods.

Quakers Hill HS curriculum pattern provides a sound and varied basis for students to undertake workforce training or continue with further study within, or external to, the senior school. The curriculum enables students to get more out of their schooling and stay at school for as long as the school continues to meet their individual needs. The curriculum structure enhances the school’s commitment to providing “a caring educational community shaping a positive future.” It is a key element in our intention to ensure our young people become successful learners, confident and creative individuals, and active and informed citizens and leaders.

I urge all students and their parents to think carefully about the choices available. We want our students to reach their full potential. Seeking the most appropriate electives is essential if this is to be a reality. Good advice from the school and from home is an important part of the process. It is now up to you to make the most of the chance Quakers Hill High School can provide.

L. Claus
Principal
3  General Information

School Timetable
The school timetable operates over a two week cycle. There are six (6) periods for each school day, Monday to Friday. Students are expected to attend each day. Absences from class because of illness or misadventure mean that coursework must be completed as soon as possible upon return to school.

Stage 5 Subject Choices
Student choice is determined by:
- The Board of Studies requirements, and
- available electives

The Board of Studies requires students to study 1 x 200 Hour and 2 x 100 Hour elective subjects. Quakers Hill High requires students to study 2 x 200 Hour and 2 x 100 Hour elective subjects.

Materials Needed
Students should come prepared for each and every lesson with books, pens and pencils. Some subjects require students to have specialist equipment such as a calculator, technical instruments and protective clothing. Subject specific requirements are shown in the course profiles. Because of Occupational Health and Safety laws, leather shoes are mandatory, i.e.: they are compulsory for all practical subjects, including Science. They are therefore a compulsory part of the school uniform.

Course Fees
These are indicated in the course profiles. Students are to pay for the course at the commencement of each course. Students having problems with payments should contact the Principal at the beginning of the semester.

Homework
ALL courses require students to do homework, and classwork revision on a regular basis. Students are encouraged to use the school diary to record all homework.

Assessment Tasks
All assessment tasks must be completed and handed in by the due date. The school operates a demerit point system that comes into play when a student does not complete one, or any, of the assessment tasks for a course. Assessment guidelines are described in a later section. Assessment schedules for each course can be seen in the course profiles.
4 Glossary

Blocks (or Lines)
The school timetable contains eleven groups of courses called “BLOCKS”. Every course in a block is taught at the same time, which means a student cannot take two classes in one block. Each student needs to select his/her elective courses from the appropriate blocks.

Board of Studies
A group of professional educators set up by the N.S.W. Government to make the rules as to what must, or can be, studied in N.S.W. schools.

Key Learning Areas
These are broad categories of subjects. The Years 7–10 curriculum is organised in eight Key Learning Areas (KLAs): English; Mathematics; Science; Human Society and Its Environment - HSIE; Personal Development, Health and Physical Education - PDHPE; Creative Arts; Technological and Applied Studies - TAS; and Languages.

Record of School Achievement (ROSA)
The Board of Studies awards the ROSA to students who have completed the mandatory curriculum requirements at the end of their formal education. It consists of a Record of Achievement in the courses studied.

ROSA Hours
An elective subject will appear on your ROSA if you satisfactorily complete 100 or 200 hours in that subject.
- 100 hours can be completed in a subject by satisfactorily completing a year (two semesters) in either Year 9 or Year 10
- 200 hours can be completed in a subject by satisfactorily completing at 2 years (4 semesters) in that subject over Year 9 and Year 10.

Stage
This is a pairing of academic years from Kindergarten to Year 12. The two stages that apply to Quakers Hill High School are Stage 4 (Years 7 and 8) and Stage 5 (Years 9 and 10).

Subject
This is an area of knowledge such as English, History, French or Design and Technology.

Syllabus
This is a document that specifies what students are expected to learn about and learn to do in a particular subject. Some Year 7–10 syllabi are mandatory subjects and others are elective subjects. Electives provide opportunities for further study that will support the needs, interests and aspirations of students.
### KLA Requirements: Years 7-10

#### Year 7

<table>
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<th>Subject</th>
<th>Periods/fortnight</th>
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<tr>
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<tr>
<td>7MAT - Mathematics</td>
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<tr>
<td>7SCI - Science</td>
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<tr>
<td>7HH - History</td>
<td>3 periods/fortnight for 1 semester</td>
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<tr>
<td>7HG - Geography</td>
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</tr>
<tr>
<td>7LIT - Literacy</td>
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<tr>
<td>7T - Design &amp; Technology</td>
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<tr>
<td>7ART - Visual Arts</td>
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<tr>
<td>7MUS - Music</td>
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<tr>
<td>7LAN - Language</td>
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<tr>
<td>7PE - PDHPE</td>
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<tr>
<td>7SPO - Sport</td>
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#### Year 8

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<tr>
<td>8SC - Science</td>
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<td>8HH - History</td>
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<td>8HG - Geography</td>
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<tr>
<td>8T - Design &amp; Technology</td>
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<tr>
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<tr>
<td>8ART - Visual Arts</td>
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<td>8MUS - Music</td>
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<td>8PE - PDHPE</td>
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<tr>
<td>9MAT - Mathematics</td>
<td>8 periods/fortnight</td>
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<tr>
<td>9SC - Science</td>
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<tr>
<td>9HH - World History</td>
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<tr>
<td>9HG - Australian Geography</td>
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<td>9PE - PDHPE</td>
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<td>SPO - Sport</td>
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#### Year 10

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<td>10SC - Science</td>
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<td>10HH - World History</td>
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<td>10HG - Australian Geography</td>
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<tr>
<td>10PE - PDHPE</td>
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<td>SPO - Sport</td>
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<tr>
<td>3 Elective Courses</td>
<td>6 periods/fortnight</td>
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<td>1X 100 hour course</td>
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<td>2X 200 hours course</td>
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6 Elective Courses Available at QHHS

Languages
French- 100 hours
Japanese- 100 and 200 hours

Human Society and Its Environment- HSIE
Commerce- 100 and 200 hours
Work Education- 100 hours
Elective History- 100 hours
Global Citizenship- 100 hours
Big History- 100 hours
Aboriginal studies- 100 hours
Independent Writer- 100 hours

Personal Development, Health, Physical Education - PDHPE
Physical Activity and Sports Studies- 100 and 200 hours

Creative Arts
Dance- 100 hours and 200 hours
Drama- 100 hours and 200 hours
Music- 100 hours and 200 hours
Photographic & Digital Media- 100 and 200 hours
Visual Arts- 100 and 200 hours

Technological and Applied Studies- TAS
Agricultural Technology- 100 hours
Child Studies- 100 and 200 hours
Design & Technology- 100 hours
Food Technology - 100 and 200 hours
Graphics Technology - 100 and 200 hours
Industrial Technology- Electronics – 100 and 200 hours
Industrial Technology- Engineering – 100 and 200 hours
Industrial Technology- Metal – 100 and 200 hours
Industrial Technology- Timber –100 and 200 hours
Information & Software Technology- 100 and 200 hours
Textiles Technology- 100 and 200 hours

Information about these courses can be found in the course profiles found in this handbook
7  Subject Selection Timeline

The following timeline is a guide for student subject selections at Quakers Hill High School. It may vary each year.

1. Elective Subject information evening for parents and students

This information session held in Term 3 introduces electives to parents and students. Each KLA presents information on the particular electives that they offer so that students can make a more informed choice when deciding on what electives they may wish to study.

2. Preliminary Subject Interviews (Year 8)

Year 8 students are interviewed by Head Teachers and Deputy Principals about what electives they wish to study for their Nirimba Collegiate Stage 5 Certificate. Preliminary Selection forms will be issued at the start of Term 3. Interviews are conducted in Week 3 of Term 3. The information provided in these interviews allows us to develop a timetable block structure that best fits student’s selection patterns.

3. Final Subject Interviews (Year 7 and 8)

Year 8 students receive final selection forms at the beginning of Term 4. They are interviewed by the Curriculum Co-ordinator and final selections are completed by the middle of the Term.

Year 7 students receive their selection forms at the beginning of Term 4. They are to complete these forms and submit them to the Curriculum Co-ordinator.

What if I wish to change my pattern of study?

Students are able to change their pattern of study if:

- they are able to meet Board of Studies requirements in a different course; and
- if there are spaces available in other subjects

Students wishing to change their pattern of study must fill out “The Authorisation to Change Pattern of Study” form available from the Curriculum Co-ordinator. Changes must be approved by parents and Head Teachers of the courses involved. Changes can only be made before the end of Week 2 of each Semester. It is preferable that changes are made before the Semester starts. No changes can be made after Week 2 of the Semester.
8 The Nirimba Collegiate Stage 5 Certificate & ROSA

The Nirimba Collegiate Stage 5 Certificate, at the end of Year 10, marks a significant stage of your life. It is awarded by the collegiate to eligible students.

Who is Eligible for a Nirimba Collegiate Stage 5 Certificate?
To be eligible for the Nirimba Collegiate Stage 5 Certificate at Quakers Hill High School, you must;
- complete Year 10
- satisfactorily complete the Board of Studies approved program of study provided; and
- undertake the Collegiate Certificate tests in English-literacy, Mathematics, Science, Australian History-Australian Geography-Civics-Citizenship

The Collegiate Tests
Each year all students in Year 10 will sit for collegiate tests in November. The tests will assess individual achievement in the foundation knowledge and skills needed to successfully undertake subjects in Years 11 and 12 and to participate effectively in the wider community.

What is the ROSA?
The new credential from the Board of Studies will:
- be a record of achievement for students who leave school prior to receiving their HSC report results of moderated, school based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10 be cumulative and recognise a student’s achievements until the point they leave school
- show a result for all courses completed in Year 10 & Year 11 be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student’s extracurricular achievements
Eligibility for a Grade
To be eligible to earn a grade in a subject, students must meet the following requirements as established by the Board of Studies:

Follow the course developed or endorsed by the Board.
The school will provide a program of study designed to satisfy the requirements of the syllabus issued for each subject. Students must ensure the program of study is adhered to through to completion.

Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Students must attend a minimum of 85% of available days. All absences must by covered by a parental/guardian note providing an acceptable reason. Once attendance falls below the mandatory level, no matter how genuine the reason, the Nirimba Collegiate Stage 5 Certificate and ROSA is jeopardised because it will be virtually impossible to achieve the course outcomes and complete the course work.
- Students must satisfactorily attempt a minimum of 85% of set class work. In addition to the assessment tasks, the marks for which determine a student’s grade, other homework, book work, activities and assignments that form part of the course must also be seriously attempted. Where a piece of work is not attempted or where the attempt is clearly only a token effort, a “non-satisfactory attempt” (NSA) will be recorded. Where NSA’s comprise more than 15% of all set work, the student may receive an “N” award on the ROSA in that subject. Depending upon circumstances, the teacher may set an alternative task for a student.

Achieve some or all of the course outcomes.
Students must satisfactorily attempt a minimum of 85% of the available assessment marks through the tasks set. These tasks are used to determine the level of achievement of course outcomes for each student and therefore the final grade in each course. Where an assessment task is not attempted or where the attempt is clearly only a token effort, a “non-satisfactory attempt” (NSA) will be recorded. Where NSA’s comprise more than 15% of the available assessment marks, the student may receive an “N” award on the ROSA in that course/subject. Depending upon circumstances, the teacher may set an alternative task for a student. Refer to “The Assessment Program” outlined below.

Sit for and make a serious attempt at the Collegiate Tests
Absence must be covered by a medical certificate or other appropriate documentation.
10  The Assessment Program

In order to assess the development of students in their skills and understandings and the degree to which they meet Performance Descriptors for each grade, each course has an assessment program which will comprise a series of tasks. Examples of assessment tasks are: examinations, presentations, performances, assignments, topic tests, fieldwork reports, laboratory reports, research, practical projects, etc.

This document contains the schedule of assessments for all courses. These schedules are to be regarded as a guideline only and may be changed by teachers throughout the course should it be deemed necessary.

**How are Assessment Tasks Issued?**

All tasks will be advised to students in writing with a minimum of 2 weeks’ notice. The advice will provide the following information:

- details of the task to be completed;
- the course outcomes to be assessed;
- the submission date or date the task is to occur;
- the maximum number of demerits associated with the task and the rate at which they may accrue.

The class teacher will keep a register indicating when individual students are advised of each task. Teachers will follow up students who are absent when a task is notified to ensure they are aware of the task details. Depending on the circumstances of the absence and the nature of the task, students may or may not be awarded an extended task date.

Students will be given feedback on their achievement in each task in the form of a written comment. The following details will be provided. The feedback will comprise:

- the degree to which the outcomes of the task have been met;
- a mark or grade;
- suggestions for improvement (if appropriate);
- a general comment; and
- notification of non-satisfactory attempt.

Appeals for reconsideration of assessments of individual tasks must be lodged with the class teacher within one week of the return of the task in question. Students may make a subsequent appeal to the Head Teacher whose determination will be final.

**Resubmission of Assessment Tasks**

Assessment is used to assist in student learning, not just a means of getting a mark or grade. Assessment for learning provides ways for students to use feedback from assessment thereby allowing students to take responsibility for their own learning.

Teachers may provide opportunities for students to resubmit a task. This will be advised when the task is issued and will only apply to those tasks submitted on or before the due date.
Some Important Conditions for the Completion or Submission of Tasks
When tasks are due to be submitted or completed, the following conditions apply:

- The completed task should be handed directly to the class teacher.
- The Assessment Task Register will be signed by the student when a task is submitted or as an indication of attendance for in-class tasks.
- A completed task cannot be delivered by leaving it on the teacher’s desk or submitting it to any other person without signing the register.
- Students must be officially present all day when handing in, or completing a task – coming to school merely for the relevant period, then leaving, will attract demerits. Teachers will check the absentee list to see if a student has breached this rule.

What If I Am Present At School But Fail to Complete/Submit The Task?

If I wish to apply for an extension of time

- Students applying for an extension of time for lodgement of a task must do so on the appropriate form. This must occur before the due date and/or the student must provide evidence on the first day of return to school as to the reason for the need for an extension (e.g. Doctor’s Certificate). Students must apply directly to the Head Teacher of the subject concerned. The Head Teacher will decide the result of the application. The student has the right of appeal to the Principal by application on the same form. The Principal’s decision will be final.
- Students who have been granted an extension to the due date and fail to submit by this new date will be subjected to a zero mark. The Principal may grant a second extension if exceptional circumstances have been proven.

What If I Am Absent or Require An Extension Of Time?
The following conditions will apply in relation to absences and extensions:

If a student is absent when a task is initially issued or notified
- The class teacher in consultation with the Head Teacher will decide upon any extension to be granted (if any) when the student returns and is issued with the task details.

If a student is absent when a task due for submission
- It must be handed in on the first day of return to school whether the student has the subject that day or not. If the absence was due to illness then a medical certificate must be produced; in other circumstances a parental note providing an adequate reason must be provided. (N.B. “family matters”, “help at home”, etc. are not acceptable reasons).

If a student is absent when a task due for completion or to be performed
- A zero mark will be applied unless a medical certificate is provided on the first day of return to school. In this circumstance, the class teacher may extend the date for the original performance task, require the completion of an alternative performance task, or produce an estimate mark for the student. The last option will only be taken if the teacher has adequate data on the student’s prior performances to make an informed estimate. Where a student fails to attend a formal school-wide exam, no second paper will be set and an estimate mark will be provided only in the most extreme and properly documented circumstances.

What If I Am Present At School But Fail to Complete/Submit The Task?
When a task is carried out in class time (e.g. speech, a practical exam, class test) and a student fails to do the task he/she will receive a zero mark. This will be regarded the same as an “NSA”. The teacher still may require the task, or a substitute task to be completed.
For additional information, refer to the Assessment Handbook.
11 English

English is a mandatory subject that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Nirimba Collegiate Stage 5 Certificate and the ROSA.

Subject Description
Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?
Students study books, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times.

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

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

Subject Requirements
The study of English in Stage 4 (Years 7–8) requires experience of at least two works of each of fiction, film, nonfiction and drama and a wide range of types of poems. In Stage 5 (Years 9–10) it requires experience of at least two works of each of fiction, film, nonfiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

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

Nirimba Collegiate Stage 5 Certificate
Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement. In Year 10, students undertaking the Board Developed Course in English sit for the English Collegiate test.
The Pathway of Learning for English in the K-12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

Early Stage 1 – Stage 3

Stages 4–5
(including Life Skills outcomes and content)

Stage 6

Fundamentals of English course
• Preliminary

English (Standard)
• Preliminary
• HSC

English as a Second Language (ESL)
• Preliminary
• HSC

English (Advanced)
• Preliminary
• HSC

English Life Skills

English Studies (pilot study)
• Preliminary
• HSC

English (Extension)
• Preliminary
• HSC Extension 1
• HSC Extension 2

Community, other education and learning, and workplace pathways
11.1 Year 7 & 8 English (Mandatory)

Course Duration: 4 semesters

Pre-requisites: Nil

Materials Needed: 1 x 126 page exercise book; 1 x 96 page exercise book; 1 x A4 Display Folder; 1 x cardboard document wallet; writing equipment

Course Fees: Nil

Course Description:
The English course at Quakers Hill High School is a human communications course. The content in Year 7 and 8 is designed to build on the language skills learnt in primary school. It also offers a way of improving ability to speak, write, listen and interpret visual media sources. This course covers literature, films, videos, public speaking, drama and writing for enjoyment. In reading, and by viewing videos, students will discover the hidden worlds and adventures that authors and screenwriters have provided for enjoyment. Public Speaking and Drama will teach how to communicate ideas more effectively in written and spoken form.

Skills students will attain in this course:
Students studying this course will:
- Learn how to use language relevant to the study of English
- Learn how to understand specific text types and how to use them
- Learn how to draft and edit their own writing
- Learn how to use their own experiences when writing
- Learn that writing is enjoyable
- Learn that texts are statements about our world
- Learn how to use a variety of technologies to read and write
- Learn how to speak in a variety of public situations
- Learn how to work independently and within a group
11.2 Year 9 &10 English (Mandatory)

Course Duration: 4 semesters

Pre-requisites: Year 8

Materials Needed: 1 x 126 page exercise book; 1 x 96 page exercise book; 1 x A4 Display Folder; 1 x cardboard document wallet; writing equipment

Course Fees: Nil

Course Description:
English is an essential part of life, regardless of a person’s career or future plans. The better a person can use the English language; the more opportunities there will be in life. To be considered well educated today, requires that a person be well-read and be competent in all forms of communication.
English is also a way in which people can show their creativity and express their ideas and thoughts. Reading, viewing films, videos and seeing plays as live productions, are all part of this course.

Skills students will attain in this course:
Students studying this course will:
• Learn how to use language relevant to the study of English
• Learn how to understand specific text types and how to use them
• Learn how to draft and edit their own writing
• Learn how to use their own experiences when writing
• Learn that writing is enjoyable
• Learn that texts are statements about our world
• Learn how to use a variety of technologies to read and write
• Learn how to speak in a variety of public situations
• Learn how to work independently and within a group
11.3 Year 7 Literacy and Numeracy (Mandatory)

Course Duration: 2 semesters

Materials Needed: A4 exercise book

Course Fees: Nil

Course Description:

A good grasp of basic literacy and numeracy skills is essential to every student’s success in life. Literacy and numeracy at QHHS is a course that is designed to develop and enhance a student’s performance in every subject across the school’s curriculum. Using a variety of teaching and learning programs to cater for all students’ needs, it differentiates instructions to cater for Gifted and Talented and English as another language student.

Students engage in activities that build on their existing knowledge of written text types, the rules of language, spelling and vocabulary as well as reading comprehension. In the numeracy component, students’ complete activities to enhance their ability to comprehend and interpret how to add, subtract, divide, and multiply numbers based on problem solving. Assessment within the course is primarily diagnostic.

Skills students will attain in this course:

Students will develop:

- a variety of reading comprehension techniques
- knowledge and understanding of a variety of text types for use across all subjects in the curriculum
- knowledge and understanding of the structure and purpose of English grammar
- their ability to apply these techniques within learning activities
- their ability to interpret and solve numeracy problems
12 Mathematics

Mathematics is a mandatory subject that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Nirimba Collegiate Stage 5 Certificate and ROSA.

**Subject Description**
Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

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

**What will students learn about?**
Students study Number, Patterns and Algebra, Data, Probability, Geometry and Measurement. Within each of these strands working mathematically is covered.

**What will students learn to do?**
Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.
The Pathway of Learning for Mathematics in the K-12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, skills and understanding developed in home and prior-to-school settings. The transition into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

Early Stage 1 – Stage 3 Mathematics

Stage 4 Mathematics
(including Life Skills outcomes and content)

Stage 5 Mathematics

Mathematics
Life Skills
outcomes and content

5.1
5.1/5.2
5.2
5.2/5.3
5.3

Stage 6 Mathematics

Life Skills

Preliminary Mathematics
General
(BDC*)

HSC Mathematics
General 1
(CEC**)'

HSC Mathematics
General 2
(BDC*)

Preliminary Mathematics
(2 Unit)
(BDC*)

HSC Mathematics
Extension 1
(BDC*)

Preliminary Mathematics
and Mathematics Extension 1
(BDC*)

HSC Mathematics
Extension 1
and Mathematics Extension 2
(BDC*)

Stage 6 Mathematics

Community, other education and learning, and workplace pathways

Usual pathway

Pathway taken by some students

Pathways other than those shown in the diagram are possible.
12.1 Year 7 Mathematics (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: Exercise book; Geometrical instruments, Scientific Calculator

Course Fees: Nil

Course Description:
The Mathematics course for all students in Year 7 promotes an appreciation of mathematics as an essential and relevant part of life. Students will develop abilities in working mathematically as part of this course; they will also develop their knowledge, understanding and skills in space and geometry, measurement, data, number and patterns and algebra.

Students studying will:
- Compare, order and calculate with integers, applying a range of strategies to aid computation
- Collect, represent and interprets single sets of data, using appropriate statistical displays
- Perform calculations of time that involve mixed units, and interprets time zones
- Operate with fractions
- Use non-calculator strategies to solve problems
- Solve numeracy problems with and without a calculator
- Identify and use angle relationships, including those related to transversals on sets of parallel lines
- Operate with decimals and percentages
- Operate with positive-integer and zero indices of numerical bases
- Calculate the perimeters of plane shapes and the circumferences of circles
- Generalise number properties to operate with algebraic expressions
- Use algebraic techniques to solve simple linear equations
- Classify, describe and use the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
12.2 Year 8 Mathematics (Mandatory)

**Course Duration:** 2 semesters

**Pre-requisites:** 7MAT

**Materials Needed:** Exercise book; Geometrical instruments, Scientific Calculator

**Course Fees:** Nil

**Course Description:**
The Mathematics course for Year 8 follows on directly from Year 7 as part of the stage 4 Mathematics course. All students study the same program continuing the development of skills in problem solving, patterns and algebra, space and geometry, measurement, data and number and other mathematical concepts. Students will be placed into classes of similar ability level as a result of their performance throughout Year 7. The performance of students in Year 8 will directly influence which Mathematics course they will be allowed to study in stage 5.

**Students studying will:**
- Use formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- Apply Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems
- Analyse single sets of data using measures of location, and range
- Generalise number properties to operate with algebraic expressions
- Use formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- Use non-calculator strategies to solve problems
- Operate with percentages
- Solve financial problems involving purchasing goods
- Use algebraic techniques to solve simple linear and quadratic equations
- Operate with ratios and rates, and explores their graphical representation
- Classify, describe and use the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- Create and display number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.
12.3 Year 9 Mathematics- Stage 5.1 (Mandatory)

Course Duration: 2 semesters

Pre-requisites: 8MAT

Materials Needed: Exercise book; Scientific Calculator; Geometrical instruments

Course Fees: Nil

Course Description:
The Stage 5.1 Mathematics course is designed for students who need time to develop basic mathematical skills. Students participate in a variety of learning experiences that will equip them for everyday life encounters with mathematics in the real world. The content of the course reinforces the skills and knowledge developed in the stage 4 Mathematics course. Students who do not progress beyond the Stage 5.1 outcomes are strongly advised not to study Mathematics in stage 6.

Students studying this course will:
- Operate with fractions, decimals and percentages
- Solve financial problems involving earning, spending and investing money
- Operate with positive-integer and zero indices of numerical bases
- Operate with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- Solve numeracy problems with and without a calculator
- Use non-calculator strategies to solve problems
- Apply Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems
- Apply trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- Interpret very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- Create and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- Determine the midpoint, gradient and length of an interval, and graphs linear relationships
- Use formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
12.4 Year 9 Mathematics- Stage 5.2 (Mandatory)

Course Duration: 2 Semesters

Pre-requisites: 8MAT

Materials Needed: Exercise book; Scientific Calculator; Geometrical instruments

Course Fees: Nil

Course Description:
The Stage 5.2 Mathematics course is designed for students who require extensive practice to develop their mathematical knowledge, skills and understanding. The course is taught at a slower pace with less content than the stage 5.3 course. Students need to be aware that homework is a necessary part of this stage of Mathematics. Most students will progress to selecting General Mathematics in Stage 6.

Students studying this course will:
- Operate with fractions, decimals, and percentages
- Solve financial problems involving earning, spending and investing money
- Solve financial problems involving compound interest
- Operate with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- Apply index laws to operate with algebraic expressions involving integer indices
- Interpret very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- Use statistical displays to compare sets of data, and evaluates statistical claims made in the media
- Solve numeracy problems with and without a calculator
- Use non-calculator strategies to solve problems
- Generalise number properties to operate with algebraic expressions
- Simplify algebraic fractions, and expands and factorises quadratic expressions
- Use formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- Calculate the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- Calculate the surface areas of right prisms, cylinders and related composite solids
- Determine the midpoint, gradient and length of an interval, and graphs linear relationships
- Use the gradient-intercept form to interpret and graph linear relationships
- Apply trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
12.5 Year 9 Mathematics- Stage 5.3 (Mandatory)

Course Duration: 2 semesters

Pre-requisites: 8MAT

Materials Needed: Exercise book; Scientific Calculator; Geometrical instruments

Course Fees: Nil

Course Description:
Stage 5.3 course in Mathematics is the most abstract of the three courses offered in Year 9. It is designed for those students who have achieved the outcomes of the stage 4 Mathematics course to a high standard. Students who study this course must be able to work quickly and easily with more demanding mathematical concepts. The emphases of the course are algebraic processes, graphical techniques, advanced problem solving and applications involving reasoning. This course will suit students planning to follow the more academic path towards Mathematics, Extension 1 and Extension 2 HSC courses.

Students studying this course will:
- Solve financial problems involving earning, spending and investing money
- Solve financial problems involving compound interest
- Operate with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- Apply index laws to operate with algebraic expressions involving integer indices
- Perform operations with surds and indices
- Interpret very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- Use statistical displays to compare sets of data, and evaluates statistical claims made in the media
- Use quartiles and box plots to compare sets of data, and evaluates sources of data
- Solve numeracy problems with and without a calculator
- Use non-calculator strategies to solve problems
- Use standard deviation to analyse data
- Calculate the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- Calculate the surface areas of right prisms, cylinders and related composite solids
- Apply formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- Determine the midpoint, gradient and length of an interval, and graphs linear relationships
- Use the gradient-intercept form to interpret and graph linear relationships
- Use formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- Apply trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- Apply trigonometry to solve problems, including problems involving bearings
12.6 Year 10 Mathematics-Stage 5.1 (Mandatory)

Course Duration: 2 semesters

Pre-requisites: 9MAT1

Materials Needed: Exercise book; Scientific Calculator; Geometrical instruments

Course Fees: Nil

Course Description:
The Stage 5.1 Mathematics course is designed for students who need time to develop basic mathematical skills. Students participate in a variety of learning experiences that will equip them for everyday life encounters with mathematics in the real world. The content of the course reinforces the skills and knowledge developed in the stage 4 Mathematics course. Students who do not progress beyond the Stage 5.1 outcomes are strongly advised not to study Mathematics in stage 6.

Students studying this course will:
- Apply index laws to simplify and evaluate arithmetic and algebraic expressions, and uses scientific notation to write large and small numbers
- Group data to aid analysis and constructs frequency and cumulative frequency tables and graphs
- Use formulae in calculating the perimeter and area composed of rectangles, triangles and composite figures
- Solve consumer arithmetic problems involving earning and spending money
- Use non-calculator strategies to solve problems
- Solve probability problems involving simple events
- Determine relative frequencies and theoretical probabilities
- Use algebraic techniques to solve linear equations and simple inequalities
- Apply trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression
- Determine the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations
12.7 Year 10 Mathematics-Stage 5.2 (Mandatory)

Course Duration: 2 Semesters

Pre-requisites: 9MAT2

Materials Needed: Exercise book; Scientific Calculator; Geometrical instruments

Course Fees: Nil

Course Description:
The Stage 5.2 Mathematics course is designed for students who require extensive practice to develop their mathematical knowledge, skills and understanding. The course is taught at a slower pace with less content than the stage 5.3 course. Students need to be aware that homework is a necessary part of this stage of Mathematics. Most students will progress to selecting General Mathematics in Stage 6.

Students studying this course will:

- Apply trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression
- Develop and applies results for proving that triangles are congruent or similar
- Determine relative frequencies and theoretical probabilities
- Solve linear, quadratic, inequalities and simultaneous equations through graphical and analytical methods
- Use non-calculator strategies to solve problems
- Solve consumer arithmetic problems involving earning and spending money
- Solve consumer arithmetic problems involving compound interest, depreciation and successive discounts
- Determine the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations
- Draw and interpret graphs including simple parabolas and hyperbolas
- Apply formulae to find volume and surface area of right pyramids, cones spheres and composite solids
- Use the interquartile range and standard deviation to analyse data
  Develop and apply results for proving that triangles are congruent or similar
12.8 Year 10 Mathematics-Stage 5.3 (Mandatory)

Course Duration: 2 Semesters
Pre-requisites: 9MAT3
Materials Needed: Exercise book; Scientific Calculator; Geometrical instruments
Course Fees: Nil

Course Description:
Stage 5.3 course in Mathematics is the most abstract of the three courses offered in Year 9. It is designed for those students who have achieved the outcomes of the stage 4 Mathematics course to a high standard. Students who study this course must be able to work quickly and easily with more demanding mathematical concepts. The emphases of the course are algebraic processes, graphical techniques, advanced problem solving and applications involving reasoning. This course will suit students planning to follow the more academic path towards Mathematics, Extension 1 and Extension 2 HSC courses.

Students studying this course will:
- Solve quadratic equations and simultaneous equations, solves and graphs inequalities, and rearranges literal equations
- Determine relative frequencies and theoretical probabilities
- Solve probability problems involving compound events
- Solve consumer arithmetic problems involving compound interest, depreciation and successive discounts
- Determine the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations
- Use non-calculator strategies to solve problems
- Draw and interpret a variety of graphs including parabolas, cubic, exponentials and circles
- Apply formulae to find the surface area of pyramids, cones and spheres
- Group data to aid analysis and constructs frequency and cumulative frequency tables and graphs
- Use interquartile range and standard deviation to analyse data
- Develop and apply results for proving that triangles are congruent or similar.
- Construct geometrical arguments using similarity tests for triangles
- Apply trigonometric relationships, sine rule, cosine rule and area rule in problem solving
13 Science

Science is a mandatory subject that to be studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Subject description
Science develops students’ knowledge, understanding and skills in making sense of and explaining the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and as part of the community.

What will students learn about?
Through their study of science, students develop knowledge and understanding about the living and non-living world. Students examine the historical and continuing contributions of scientists and the implications of scientific research for scientific knowledge, society, technology and the environment.

What will students learn to do?
Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They gain experience in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Subject requirements
Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve ‘hands-on’ practical investigation. At least one Stage 5 project will be an individual task.

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement. In Year 10, students undertaking the Board Developed Course in Science sit for the Science Collegiate test.
The Pathway of Learning for Science in the K–12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

Mandatory Study

Early Stage 1 – Stage 3
Science and Technology K–6

Mandatory Study

Stage 4 – Stage 5
Science Years 7–10
(including Life Skills outcomes and content)

Stage 4
Technology (Mandatory) Years 7–8
(including Life Skills outcomes and content)

Elective Study

Stage 4 – Stage 5
Years 7–10 Technology elective courses
(including Life Skills outcomes and content)

Agricultural Technology
Design and Technology
Food Technology
Graphics Technology
Industrial Technology

Information and Software Technology
Marine and Aquaculture Technology
Technology CEC
Textiles Technology

Elective Study

Stage 6
Biology
Chemistry
Earth and Environmental Science
Physics
Senior Science
Science Life Skills

Stage 6
There are no prerequisites for study of Stage 6 courses.

Technology
Board Developed Courses and CECs
Agriculture
Design and Technology
Engineering Studies
Food Technology
Industrial Technology
Information Processes and Technology

Software Design and Development
Textiles and Design
Technology Life Skills
Computing Applications CEC
Marine Studies CEC

Elective Study

Community, other education and learning, and workplace pathways
13.1 Year 7 Science (Mandatory)

Course Duration: 2 Semesters

Pre-requisites: Nil

Materials Needed: 240 page exercise book, pens, pencil, ruler and eraser. Assignments should be stapled and submitted in a plastic sleeve with the assignment cover sheet attached.

Course Fees: Nil

Course Description:
This course gives students an introduction to the variety of Sciences available in the world, the properties of matter and separation, classification of species, and the solar system today. Appropriate computer (ICT) skills will be included.

Skills students will develop in this course:
- Planning and conducting investigations;
- Communicating information and understanding;
- Developing thinking dexterity and problem-solving techniques;
- Working individually and in teams.

The values and attitudes that students develop:
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.
- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.
13.2 Year 8 Science (Mandatory)

Course Duration: 2 Semesters

Pre-requisites: 7SC

Materials Needed: 128 page exercise book, pens, pencil, ruler and eraser. Assignments should be stapled and submitted in a plastic sleeve with the assignment cover sheet attached.

Course Fees: Nil

Course Description:
This course studies basic chemical reactions, the usefulness of our natural resources, the human body systems, and the world of plants.
Appropriate computer (ICT) skills will be included.

By the end of Stage 4, students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. They identify questions and problems that they can test or research scientifically. They select and use appropriate strategies, understanding and skills to generate creative plausible solutions to identified problems. Individually and collaboratively they plan and conduct a range of types of first-hand investigations, including fieldwork and controlled experimental methods ensuring that fairness, safety and ethical guidelines are followed.

Skills students will develop in this course:
- Planning and conducting investigations;
- Communicating information and understanding;
- Developing thinking dexterity and problem-solving techniques;
- Working individually and in teams.

The values and attitudes that students develop:
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies’ use of science and technology.
- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.
13.3 Year 9 Science (Mandatory)

**Course Duration:** 2 Semesters

**Pre-requisites:** 8SC

**Materials Needed:** 128 page exercise book, pens, pencil, ruler and eraser. Assignments should be stapled and submitted in a plastic sleeve, with the assignment cover sheet attached.

**Course Fees:** Nil

**Course Description:**
This course studies the beginnings of chemistry, biological concepts from ecosystems to the theories of species evolution, light and electromagnetic waves, the origins of the universe and the formation of our solar system, and coordination.
Appropriate computer (ICT) skills (including databases) will be integrated.

**Skills students will develop in this course:**
- Planning and conducting investigations;
- Communicating information and understanding;
- Developing thinking dexterity and problem-solving techniques;
- Working individually and in teams.

**The values and attitudes that students develop:**
- an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.
13.4 Year 10 Science (Mandatory)

Course Duration: 2 Semesters

Pre-requisites: 9SC

Materials Needed: 128 page exercise book, pens, pencil, ruler, and eraser. Assignments should be stapled and submitted in a plastic sleeve, with the assignment cover sheet attached.

Course Fees: Nil

Course Description:
This course studies the passing on of hereditary characteristics, forces and motion, how and why elements interact to form the huge variety of substances which exist in our world, and the impacts of radioactivity.
Appropriate computer (ICT) skills will be included.

By the end of Stage 5 students describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas, including efficiency of use of electricity and non-renewable energy sources, the development of new materials, biotechnology, and plant, animal and human health. They outline examples of where the applications of the advances of science, emerging sciences and technologies significantly affect people’s lives, including generating new career opportunities.

Skills students will develop in this course:
- Planning and conducting investigations;
- Communicating information and understanding;
- Developing thinking dexterity and problem-solving techniques;
- Working individually and in teams.

Surveys of employers indicate that these science skills are highly valued and improve employment and further education opportunities.

The values and attitudes that students develop:
- an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.
14 Geography (Mandatory)

The Geography (Mandatory) subject requires students to complete:
100 hours of Global Geography in Stage 4
100 hours of Australian Geography in Stage 5
This is a requirement for eligibility for the award of the Nirimba Collegiate Stage 5 Certificate & ROSA

Subject Description
Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens. The syllabus has two key dimensions that form the basis for the study of all content in Geography:
  • the spatial dimension – where things are and why they are there
  • the ecological dimension – how humans interact with environments.

What will students learn about?
Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and the responses to them including appropriate methods of citizenship for their management.
Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia’s physical environments and communities and explore how they are changing and responding to change. Students also look at Australia’s roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

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

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

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement. In Year 10, students undertaking the Board Developed Course in Geography sit for the Collegiate test.
The Pathway of Learning for Geography in the K-12 Curriculum

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Community, other education and learning, and workplace
14.1 Year 7 Geography (Mandatory)

Course Duration: 1 semester

Pre-requisites: Nil


Course Fees: Nil

Course Description:
The first part of the year 7 course investigates the nature and role of geography in our world today. Students will explore the geographical processes that form diverse global environments.

Skills students will attain in this course:
Through the study of Geography, students will develop skills in:
- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools.

Knowledge and understanding
Through the study of Geography, students will develop knowledge and understanding about:
- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community
- civics for informed and active citizenship.

Values and attitudes
Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to:
- ecological sustainability
- a just society
- intercultural understanding
- informed and active citizenship
- lifelong learning
14.2 Year 8 Geography (Mandatory)

Course Duration: 1 semester

Pre-requisites: Nil


Course Fees: Nil

Course Description:
Students will investigate and understand the impacts that large geographical issues such as access to fresh water, deforestation and habitat destruction have on the global environment. Students will also understand the characteristics of global citizenship, and acquire the skills of examining our individuals and groups effect on the quality of the global environment and the wellbeing of people.

Skills students will attain in this course:
Through the study of Geography, students will develop skills in:
- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools.

Knowledge and understanding
Through the study of Geography, students will develop knowledge and understanding about:
- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community
- civics for informed and active citizenship.

Values and attitudes
Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to:
- ecological sustainability
- a just society
- intercultural understanding
- informed and active citizenship
- lifelong learning
14.3 Year 9 Geography (Mandatory)

Course Duration: 1 semester

Pre-requisites: Nil


Course Fees: Nil

Course Description:
Students will describe the location, size and other unique characteristics of Australia. A range of unique factors influencing the composition of the Australian identity will be studied at the local, national and global scale.

Skills students will attain in this course:
Through the study of Geography, students will develop skills in:
- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools.

Knowledge and understanding
Through the study of Geography, students will develop knowledge and understanding about:
- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community
- civics for informed and active citizenship.

Values and attitudes
Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to:
- ecological sustainability
- a just society
- intercultural understanding
- informed and active citizenship
- lifelong learning
14.4 Year 9 Geography (Mandatory)- Accelerated

Course Duration: 2 semesters

Pre-requisites: Nil


Course Fees: Nil

Course Description:
In one year selected students are required to study the mandatory 100 hours of Australian Geography. Students will sit their Nirimba Collegiate Stage 5 Certificate in H.S.I.E at the end of this course. This course will cover four focus areas, investigating Australia’s identity, changing Australian environments and communities, Issues in Australian environments and communities and Australia in its regional and global context. In this course students will have the opportunity to identify and analyse the physical, social, economic, political, legal and technological factors that influence the location and functioning of environments and communities. Students will also develop skills that will enable them to identify and analyse how humans interact with their communities. Students will develop skills in acquiring information, processing information, communicating information and participating as active and informed citizens. The study of Geography also enables students to develop an interest in, and informed and responsible attitudes towards, people, culture, societies and environments with a commitment to social justice, ecological sustainability, democratic processes and lifelong learning.

Skills students will attain in this course:
Through the study of Geography, students will develop skills in:

- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools

Knowledge and understanding
Through the study of Geography, students will develop knowledge and understanding about:

- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community
- civics for informed and active citizenship
14.5 Year 10 Geography (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil


Course Fees: Nil

Course Description:
Students complete course content and skills that will aid them in the understanding of a range of geographical issues in the Australian environment. An in-depth investigation of how two issues can be managed by the Australian people over time is required.

The course also gives students the skills to understand Australia in its regional and global context, and how to examine the role of individuals and groups in planning for a better future.

It enables students to develop an interest in, and informed and responsible attitudes towards, people, culture, societies and environments with a commitment towards social justice, ecological sustainability, democratic processes and lifelong learning.

Skills students will attain in this course:
Through the study of Geography, students will develop skills in:
- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools

Knowledge and understanding
Through the study of Geography, students will develop knowledge and understanding about:
- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community
- civics for informed and active citizenship
15 Commerce

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

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

What will students learn about?
All students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study Legal and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

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

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

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
The Pathway of Learning for Commerce in the K-12 Curriculum

Years K–6 HSIE
Early Stage 1–3
Syllabus Strands

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

Years 7–10
Stages 4–5
(including Life Skills outcomes and content)

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Years 11–12
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<td>Legal Studies</td>
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</tbody>
</table>

Community, other education and learning, and workplace
15.1 Commerce- 100 Hours

Course Duration: 2 semesters

Pre-requisites: Nil


Course Fees: Nil

Course Description:
Students will investigate Commercial and Legal concepts relevant to them in today’s society. Students will learn:

- To make wise consumer choices
- To manage your money
- The investment secrets of the rich and powerful
- How the law applies to them and their family
- Their rights and responsibilities in the workplace
- What is a crime?
- How disputes are settled

Skills students will attain in this course:
Students will develop:

- Knowledge and understanding of consumer, financial, business, legal and employment matters
- Skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- Skills in effective research and communication
- Skills in working independently and collaboratively.
15.2 Commerce- 200 Hours

Course Duration: 4 semesters

Pre-requisites: Nil


Course Fees: Nil

Course Description:
Students will complete the same course content as the 100 hour course as well as investigating the world of business and the challenges that independence provides young adults.

Would you like to be your own boss? Have you got what it takes? In this course you will:

- become actively engaged in planning, organising and running a small business
- analyse the impact of e-commerce in our changing commercial environment
- Investigate the power of advertising and designing marketing campaigns to promote your class’ business.

So - you have a job and you’re on your own. How will you survive? In this course you will:

- Investigate skills needed for your new found independence and responsibilities
- Learn how to explore the big wide world of commerce including investigating travel opportunities. Students will also have to research, plan and cost their own world tour.
- Become aware of the importance of the global economy and the opportunities it offers to you

Skills students will attain in this course:
Students will develop:

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- skills in effective research and communication
- skills in working independently and collaboratively.
16 Work Education - 100 Hours

Course Duration: 2 semesters
Pre-requisites: Nil
Course Fees: Nil

Course Description:
Work Education provides students with opportunities to develop knowledge, understanding and skills regarding the world of work including an awareness of work readiness and employer expectations, the roles and purpose of a range of sectors and an appreciation of the role of lifelong learning in managing pathways.

What will students learn about?

<table>
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<tr>
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<tbody>
<tr>
<td>Topics:</td>
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<td>Workplace Rights and Responsibilities</td>
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<tr>
<td>What is Work?</td>
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<tr>
<td>Introduction to Workplace Safety</td>
<td>Technology and Communication</td>
</tr>
<tr>
<td>Enterprise Initiatives</td>
<td>Partnerships in the Community</td>
</tr>
</tbody>
</table>

All students will undertake the mandatory topic Introduction to Workplace Safety to ensure an understanding of occupational health and safety issues.

In addition students will study selected options such as technology, transitions, community participation, communication and partnerships. The Work Education syllabus encourages the integration of work and community based learning.

What will students learn to do?
Students will learn to research a range of work related issues for example employment trends and participation rates. Students will learn to communicate using a range of techniques targeting specific audiences for example employers. Students will learn employability skills, which include communication skills, teamwork, ICTs, and problem solving. Students will learn enterprise skills including taking the initiative in workplace contexts. Students will learn to plan and manage their own pathways including the range of life transitions.

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of 100 hours of study in Work Education during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s ROSA.
The Pathway of Learning for Work Education in the K-12 Curriculum

![Diagram showing the pathway of learning for work education in the K-12 curriculum.](Image)

- **Years K–6 HSIE**
  - Syllabus Strands
  - Early Stage 1–3
    - Change and Continuity
    - Cultures
    - Environments
    - Social Systems and Structures

- **Years 7–10**
  - Stages 4–5
  - (including Life Skills outcomes and content)
  - Aboriginal Studies
  - Work Education Elective
  - Commerce Elective
  - Geography Mandatory and Elective
  - History Mandatory and Elective

- **Years 11–12**
  - Stage 6
  - Aboriginal Studies
  - Ancient History
  - Business Studies
  - Economics
  - Geography
  - History Extension
  - Modern History
  - Society and Culture
  - Studies of Religion
  - Legal Studies

- Community, other education and learning, and workplace
17 Languages

The study of at least 100 hours in Languages is a mandatory requirement for eligibility for the award of the Nirimba Collegiate Stage 5 Certificate & ROSA. Students study outcomes and content of the chosen language syllabus in Years 7 and 8.

The Board has developed syllabuses in the following languages for the mandatory subjects: French
- German
- Spanish
- Japanese

When students have completed the mandatory 100 hours' language study, they may continue the study of that language as an elective for the Nirimba Collegiate Stage 5 Certificate & ROSA and/or choose to study another language.

KLA Description
Languages subjects provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.
For Aboriginal students the study of an Aboriginal language aims to increase self-esteem through an enhanced understanding of their linguistic heritage and an ability to communicate in ancestral languages, to obtain skills in language revitalisation to support cultural and language revival, and to increase links between schools and their local Aboriginal communities.

What will students learn about in the study of a modern language?
Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.
They will explore the nature of languages as systems by making comparisons between English and the chosen language.
Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

What will students learn to do in the study of a modern language?
Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.
Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.
They develop a capacity to interact with people, their culture and their language.

Nirimba Collegiate Stage 4 Certificate & ROSA
Satisfactory completion of the mandatory language study will be recorded on the student’s Record of School Achievement.

Satisfactory completion of 100 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student’s Record of School Achievement.
17.1 Year 7 Language (Mandatory)

**Course Duration:** 2 semesters

**Pre-requisites:** Nil

**Materials Needed:** Standard writing materials – 200 page exercise book, pens, ruler, scissors, glue, coloured pencils.

**Course Fees:** Nil

**Course Description:**
Students will learn basic language skills in the target language. It will give students an excellent understanding of the diversity of language systems and cultures. It will develop an appreciation of the historical, social, geographical and cultural aspects of the respective country. The course will also instil confidence in the use of technology as an aid to learning a language.

**Skills students will attain in this course:**
Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in the target language.

Students will explore the nature of languages as systems by making comparisons between English and the target language, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Students will develop knowledge of the culture of different communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.
17.2 Year 8 Language (Mandatory)

Course Duration: 2 Semesters

Pre-requisites: Nil


Course Fees: Nil

Course Description:
Students will learn basic language skills in the target language. It will give students an excellent understanding of the diversity of language systems and cultures. It will develop an appreciation of the historical, social, geographical and cultural aspects of the respective country. The course will also instil confidence in the use of technology as an aid to learning a language.

Skills students will attain in this course:
Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in the target language.

Students will explore the nature of languages as systems by making comparisons between English and the target language, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Students will develop knowledge of the culture of different communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.
Course Duration: 2 semesters

Pre-requisites: Nil


Course Fees: Nil

Course Description:
This course is aimed at students who want to learn an extremely interesting language. French is spoken throughout the world and is an important skill to learn. Throughout this course students will be introduced to the language. Students will learn to speak, write, read and listen in French. They will also learn about the French culture to broaden their horizons.

Skills students will attain in this course:

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French.

Students will explore the nature of languages as systems by making comparisons between French and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.
17.4 Japanese- 100 Hours

Course Duration: 2 semesters

Pre-requisites: Nil


Course Fees: Nil

Course Description:
This course is aimed at students who want to learn an extremely interesting language. The study of Japanese provides access to the language and culture of one of the global community’s most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Throughout this course students will be introduced to the language. Students will learn to speak, write, read and listen in Japanese. They will also learn about the Japanese culture to broaden their horizons.

Skills students will attain in this course:

- Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Japanese.
- Students will explore the nature of languages as systems by making comparisons between Japanese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.
- Students will develop knowledge of the culture of Japanese communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.
17.5 Japanese–200 Hours

**Course Duration:** 4 semesters

**Pre-requisites:** Nil


**Course Fees:** Nil

**Course Description:**
The aim of this course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. The study of Japanese provides access to the language and culture of one of the global community’s most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

Students will learn to speak, write, read and listen in Japanese. At the end of the course, students will be able to recognise and write 2 of the Japanese writing systems – hiragana and katakana, and recognise several kanji. They will be able to converse in Japanese regarding their school life, everyday life and several other topics.

**Skills students will attain in this course:**
- Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Japanese.
- Students will explore the nature of languages as systems by making comparisons between Japanese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.
- Students will develop knowledge of the culture of Japanese communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.
18 History (Mandatory)

The History (Mandatory) subject requires students to complete:
100 hours of History in Stage 4
100 hours of Australian History in Stage 5
This is a requirement for eligibility for the award of the Nirimba Collegiate Stage 5 Certificate & ROSA.

Subject Description
History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

What will students learn about?
Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact history is also examined.

Students develop an understanding of significant developments in Australia’s social, political and cultural history including Federation, the Vietnam War era and the social history of one decade in depth. Australia’s international relationships are examined through World War One and Two and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.

What will students learn to do?
Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of the mandatory study of History during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement. In Year 10, students undertaking the Board Developed Course in History sit for the Collegiate test.
The Pathway of Learning for History in the K-12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

Early Stage 1–Stage 3
K–6 HSIE
- including History K–6 (incorporating Australian curriculum)
- related strands in the NSW HSIE K–6 syllabus

Years 7–10
Stages 4–5
(including Life Skills outcomes and content)

Years 11–12
Stage 6

Aboriginal Studies
Ancient History
Business Studies
Economics
Geography
History Extension
Legal Studies
Modern History
Society and Culture
Studies of Religion
HSIE Life Skills

Community, other education and learning, and workplace pathways
18.1 Year 7 History (Mandatory)

Course Duration: 1 semester

Pre-requisites: Nil

Materials Needed: Workbook, assignment folder

Course Fees: Nil

Course Description:
According to the ‘out of Africa’ theory, about 60,000 years ago modern humans (Homo sapiens) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institutions developed, such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.

Skills students will attain in this course:
Students will develop the ability to:
  - Sequence events.
  - Use historical terms
  - Identify different types of sources
  - Draw conclusions about the sources and their usefulness based on their origin, purpose and context
  - Distinguish between fact and opinion
  - Locate and select information
  - Use image backs to gather images for historical enquiry
  - Communicate effectively using multimedia
  - Practice ethical behaviour when using the internet during historical enquiry

Skills students will learn about
  - How do we know about the ancient past?
  - Why and where did the earliest societies develop?
  - What emerged as the defining characteristics of ancient societies?
  - What have been the legacies of ancient societies?
18.2 Year 8 History (Mandatory)

Course Duration: 1 semester

Pre-requisites: Nil

Materials Needed: Workbook, assignment folder

Course Fees: Nil

Course Description:
The late Roman Empire was transformed by becoming Christian and dividing into an eastern and a western empire. Both empires were weakened by a series of invasions. After the collapse of the Roman Empire in the west, the Christian church provided the cultural foundation for the emergence of European medieval society. One of the important features of this society was feudalism. Islam, meanwhile, had spread from the Arabian Peninsula and by the mid-seventh century dominated North Africa and the Middle East. In the late eleventh century Christianity and Islam clashed in a series of wars known as the Crusades. The Christian goal of occupying Muslim Jerusalem and the Holy Land ultimately failed. In the mid-fifteenth century the Islamic Ottomans finally captured Constantinople, the capital of the eastern Roman Empire. This victory consolidated their empire which then commanded the eastern Mediterranean. In the meantime, western European navigators discovered new trade routes to Asia by sailing around Africa or heading west, across the Atlantic, to encounter the Americas. These voyages opened up a new understanding of the world at a time when Western Europe was embracing the learning of ancient Greece and Rome. This expansion of knowledge, experience and confidence is now known as the Renaissance. In Europe it heralded the Scientific Revolution and the Enlightenment which created the modern world.

Skills students will attain in this course:
Students will develop the ability to:

- Sequence events.
- Use historical terms
- Identify different types of sources
- Draw conclusions about the sources and their usefulness based on their origin, purpose and context
- Distinguish between fact and opinion
- Locate and select information
- Use image backs to gather images for historical enquiry
- Communicate effectively using multimedia
- Practice ethical behaviour when using the internet during historical enquiry
18.3 Year 9 History (Mandatory)

Course Duration: 1 semester

Pre-requisites: Nil

Materials Needed: Workbook, assignment folder

Course Fees: Nil

Course Description:
The Industrial Revolution, developing first in eighteenth-century Britain, gave rise to economic changes that have had an enormous impact on society. An obvious result was urbanisation, but the Industrial Revolution also contributed to other population movements such as the slave trade, emigration and convict transportation. The Industrial Revolution also encouraged European nationalism and imperialism. While the Industrial Revolution created wealth for some and support for capitalism, it also created a new class of urban workers who were forced to endure poor living and working conditions. The resulting social discontent created support for new political ideas such as socialism. At the end of this period, a build-up of tensions among Europe's great powers contributed to the outbreak of World War I, the first global war.

Skills students will attain in this course:
Students will develop knowledge of:

- **Continuity and change**: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

- **Cause and effect**: events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

- **Perspectives**: people from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

- **Empathetic understanding**: the ability to understand another’s point of view, way of life and decisions made in a different period of time or society, eg understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania’s Gordon River.

- **Significance**: the importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia’s relations with other countries.

- **Contestability**: how historians may dispute a particular interpretation of an historical source, event or issue, e.g. that the Gallipoli campaign ‘gave birth to our nation’; whether Australia was justified in taking part in the Vietnam War.
18.4 Accelerated Australian History (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: Workbook, assignment folder

Course Fees: Nil

Course Description:
The Industrial Revolution, developing first in eighteenth-century Britain, gave rise to economic changes that have had an enormous impact on society. An obvious result was urbanisation, but the Industrial Revolution also contributed to other population movements such as the slave trade, emigration and convict transportation. The Industrial Revolution also encouraged European nationalism and imperialism. While the Industrial Revolution created wealth for some and support for capitalism, it also created a new class of urban workers who were forced to endure poor living and working conditions. The resulting social discontent created support for new political ideas such as socialism. At the end of this period, a build-up of tensions among Europe’s great powers contributed to the outbreak of World War I, the first global war.

NB: Students attempting this course will be sitting the collegiate HSIE examination whilst still in Year 9.

Skills students will attain in this course:

- **Continuity and change**: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

- **Cause and effect**: events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

- **Perspectives**: people from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

- **Empathetic understanding**: the ability to understand another’s point of view, way of life and decisions made in a different period of time or society, e.g. understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania’s Gordon River.

- **Significance**: the importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia’s relations with other countries.

- **Contestability**: how historians may dispute a particular interpretation of an historical source, event or issue, e.g. that the Gallipoli campaign ‘gave birth to our nation’; whether Australia was justified in taking part in the Vietnam War.
18.5 Year 10 History (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: Workbook, assignment folder

Course Fees: Nil

Course Description:
Despite attempts to create a lasting peace at the end of World War I, the world was engaged in another global conflict within 20 years. Not only did this conflict cause greater loss of life, it witnessed the Holocaust and the first use of nuclear weapons. In the aftermath of this war decolonisation saw the end of the great European empires and the emergence of new nations, particularly in Asia and Africa. At the same time, the United States and the Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons in a tense confrontation known as the Cold War. Despite a peaceful end to the Cold War in 1991, the emergence of global terrorism and a shift in economic power to Asia have contributed to ongoing uncertainty. The period since the end of the twentieth century has also been characterised by rising concerns about issues such as globalisation, the environment and sustainability. In spite of these uncertainties, there have been significant advances in technology, especially in communications, public health and living conditions across the world.

Skills students will attain in this course:
- **Continuity and change**: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.
- **Cause and effect**: events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.
- **Perspectives**: people from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.
- **Empathetic understanding**: the ability to understand another’s point of view, way of life and decisions made in a different period of time or society, e.g. understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania’s Gordon River.
- **Significance**: the importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia’s relations with other countries.
- **Contestability**: how historians may dispute a particular interpretation of an historical source, event or issue, e.g. that the Gallipoli campaign ‘gave birth to our nation’; whether Australia was justified in taking part in the Vietnam War.
18.6 Year 9 History Elective- 100 Hours

Course duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 workbook and assignment folder

Course Fees: Nil

Course Description:
Become an historian by time travelling across Ancient, Medieval and Modern times. Learn about famous people and events that your class chooses! Solve mysteries from the past and use the internet to travel through time. This course includes a film study. Learn the skills of an historian by investigating ancient artefacts and learning from eyewitness and specialist accounts about the lives of people from the past.

Students will study heroes and villains. Students will choose from 3 of the following electives:
- Warriors
- Medieval World
- Pacific Islander History
- Myths and gods
- Ancient Rome
- 20th century Europe
- The Great Leap Forward
- Middle Eastern history
- Assassinations
- Heroes and villains
- Good guys and bad guys

Skills students will attain in this course:
Students will develop:
- The skill to identify different types of sources
- The skill to identify the origin, purpose and context of historical sources
- The skill to locate, select and organise information from a variety of sources
- The skill to sequence major events
- The skill to explain continuity and change over time
- The skill to interpret history within the context of the values, attitudes and motives of people from the past
- The skill to practice ethical behaviour in the use of the technology to communicate information.
18.7 Year 10 History Elective- 100 Hours

Course duration: 2 semesters
Pre-requisites: Nil
Materials Needed: A4 workbook and assignment folder
Course Fees: Nil

Course Description:
Become an historian by time travelling across Ancient, Medieval and Modern times. Learn about famous people and events that your class chooses! Solve mysteries from the past and use the internet to travel through time. This course includes a film study. Learn the skills of an historian by investigating ancient artefacts and learning from eyewitness and specialist accounts about the lives of people from the past.
Student will study 100 ways to die. Students will choose 3 from the following electives
- Pyramids, Tombs and Temples
- Total Power
- Revolutions and Uprisings
- Military Strategy and Tactics
- History of Crime
- The Medieval World
- Technology that changed the world
- Terrorism

Skills students will attain in this course:
Students will develop:
- The skill to identify different types of sources
- The skill to identify the origin, purpose and context of historical sources
- The skill to locate, select and organise information from a variety of sources
- The skill to sequence major events
- The skill to explain continuity and change over time
- The skill to interpret history within the context of the values, attitudes and motives of people from the past
- The skill to practice ethical behaviour in the use of the technology to communicate information.
18.8 Global Citizenship Elective- 100 Hours (available 2016)

Course duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 workbook and assignment folder

Course Fees: Nil

Course Description:
To be active, ethical, and effective global citizens, students must develop an understanding of the dynamic nature of human society, accept the cultures and contributions of diverse groups of people, and develop a thorough understanding of the social, economic and technological forces shaping students’ lives. Through the study of Active Global Citizenship, students will develop the capacity to engage, in an appropriate and informed manner, in the complex and interconnected world in which they live.

The changing global landscape affects us all; and students require knowledge and understanding about the implications, permutations and interconnectedness of interdependence, globalisation; social justice; environmental; social and cultural sustainability; and what is effective action for change.

Skills students will attain in this course:
Students will develop knowledge and understanding about:
- the importance of global citizenship
- the interdependence and interconnectedness of the contemporary world
- local, national and global issues related to the five global education learning emphases.

Students will develop skills:
- in analysis and action about real-world issues on a local, national and global scale
- to implement responsible action for positive change of local, national and global issues.

Values
The Active Global Citizenship BEC provides opportunities for students to focus on and develop the values of:
- respect
- responsibility
- co-operation
- care
- fairness
- democracy

And to explore how these values operate when responding to issues and problems in the world in which they live.
18.9  Big History Elective- 100 Hours

Course duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 workbook and assignment folder

Course Fees: Nil

Course Description:
This course is for Gifted and Talented students who wish to learn in a cross curricula classroom.

This course starts with the Big Bang and ends at some undetermined time in the future. The history of the Universe covers a nearly inconceivable span of time – 13.7 billion years – so we divide it into thresholds. Thresholds are times when the right ingredients combine with the “just right” conditions, the Goldilocks Conditions, to produce a new form of complexity and, very often, new fragility. The Big Bang is the first threshold. Other thresholds include the formation of the first stars, the emergence of life on Earth, collective learning, and the Modern Revolution. The future – of indeterminate length – may have more thresholds in store, but we can only imagine what they will be. Humans seem tiny compared with the vast scale of the Universe, but we play a huge role in our own destiny and in the destiny of our planet. Big history offers an understanding of where we came from and where we’re going, and of the complexity and fragility of our world. In this understanding we can find meaning in our own lives – and, indeed, in life itself.

Skills students will attain in this course:
- Students will develop:
  - The skill to identify different types of sources
  - The skill to identify the origin, purpose and context of historical sources
  - The skill to locate, select and organise information from a variety of sources
  - The skill to sequence major events
  - The skill to explain continuity and change over time
  - The skill to interpret history within the context of the values, attitudes and motives of people from the past
  - The skill to practice ethical behaviour in the use of the technology to communicate information.
18.10 Aboriginal Studies Elective- 100 Hours

Course duration: 2 semesters
Pre-requisites: Nil
Materials Needed: A4 workbook and assignment folder
Course Fees: Nil

Course Description:
Aboriginal Studies Years 7–10 provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students.

All students are able to develop an appreciation of Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes inclusiveness. Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia. The study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal Peoples and communities. Students develop recognition of the fundamental importance of land and spirituality to all Aboriginal Peoples. They also develop an understanding of the importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people.

It is essential that students develop ethical research skills and recognise and apply community consultation protocols. In their research students gain understanding and experience of a variety of appropriate information and communication technologies. In these ways students become active and informed advocates for a just and inclusive society.

Skills students will attain in this course:
Students will develop:
- Knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression
- Understanding of the importance of Aboriginal autonomy to Australia’s future
- Understanding of Aboriginal Peoples’ ongoing contribution to, and interaction with, the wider Australian society
- Understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes
- Research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.

Students will value and appreciate:
- the diversity of Aboriginal cultures, experiences and perspectives
- the dynamic nature of Aboriginal cultures
- the importance of social justice and equity
- ethical practices.
18.11 Independent Writer Elective- History-

**Course Duration:** 2 semesters

**Pre-requisites:** Gifted and talented writers

**Materials Needed:** folder (recommended) for collection of notes and resources

**Course Fees:** Nil

**Course Description:**
This elective course provides gifted and talented students with the opportunity to pursue areas of inquiry with increased independence. It is designed for students with a desire to critically examine, analyse and evaluate sources in depth from a range of contexts. The course will allow students to study sources in increasing complexity, from which students will create an individual special interest project that reflects their personal interpretations and interests.

This elective course is a unique experience for students of Stage 5, particularly those who are gifted and talented, as it provides them with the opportunity to pursue areas of high interest with independence and critical thinking. The individualised nature of the elective allows students to receive regular, ongoing feedback to improve their research, writing, presentation and critical analysis skills. This elective will also equip Stage 5 students with some foundation of Stage 6 skills, including: critical analysis, comparative study, extended research, communication techniques and use of varied technology.

Students’ special interest projects are communicated through media of the students’ choice. Students are encouraged to explore a variety of media, from print media to visual representation technologies such as film and multi-media. Students’ special interest projects will be supplemented by their own independent investigation and research into their area of interest. Students will be encouraged to explore a range of conceptual frameworks for the composition of their responses. They will maintain a journal or blog to reflect on and document the stages of their composition process and inquiry. Ongoing individualised teacher support will be provided for students throughout the composition of their individual projects.

**Skills students will attain in this course:**
- Examining the ways in which meaning can be constructed through a range of media
- Exploring the contextual features of a source’s historical period or era
- Evaluating information from sources of differing perspectives and approaches
- Assessing the significance of sources in contributing to change and continuity
- Communicating a knowledge and understanding of a range of sources
- Challenging differing positions, perspectives and approaches
- Planning and conducting an investigation involving analysis, synthesis and evaluation of information
- Producing an in-depth, insightful and original extended composition that demonstrates a clear position about an area of inquiry
- Annotating the process of composition, from idea to final product
- Examining, monitoring and documenting their process of inquiry in a journal or blog
- Self-assessing and evaluating the effectiveness of their investigation processes and methods
- Communicating their ideas to a variety of audiences using a range of delivery methods, including oral presentations, multi-modal productions and written document
19  Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory subject that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Nirimba Collegiate Stage 5 Certificate & ROSA.

Subject Description
PDHPE develops students’ capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?
All students study the following four modules:

Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships

Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts

Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.

Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

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

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student’s Record of School Achievement.
The Pathway of Learning for PDHPE in the K-12 Curriculum

PDHPE K–6
Early Stage 1 to Stage 3

PDHPE Years 7–10
Stages 4 and 5
(including Life Skills outcomes and content)

Years 11–12
Stage 6

PDHPE
Community & Family Studies
PDHPE
Sport, Lifestyle & Recreation CEC
PDHPE Life Skills

Community, other education and learning, and workplace
19.1 Year 7 PDHPE (Mandatory)

Course Duration: 2 Semesters

Pre-requisites: Nil

Materials Needed: A4 Workbook, QHHS Sport Uniform

Course Fees: Nil

Course Description:
Students are required to complete this course over two semesters. This course aims to educate students about physical activity and healthy habits, developing and maintaining positive relationships, drug awareness and summertime safety. Practical units include co-operative games athletics, fundamental movement skills in team sports, dance and aquatics.

Skills students will attain in this course:
Students will develop skills to promote positive individual and community health. Students will develop skills to promote positive relationships and participate in activities that will help face the new challenges of high school. Students will enhance their sense of self and appreciate the diverse community we live in.
19.2 Year 8 PDHPE (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 Workbook, QHHS Sport Uniform

Course Fees: Nil

Course Description:
Students are required to complete this course over two semesters. This course aims to educate students about lifestyle health, human reproduction, cannabis awareness, family relationships and child protection. Physical activity is an important component of this course. Practical units include athletics, gymnastics, team sports, dance, cross country, swimming and lifesaving.

Skills students will attain in this course:
Students will develop skills to protect and promote individual and community health. Students will develop and apply skills that enable them to adopt and promote healthy and active lifestyles. Students will enhance their sense of self, improve their capacity to manage challenging circumstances and appreciate caring and respectful relationships.
19.3 Year 9 PDHPE (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 workbook, QHHS sport uniform

Course Fees: Nil

Course Description:
This course is concerned with developing knowledge and skills that empower students to make informed decisions about their health and lifestyle. PDHPE contains both theory and practical components. The units of study in this course include drug education, alcohol and driver education, human sexuality (conception and contraception), lifestyle diseases, AIDS and blood born virus awareness, consumerism, and human diversity. The practical units of study include games skills, gymnastics, dance, athletics and fitness. Movement experiences aim to improve skill development and performance, and also provide opportunities to develop self-awareness, movement application, problem-solving and interpersonal skills.

Skills students will attain in this course:
Students will develop and apply skills that enable them to make informed decisions regarding their health and minimising risk taking behaviour... Students will enhance their sense of self, improve their capacity to manage challenging circumstances and appreciate caring and respectful relationships. Student will participate in a range of movement skills that will promote the value of lifelong physical activity.
19.4 Year 10 PDHPE (Mandatory)

Course Duration: 2 semesters

Pre-requisites: 9PE

Materials Needed: A4 workbook, QHHS sport uniform

Course Fees: Nil

Course Description:
This course is concerned with developing knowledge and skills that empower students to make informed decisions about their health and lifestyle. PDHPE contains both theory and practical components. The units of study in this course include overcoming adversity and mental health, adolescent risk taking behaviour, understanding human movement, gymnastics and games. The practical units aim to improve skill development, performance, and general fitness.

Skills students will attain in this course:
Student will analyse influences on health decision making, develop strategies to minimise risk taking behaviour and promote health. Students will participate in a range of physical activity and develop skills in creating rules and strategies in game situations.
19.5  Year 7-10 Sport (Mandatory)

Course Duration:  2 Semesters

Pre-requisites:  Nil

Materials Needed:  QHHS Sport / PE Uniform

Course Fees:  Bus fares and/or entry fees for some activities

Course Description:

Students will participate in Sport each Wednesday at QHHS. Years 7 & 8 will be timetabled for this to occur during periods 3 & 4, whilst Years 9 & 10 will be timetabled during periods 5 & 6. Students will have the opportunity to participate in Grade Sport against other schools, choose some Recreation Activities or participate in an Integrated Sports Program at school.

At different times throughout the year, students also have the opportunity to participate in the annual Swimming, Athletics and Cross Country Carnivals at School, Zone, Regional and State level. The school is also involved in a number of Knockout Competitions and Zone Gala Days.

Skills students will attain in this course:

Students participating in this course will:

- Improve their fitness and physical wellbeing through the participation in sport and recreation activities.
- Involve themselves in social interaction which will positively boost their self-esteem.
- Participate against their peers and other schools where valuable experience in leadership, co-operation and understanding of individual differences will occur.
- Learn new skills and develop competencies in a range of sporting games and recreational activities.
- Experience the highs and lows that occur in sport while being within a supportive team environment.
- Be rewarded for Genuine Effort, Teamwork and Sportsmanship.
19.6 Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies is an elective content endorsed subject that may be studied for 100 or 200 hours at any time during Years 8–10.

Subject Description
Physical Activity and Sports Studies aims to enhance students’ capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will students learn about?
The subject 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 & Event management
  - Enhancing performance – strategies and techniques
  - Technology, participation and performance

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

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of 100 or 200 hours of study in Physical Activity and Sports Studies CEC during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
The Pathway of Learning for Physical Activity & Sports Studies in the K-12 Curriculum

PDHPE K-6
Early Stage 1 to Stage 3

PDHPE Years 7-10
Stages 4 and 5
(including Life Skills outcomes and content)

Physical Activity and Sports Studies CEC Years 7-10

Years 11-12
Stage 6

PDHPE
Community and Family Studies
PDHPE Life Skills
Exploring Early Childhood CEC
Sport, Lifestyle and Recreation CEC

Community, other education and learning and workplace
Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications

Students wishing to qualify for 200 Hours – Physical Activity & Sports Studies on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 hours over Years 9 and 10.

In order to calculate ROSA hours in this instance it is important to follow this formula:
2 x semesters of study of Physical Activity & Sports Studies in Years 9 and 10 = 100 Hours
4 x semesters of study of Physical Activity & Sports Studies in Years 9 and 10 = 200 Hours
Course Duration: 2 semesters
Pre-requisites: Nil
Materials Needed: A4 workbook, sport uniform
Course Fees: Nil

Course Description:

Students will investigate energy systems and how they affect sports performance whilst also looking at issues in Physical Activity and Sport. Other areas of study will focus on the sporting identity of Australia as well as the difference between lifestyle, leisure and recreation and how to promote an active lifestyle. Students will also complete two school based modules which meet the needs of each class. Students participate in a range of activities that apply, transfer and modify movement skills to create new games.

Skills students will attain in this course:

- Discusses factors that limit and enhance the capacity to move and perform
- Analyses the benefits of participation and performance in physical activity and sport
- Analyses physical activity and sport from a personal, social and cultural perspective
- Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- Works collaboratively with others to enhance participation, enjoyment and performance
- Performs movement skills with increasing proficiency
19.6.2 Physical Activity and Sports Studies 200 hours (PASS)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 workbook, sport uniform

Course Fees: Nil

Course Description:
Students will develop an understanding of the principles behind how the body systems work. Students will also promoting the benefits of health, physical activity and an active lifestyle, whilst exploring how career and leadership opportunities and pathways can be undertaken in the Recreation and Sport Industry. Students will also look at and study Components of Fitness as well as two school based modules that meet the needs of each class. This course provides students with a broad understanding of the multifaceted nature of these fields. Students participate in a range of activities that apply, transfer and modify movement skills to create new games.

Skills students will attain in this course:

- Discusses factors that limit and enhance the capacity to move and perform
- Analyses the benefits of participation and performance in physical activity and sport
- Analyses physical activity and sport from a personal, social and cultural perspective
- Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- Works collaboratively with others to enhance participation, enjoyment and performance
- Performs movement skills with increasing proficiency
20 Dance

Dance is an elective subject that can be studied for 100 or 200 hours at any time during Years 9–10.

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

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

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

Nirimba Collegiate Stage 5 Certificate & ROSA
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.
Students wishing to qualify for 200 Hours – Dance on the Nirimba Collegiate Stage 5 Certificate & ROSA must study PD101n Year 9 and PD201 in Year 10.

Students wishing to study Dance as a HSC subject are highly encouraged to partake in 200 hours of Dance over years 9 and 10.
The Pathway of Learning for Dance in the K-12 Curriculum

- Early Stage 1 – Stage 3
  Creative Arts K–6 Syllabus

- Stage 4 and Stage 5
  Dance Years 7–10 Syllabus
  (including Life Skills outcomes and content)

- Dance Stage 6 Syllabus
  Preliminary and HSC courses

- Community, other education and learning, and workplace
20.1 Dance - 100 Hours

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 Workbook, QHHS Sport Uniform

Course Fees: Nil

Dance 100 hours
The 100 hour course Lets Dance is designed for students who have an interest in Dance or who would like to learn how to Dance. It is aimed for students who wish to enhance their performance ability and learn new styles. The study of dance as an artform is the philosophical base of the Dance Years 7-10 Syllabus and with Dance existing today in many forms and being performed in varying contexts students will have the opportunity to study a variety of genres. This course will focus on the basics of Dance with students studying the three practices; Performance, Composition and Appreciation in order to develop their creativity, confidence and dance ability.

20.2 Dance - 200 Hours

Course Duration: 4 semesters

Pre-requisites: Nil

Materials Needed: A4 Workbook, QHHS Sport Uniform

Course Fees: Nil

Dance 200 hours
The 200 hour Dance course is designed for students who have a genuine interest in Dance and wish to continue to develop their understanding, technique and performance quality. This course is aimed at students who have more than a basic understanding of Dance and have undertaken Dance training in the past. The three practices of Dance; performance, composition and appreciation all have equal emphasis placed on them. This course will focus on students learning technical based choreography, performing and composing. It will help students develop a greater understanding of the process of creating a Dance and is highly recommended for serious dancers as well as those whom wish to potentially study Dance as an HSC subject.
The Pathway of Learning for Drama in the K-12 Curriculum

Early Stage 1 – Stage 3
Creative Arts K–6 Syllabus

Stages 4 and 5
Drama Years 7–10 Syllabus
(including Life Skills outcomes and content)

Drama Stage 6 Syllabus
Preliminary and HSC courses

Community, other education and learning, and workplace
21.1 Drama - 100 Hours

Description: 100 hours

Open to 9 and year 10 students this course will explore the various dramatic elements that are in a play. Emphasis will be placed on student involvement in activities that develop their understanding of these elements and apply their acquired skills to a variety of roles and script extracts.

Outcomes:
Students studying this course will:

- Develop an understanding of a variety of dramatic and theatrical styles.
- Develop the ability to apply this knowledge to an audience.
- Develop the ability to perform in front of an audience.
- Understand the value and contribution of scripts to a performance.
- Develop the ability to write scripts.
- Be part of the rehearsal process.
- Develop the ability to reflect on personal performances and the performances of others.
- Develop an understanding of characterisation.
- Develop their ability to act.
- Develop their ability to critically appraise a performance.
- Develop their ability to use improvisation.
- Develop an understanding of a variety of dramatic resource materials.
21. 2 Drama- 200 Hours

Description: 200 hours
This course is available to Year 9 and 10 students who wish to complete 200 hours. Students will be involved in a study of scripted theatre, the history of theatre, self-devised theatre and theatre criticism. Excursions will be organised to selected performances to help understand theatre.

Outcomes:
Students studying this course will:
- Recognise a variety of stage techniques.
- Understand the relationships between improvisation, script and performance.
- Develop the ability to write scripts.
- Develop their ability to characterise.
- Understand how drama serves a variety of functions in our society.
- Learn the language of drama.
- Develop the ability to work in groups.
- Develop the ability to use drama in a variety of situations.
- Learn to interpret situations and characters devised by others.
- Learn to employ the elements of drama and theatrical style to a given audience and purpose.
- Develop the ability to perform.
- Develop an understanding of the technical aspects of performance.
- Understand the interdependence of artistic and management teams involved in a performance.
22 Music

Subject Description
Music helps to give young people the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening. It allows a range of music to have a continuing role in their lives.

What will students learn about?
The study of Music enables students to share ideas, feelings and experiences. They will be able to further develop their affective, cognitive and psychomotor domains in the act of making music. It allows for the expression of emotion and imagination, the intellect and the exploration of values. Students will 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. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music. Students will develop knowledge and skills in each of the individual areas of performing, composing and listening, with the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

What will students learn to do?
Students will develop knowledge, understanding and skills in the concepts of music through:
- performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- composing as a means of self-expression, musical creation and problem solving
- listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Students will value and appreciate the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Students wishing to qualify for 100 Hours – Music on the Nirimba Collegiate Stage 5 Certificate & ROSA must study the course for 2 semesters in Years 9.

Students wishing to qualify for 200 Hours – Music on the Nirimba Collegiate Stage 5 Certificate & ROSA must study the course for 200 hours in Years 9 and 10.

Students who study Music in Year 8 can advance their entry point in Year 9 or 10. In order to calculate ROSA hours in this instance it is important to follow this formula:
2 x Semester courses of Music in Years 9 = 100 Hours
4 x Semester courses of Music in Years 9 and 10 = 200 Hours
The Pathway of Learning for Music in the K-12 Curriculum

- Early Stage 1 – Stage 3
  Creative Arts K–6

Stage 4
Music – Mandatory Course
(including Life Skills Years 7–10 outcomes and content)

Stage 5
Music – Elective Course
(including Life Skills Years 7–10 outcomes and content)

Stage 6
Music 1

Stage 6
Music 2

Stage 6
Music Extension

Community, other education and learning, and workplace
22.1 Music Year 7 (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: 96 page Music workbook

Course Fees: $10

Course Description:

Throughout the year, students will acquire basic music literacy skills, learning to read and write music and understand basic music symbols. Students will also compose simple pieces of music learning to experiment creatively with sound. Students will create both individual and group compositions.

Students will develop:

- Skills in performing and interpreting musical symbols
- Technical skills and understanding of the instruments studied
- Skills in learning to creatively express ideas through composing music
- Music literacy skills through learning to read and write music and interpret music symbols
- Listening and musical analysis skills through learning how to identify and describe the stylistic features of a wide variety of music
- An appreciation of the aesthetic value of music in its many and varied forms and styles

22.2 Music Year 8 (Mandatory)

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: 96 page Music workbook

Course Fees: $10

Course Description:

Year 8 Elective Music is a one Semester course. It is an introduction to the concepts and skills studied in Elective Music in Years 9 and 10. Students are given a brief overview of the skills taught in Elective Music in Years 9 and 10 and they are encouraged to find and start to explore their areas of interest in Music.

Students will develop and expand upon the same musical outcomes listed in Year 7 Music.
22.3 Music - 100 Hours

Course Duration: 2 semesters
Pre-requisites: Stage 4 Mandatory
Materials Needed: 96 page Music workbook
Course Fees: $20 per year

Course Description:
This elective is offered to students with minimal prior musical experience as a 100 hour course. Students complete two Semesters of Music study in Year 9. Students are reintroduced to the concepts of music covered in Years 7 and 8. Fundamental concepts and skills are revised and built upon to undertake a more in-depth study of music. Classroom learning activities incorporate the learning experiences of performing, composing and listening.

Students will develop:

- Skills in listening to analysing pieces of music from the styles and genres of music being studied.
- Skills in reading and interpreting musical scores
- Skills in researching and organising relevant information in the topics being studied
- Music literacy skills in learning to read and write music
- Music composition skills incorporating the use of music technology
- Musical performance skills in guitar, keyboard, voice or other instrument of their choice
22.4 Music - 200 Hours

Course Duration: 4 semesters

Pre-requisites: Stage 4 mandatory and 100 hour Stage 5 course

Materials Needed: 96 page Music workbook

Course Fees: $20 per year

Course Description:
Students chosen to undertake the extension class will already have prior musical knowledge and experiences in music. They will develop the same skills the 100 hour course, as well as the following:

- Demonstrated ability and proficiency on a chosen instrument
- Developed aural skills and proven ability to analyse music in terms of the musical concepts
- Ability to read and write basic musical notation
- A willingness to perform for various school-based functions
23 Photographic and Digital Media

Years 9 and 10 Photographic and Digital Media

Photography Elective is studied for either 100 or 200 hours in Stage 5 (Years 9 and 10). Photography is an elective course for students wishing to explore traditional darkroom techniques that involve taking photographs using a film camera, developing film and enlarging prints in the darkroom. They will also learn about digital/video photography methods in-depth, from both a practical and theoretical perspective. Students will develop an understanding of the Critical/Historical aspects of Photography.

The topics covered in this course are Photograms, Portraiture, Still Life, Advertising, Photojournalism, Photoshop, Urban and Beach Landscapes. The weighting for the course is 70% practical and 30% theory.

An excursion is planned during the second semester for students to photograph an urban or beach environment. Here students will have the opportunity to hone their skills and develop their body of work in preparation for the annual CAPA Showcase exhibition in Term 4.

Photography Assessment
During the Photographic and Digital Media course students are expected to produce photographic works and detail the development of these works in their Photographic Process Diary (PPD). A Photographic Process Diary (PPD) is also used to record ideas and document procedures.

Students will also undertake both critical and historical studies of relevant photographers associated with each unit of work. Students will be given a computer-based theoretical research assignment and must also sit an examination at the end of each semester.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Students wishing to qualify for 100 Hours – Photographic & Digital Media on the Nirrimba Collegiate Stage 5 Certificate & ROSA must study CP101 and CP102 in Years 9 and 10.

Students wishing to qualify for 200 Hours – Photographic & Digital Media on the Nirrimba Collegiate Stage 5 Certificate & ROSA must study 100 Hours and CP201 in Years 9 and 10.

In order to calculate ROSA hours in this instance it is important to follow this formula:
2 x Semester courses of Photographic & Digital Media in Years 9 and 10 = 100 Hours
4 x Semester courses of Photographic & Digital Media in Years 9 and 10 = 200 Hours
The Pathway of Learning for Photographic & Digital Media in the K-12 Curriculum

Early Stage 1
  – Stage 3
  Creative Arts K–6

Stage 4
Visual Arts Mandatory
(including Life Skills outcomes and content)

Stage 5
Photographic and Digital Media Elective
(including Life Skills outcomes and content)

Stage 5
Visual Arts Elective

Stage 5
Visual Design Elective

Stage 6
Photography, Video and Digital Imaging
  CEC

Stage 6
Visual Arts

Stage 6
Visual Design
  CEC

Stage 6
Ceramics
  CEC

Community, other education and learning, and workplace
23.1 Photography - 100 Hours

Course Duration: 2 semesters

Pre-requisites: Nil

Equipment Needed: Photographic Process Diary (PPD), USB, pencils, pens, eraser plus other materials as required by individual students.

Course Fees: $80 per year

Course Description:

Students will explore traditional darkroom techniques such as Photograms, and taking photographs using a film camera, developing film and enlarging prints in the darkroom. They will also learn about digital Photoshop methods. Students will develop an understanding of the Critical / Historical aspects of Photography.

The topics covered in this course are Photograms, Portraiture, Still Life, Advertising, Photojournalism, Photoshop, Urban and Beach Landscapes. The weighting for the course is 70% practical and 30% theory.

Photography Assessment

During the Photographic and Digital Media course students are expected to produce photographic works and detail the development of these works in their Photographic Process Diary (PPD). A Photographic Process Diary (PPD) is also used to record ideas and document procedures. Students will also undertake both critical and historical studies of relevant photographers associated with each unit of work. Students will be given a computer-based theoretical research assignment and must also sit an examination at the end of each semester.
23.2 Photography - 200 Hours

Course Duration: 4 Semesters

Pre-requisites: 100 hour Stage 5 elective course

Equipment Needed: Photographic Process Diary (PPD), USB, pencils, pens, eraser plus other materials as required by individual students.

Course Fees: $80 per year

Course Description:
An extension course where students are reintroduced to the concepts of Photography covered in the 100 hour course, however photographic skills are further developed and refined. Students will further develop and expand upon their Darkroom and Photoshop skills and they are also introduced to the concept of ‘movie making’ where they will acquire video editing skills. Students will continue to develop an understanding of the Critical/Historical aspects of Photography. The weighting for the course is 70% practical and 30% theory.

Photography Assessment
During the Photographic and Digital Media course students are expected to produce photographic works and detail the development of these works in their Photographic Process Diary (PPD). A Photographic Process Diary (PPD) is also used to record ideas and document procedures.

Students will also undertake both critical and historical studies of relevant photographers associated with each unit of work. Students will be given a computer-based theoretical research assignment and must also sit an examination at the end of each semester.
24 Visual Arts

The Pathway of Learning for Visual Arts in the K-12 Curriculum

Early Stage 1
- Stage 3
Creative Arts K–6

Stage 4
Visual Arts
Mandatory
(including Life Skills outcomes and content)

Stage 5
Photographic and
Digital Media Elective
(including Life Skills outcomes and content)

Stage 5
Visual Arts
Elective

Stage 5
Visual Design
Elective

Stage 6
Photography, Video
and Digital Imaging
CEC

Stage 6
Visual Arts

Stage 6
Visual Design
CEC

Stage 6
Ceramics
CEC

Community, other education and learning, and workplace
24.1 Year 7 Visual Arts (Mandatory)

**Course Duration:** 2 Semesters

**Pre-requisites:** NIL

**Equipment Needed:** Visual Arts Process Diary (VAPD), USB, pencils, pens, eraser plus other materials as required by individual students.

**Course Fees:** $50 per year

In Year 7 all students study Visual Arts. This 100 hour foundation course is primarily about creating artworks in at least two of the 2D, 3D and 4D expressive forms and is taught over two Semesters. They explore a variety of different art making experiences such as drawing, painting, wet photography, digital photography, printmaking, clay work and sculpture. Students also learn how to interpret and gain information from artworks that they study in class.

The topics that are studied in Year 7 Visual Arts include the Elements and Principles of Art, Abstract Art, Portraiture and Indigenous/Tribal Art. Students are required to keep a diary to record the ideas and intentions explored in their art making and to engage in drawing as a sustained practice. This is called a Visual Arts Process Diary (VAPD).

Students will have the opportunity to exhibit their artwork at the annual CAPA Showcase Evening in Term 4. The weighting for the course is 70% practical and 30% theory.

24.2 Year 8 Visual Arts (Mandatory)

**Course Duration:** 2 Semesters

**Pre-requisites:** NIL

**Equipment Needed:** Visual Arts Process Diary (VAPD), USB, pencils, pens, eraser plus other materials as required by individual students.

**Course Fees:** $50 per year

Year 8 Art is a two Semester course. It is an introduction to the concepts and skills studied in Elective Art in Years 9 and 10. Students will develop and expand upon the same Visual Arts outcomes listed in Year 7 Art.

The topic studied in Year 8 is the Environment. Within this unit of work we study a variety of different artists who use the environment as an inspiration for their artmaking. An excursion to the beach or other environment is organised to supplement the work being taught in class. Students will photograph, document and sketch various aspects of the environment and develop this into a body of work at school using a variety of different 2D, 3D and 4D forms. The weighting for the course is 70% practical and 30% theory. Students are required to keep a Visual Arts Process Diary to record evidence, decisions and actions made by students in the creation of their artworks. Students will have the opportunity to exhibit their artwork at the annual CAPA Showcase Evening in Term 4.
24.3 Year 9 and 10 Visual Arts (Elective)

Visual Arts Elective is studied for either 100 or 200 hours in Stage 5 (Years 9 and 10). These courses provide for more extensive learning in the Visual Arts beyond the limits of the mandatory course. The concept of the Body of Work is introduced and students may produce one or more individual works that are related through subject and/or form. Students continue to develop their understandings and skills using the concepts of practice, the conceptual framework and the frames in 2D, 3D and 4D forms. Students are required to keep a Visual Arts Process Diary which provides evidence of the decisions and actions made by students in the production of their artworks.

The topics covered include Fantasy, Mixed Media, Suburbia, Art and Text and Postmodernism. Students explore forms such as Drawing, Painting, Printmaking, Ceramics, Sculpture, Mixed Media, Installation and Digital Photography.

An excursion is planned during the year to a specific art exhibition related to the unit of work being studied. This may include: Art Express, Biennale of Sydney, and Sculpture by the Sea. Students also engage with the art world with excursions to the Art Gallery of NSW, The Museum of Contemporary Art and other Sydney galleries.

An annual Creative and Performing Arts Expo held in mid Term 4 showcases the work of our talented Visual Arts and Photography students.

The weighting for the course is 60% practical and 40% theory.

Visual Arts Assessment
During the Visual Arts course students are expected to create artworks and detail the development of these works in their Visual Arts Process Diary (VAPD). A Visual Arts Process Diary (VAPD) is also used to record ideas and document procedures.

Students will also undertake both critical and historical studies of relevant artists associated with each unit of work. Students will be given a computer-based theoretical research assignment and must also sit an examination at the end of each semester.
24.4 Visual Arts - 100 Hours

Course Duration: 2 Semesters

Pre-requisites: Stage 4 Mandatory

Equipment Needed: Visual Arts Process Diary (VAPD), USB, pencils, pens, eraser plus other materials as required by individual students.

Course Fees: $60 per year

24.5 Visual Arts - 200 Hours

Course Duration: 4 Semesters

Pre-requisites: Stage 5 Elective 100 hour course

Equipment Needed: Visual Arts Process Diary (VAPD), USB, pencils, pens, eraser plus other materials as required by individual students.

Course Fees: $60 per year

The Visual Arts Elective is offered as a 100 and 200 hour course in stage 5.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Students wishing to qualify for 200 Hours – Visual Arts on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours over Years 9 and 10.

In order to calculate ROSA hours in this instance it is important to follow this formula:
2 x Semester courses of Visual Arts in Years 9 and 10 = 100 Hours
4 x Semester courses of Visual Arts in Years 9 and 10 = 200 Hours
25 Information & Software Technology

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

Subject 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 subject 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 of the syllabus has been distributed amongst the 100 hour modules. The courses have been designed with an emphasis on practical activities and are intended to allow students to explore a range of interest areas.

The option topics to be studied within this subject include:
- Authoring and Multimedia
- Internet and Website Development
- Robotics and Automated Systems.
- Software Development and Programming

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.

Nirimba Collegiate Stage 5 Certificate & ROSA
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.
The Pathway of Learning for Information & Software Technology in the K-12 Curriculum

Mandatory Study
Early Stage 1 – Stage 3
K–6 Science and Technology

Mandatory Study
Stage 4
Years 7–8 Technology (Mandatory)
(including Life Skills outcomes and content)

Elective Study
Years 7–10 Technology elective courses
Syllabuses include Stage 4 and Stage 5 outcomes
(including Life Skills outcomes and content)

Elective Study
Stage 6
There are no prerequisites for study of Stage 6 courses.

Board Developed Courses
Agriculture
Design and Technology
Engineering Studies
Food Technology
Information Processes and Technology
Industrial Technology
Software Design and Development
Textiles and Design
Technological and Applied Studies Life Skills

VET Frameworks and CECs
Construction
Entertainment Industry
Hospitality
Information Technology
Metal and Engineering
Primary Industries
Tourism
Computing Applications CEC
Electrotechnology CEC
Furnishing CEC
Marine Studies CEC

Post-school Study
Community, other education and learning, and workplace
25.1 Digital Media/Networks

Course Duration: 2 semesters
Pre-requisites: Nil
Materials Needed: USB Flash Drive
Course Fees: $10.00

Course Description:
The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Topics include Authoring & Multimedia, Digital Media, The Internet and Networking Systems.

Skills students will attain in this course:
Students will develop:
- knowledge and understanding of a range of computer software and hardware
- problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- responsible and ethical attitudes related to the use of information and software technology
- knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
- effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems
25.2 Robotics/Software Development

Course Duration: 2 semesters
Pre-requisites: TC100
Materials Needed: USB Flash Drive
Course Fees: $10

Course Description:
The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Topics include Robotics & Automated Systems, Artificial Intelligence, Simulation, Modelling, Database Design, Software Development and Programming.

Skills students will attain in this course:
Students will develop:
- knowledge and understanding of a range of computer software and hardware
- problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- responsible and ethical attitudes related to the use of information and software technology
- knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
- effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems

The Technology (Mandatory) subject must be studied for at least 200 hours in Stage 4 (Years 7 and 8). This is a requirement for eligibility for the award of the Nirrimba Collegiate Stage 5 Certificate & ROSA. Technology (Mandatory) is the foundation subject for a range of elective courses in the Technology learning area.

Subject Description
Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.
26 Technology

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

- Built Environments
- Products
- Information and Communications.

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

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

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

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of the Technology (Mandatory) course will be recorded on the student’s Record of School Achievement.
26.1 Year 7 & 8 Technology Mandatory

Course Duration: 4 semesters
Materials Needed: leather shoes; display folder
Course Fees: $50 per Year

Course Description:
The Technology Mandatory Course is a compulsory course for all students in Years 7 & 8. The aim of the course is to develop students’ ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques.

Skills students will attain in this course:
Students will develop:

- knowledge, understanding and appreciation of and skills in design processes, design theory and the work of designers
- knowledge of and skills in researching, experimenting, generating and communicating creative design ideas and solutions
- knowledge and understanding of and skills in the responsible selection and safe use of materials, tools and techniques
- knowledge, understanding and appreciation of the impact of innovation and emerging technologies on the individual, society and the environment
- knowledge of and skills in managing quality solutions to successful completion
- understanding and appreciation of and skills in evaluating and reflecting on the success of their own and others’ design activities
The Pathway of Learning for Technology in the K-12 Curriculum

- Mandatory Study
  Early Stage 1 – Stage 3
  K–6 Science and Technology

- Mandatory Study
  Stage 4
  Years 7–8 Technology (Mandatory)
  (including Life Skills outcomes and content)

- Elective Study
  Years 7–10 Technology elective courses
  Syllabuses include Stage 4 and Stage 5 outcomes
  (including Life Skills outcomes and content)
  - Agricultural Technology
  - Design and Technology
  - Food Technology
  - Graphics Technology
  - Industrial Technology
  - Information and Software Technology
  - Marine and Aquaculture Technology
  - Textiles Technology
  - CEC

- Elective Study
  Stage 6
  There are no prerequisites for Stage 6 courses.
  - Board Developed Courses
    - Agriculture
    - Design and Technology
    - Engineering Studies
    - Food Technology
    - Information Processes and Technology
    - Industrial Technology
    - Software Design and Development
    - Textiles and Design
    - Technological and Applied Studies Life Skills
  - VET Frameworks and CECs
    - Construction
    - Entertainment Industry
    - Hospitality
    - Information Technology
    - Metal and Engineering
    - Primary Industries
    - Tourism
    - Computing Applications CEC
    - Electrotechnology CEC
    - Furnishing CEC
    - Marine Studies CEC

- Post-school Study
  Community, other education and learning, and workplace
26.2 Agricultural Technology - 100 Hours

Agricultural Technology is an elective subject that may be studied for 100 or 200 hours for the Nirimba Collegiate Stage 5 Certificate & ROSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

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

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

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

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

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

Nirimba Collegiate Stage 5 Certificate & ROSA
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.
Course Duration: 2 semesters

Materials Needed: A 96 page A4 Workbook, display folder, black leather shoes

Course Fees: $40 per year

Course Description:

Half the course is theory and half is practical, as set out by the Board of Studies.
Several enterprises are covered:

- Egg industry - this covers all aspects of the egg industry from breeds of chickens to egg collection, handling and storage. It also allows students to learn to manage an animal enterprise through egg collection, incubation and growing of the chicks.
- The vegetable industry - this covers soil preparation and growth of vegetables to methods of harvest. Several scientific experiments are carried out on mulch and fertilizer use. Data is also collected for use in analysis of crop growth. This section of the course also allows for tractor driving experiences with emphasis on tool use and safety issues.
- Prime lamb/beef industry – this covers the basics of the meat growing industry including handling, management and breeding of large animals.
- Fruit industry – this section covers many aspects of the growth of fruit crops with practical work focusing on citrus and pome fruit, as well as propagation methods such as pruning and grafting.

Skills students will attain in this course:

Students will develop:

- Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- Knowledge and understanding of the local and global interaction of agriculture with Australia’s economy, culture and society
- Knowledge of and skills in the effective and responsible production and marketing of agricultural products
- An understanding of sustainable and ethical practices that support productive and profitable agriculture
- Skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- Knowledge and skills in implementing cooperative and safe work practices in agricultural contexts
26.3 Child Studies

Nirimba Collegiate Stage 5 Certificate & ROSA Qualification

Students wishing to qualify for 100 Hours – Child Studies on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 100 hours (CH100) in Year 9 or 10.

Students wishing to qualify for 200 Hours – Child Studies on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours (CH 200) in Years 9 and 10.

26.3.1 Child Studies - 100 Hours

Course Duration: 2 semesters

Materials Needed: A4 workbook, enclosed leather shoes

Course Fees: $40 per year

Course Description:

The focus in this course is the family. It will look at types of families, roles, functions and responsibilities. The concept of being a good parent will look at styles of parenting, importance of values and problems faced by parents.

The course will also focus on reproduction systems, both male and female. It will deal with the many factors needed for couples to prepare for becoming a family: nutrition, emotional and financial readiness. It will look at pregnancy, and complications that may occur and also look at the stages of development through the nine months. Part of preparing for parenthood is the setting up of a nursery and looking at equipment necessary.

Care of newborn is important part in development of a child. This course will look at the benefits of breastfeeding, immunisation and community support services and other groups available to families.

Skills students will attain in this course:

Students will develop:

- Knowledge of the physical and social processes of becoming a family
- Knowledge and understanding of factors involved in the health, well-being and safety of the child at different stages of development
- Knowledge of different problems occurring during childhood and methods of coping with them
- Skills in communicating, interacting and researching
- Respect for the individuality of children and develop an understanding of responsibilities of parents and carers of young children
- Knowledge of the different care requirements of a newborn, e.g. bathing, sleeping, settling, feeding, hygiene
26.3.2 Child Studies - 200 Hours

Course Duration: 4 semesters

Materials Needed: A4 workbook, enclosed leather shoes

Course Fees: $40 per year

Course Description:

This course looks at growth and development of the child from 1-3 years. It looks at developmental steps of talking, walking, toileting and behaviour patterns.

It will focus on the importance of feeding and clothing of children, as these are probably the two most important needs of a child. A study of clothing styles and fibre properties will show the importance of the safety facts needed when clothing children.

Play is an important part of a child’s world and this course will look at the nature and importance of play in all stages of a child’s physical, social, emotional, cognitive and language development and the selection of toys suitable for them.

This course will also focus on cultural differences and how culture is central to a child’s sense of belonging and identity. Media and technology in childhood and the effects it can have on learning and development.

Skills students will attain in this course:

Students will develop:

- Knowledge of the physical and social processes of becoming a family
- Knowledge and understanding of factors involved in the health, well-being and safety of the child at different stages of development
- Knowledge of different problems occurring during childhood and methods of coping with them
- Skills in communicating, interacting and researching
- Respect for the individuality of children and develop an understanding of responsibilities of parents and carers of young children
- Critical views associated with the use of technology, e.g. exposure to violence, reduced physical activity levels and development of social skills
26.4 Design and Technology 100 - Hours

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

Subject 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.

Nirimba Collegiate Stage 5 Certificate & ROSA
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.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Students wishing to qualify for 100 Hours – Design & Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study DT100 in Year 9 or 10.

Students wishing to qualify for 200 Hours – Design & Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours in Years 9 and 10.
Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: A4 Display Folder, Shoebox, Black Texta

Course Fees: $80 per year

Course Description:

Half the course is theory and half is practical, as set out by the Board of Studies. Several areas are covered:

- Mosaics – students design their own mosaic item. They will learn to work using the reverse method to produce a stepping stone or decorated plant pot.
- Copper foiling – students will learn to use new tools to cut, grind, foil and solder together pieces to produce a sun catcher, ornament or lid of a glass jewellery box.
- Jewellery making – students will work their way through history using various technologies to produce friendship bracelets, beads, wire work and metal jewellery.
- 3-D printing – students will use a very modern form of technology to produce several items of their own design, such as beads, toys or decorative items.

Skills students will attain in this course:

Students will develop:

- knowledge and understanding of design concepts and processes
- understanding and appreciation of the impact of past, current and emerging technologies on the individual, society and environments
- knowledge and understanding of the work of designers and the issues and trends that influence their work
- knowledge and understanding of and skills in innovation, creativity and enterprise
- skills in communicating design ideas and solutions
- knowledge and understanding of and skills in managing resources and producing quality design solutions.
26.5 Food Technology

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

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

What will students learn about?
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas will be studied in the courses:

- Food Technology 100 (100 hours)
  - Food Preparation and Processing
  - Food Selection and Health

- Food Technology 200 (200 hours)
  - Food Preparation and Processing
  - Food Selection and Health
  - Food in Australia
  - Options: Food Service and catering or 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. It allows 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.

Nirimba Collegiate Stage 5 Certificate & ROSA
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.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Students wishing to qualify for 100 Hours – Food Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study Food Technology 100 in Year 9 or 10

Students wishing to qualify for 200 Hours – Food Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study Food Technology 200 in Years 9 and 10.
26.5.1 Food Technology- 100 Hours

Course Duration: 2 semesters
Pre-requisites: Nil
Materials Needed: Apron, fully enclosed black leather shoes, A4 workbook
Course Fees: $70

Course Description:

Unit 1: Food Preparation and Processing

All food consumed by people is processed in some way. Safety and hygiene practices relating to food are essential from the moment the food leaves the paddock, sea, market garden, factory or other source, to when it is placed on the plate. Throughout the life of the food product, changes occur in the functional properties of the food. The technology associated with food processing has a social, economic and environmental impact on our society. Packaging also plays a vital role in the distribution of food from the point of production to consumption.

Skills students will attain in this course:
Students will develop:
- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge, understanding and appreciation of the significant role of food in society

Unit 2: Food Selection and Health

Informed choices in life can only be made by acquiring relevant knowledge. In the same way, informed health choices cannot be made without basic nutritional knowledge. It is necessary to have an understanding about the nutrients found in foods, the sources of the nutrients in food and the amounts required for each specific type of person. This course looks at the knowledge needed to make informed nutritional health choices, the impact of food consumption on nutrition, and ways of meeting nutritional requirements to maintain optimum nutrition.

Skills students will attain in this 100 hour course:
Students will develop:
- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge, understanding and appreciation of the significant role of food in society
26.5.2 Food Technology - 200 Hours

Course Duration: 2 Years

Materials Needed: Apron, fully enclosed black leather shoes, A4 workbook

Course Fees: $70 per year

Course Description:
Students doing the Food Technology 200 hours will complete Unit 1 & Unit 2 of the 100 hour course. The following additional units are studied during the 200 hour course:

Unit 3 - Food in Australia:
Migration has dramatically affected the foods eaten in Australia. Students will examine the history of food in Australia beginning with traditional bush foods prepared by Aborigines. The influence of early European settlers together with continuing migration from a variety of cultures are examined as well as the subsequent effects on contemporary Australian eating patterns. Students will also explore a range of special occasions including social, cultural, religious, historical & family occasions.

Unit 4 – Option 1: Food Service and Catering
Food service and catering are important areas of the food industry. They provide people with both food and employment. Students will examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students will plan and prepare safe and appealing foods appropriate for catering for small or large scale functions.

Unit 4 - Option 2: Food Trends
The primary focus of this unit is trends in food service, presentation, styling and photography with the ultimate goal of producing visual images of styled food using computer technology.

Skills students will attain in this 200 hour course:
Students will develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- appreciation of Indigenous heritage, flora and fauna in the Australian landscape
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge, understanding and appreciation of the significant role of food in society
27 Graphics Technology

Graphics Technology is an elective subject that may be studied for 100 or 200 hours for the Nirimba Collegiate Stage 5 Certificate & ROSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Subject Description
The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?
All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer and Furniture Drawing
- Cartography and Surveying
- Computer Graphics
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration.

What will students learn to do?
The major emphasis of the Graphics Technology syllabus is on students’ actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

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

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Students wishing to qualify for 100 Hours – Graphics Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study TD100 in Year 9 or 10.

Students wishing to qualify for 200 Hours – Graphics Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours (TD200) in Years 9 and 10.
27. Graphics Technology - 100 Hours

Course Duration: 2 semesters

Pre-requisites: Nil

Materials Needed: Technical Drawing Kit

Course Fees: $20 per year

Course Description:
This is a course for students who are interested in learning how to communicate graphically. The basic graphical communication skills are studied and applied in a variety of situations. Two dimensional and three dimensional drawing techniques are studied and accurate freehand sketching skills are encouraged. Some product design and colour rendering exercises are also undertaken.

Skills students will attain in this course:
Students will develop knowledge, understanding and skills to:

- visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques
- use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations
- select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information
- apply Workplace Health and Safety (WHS) practices and risk management techniques to the work environment
- appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment
27.2  

**Graphics Technology - 200 Hours**

**Course Duration:** 4 semesters  
**Pre-requisites:** Nil  
**Materials Needed:** Technical Drawing Kit  
**Course Fees:** $20 per year

**Course Description:**
This course is the next step for students wishing to further develop their drawing communications skills. Through sequenced drawing exercises, students will broaden their base of drawing knowledge and skills and apply these skills in a variety of real situations. Computer technology is included in the course and students are encouraged to develop relevant software and hardware skills. The students’ knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods associated with architecture are extended.

**Skills students will attain in this course:**
Students will develop knowledge, understanding and skills to:
- visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences  
- interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques  
- use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations  
- select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information  
- apply Workplace Health and Safety (WHS) practices and risk management techniques to the work environment  
- appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment.
28 Industrial Technology

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 or 200 hours for the Nirimba Collegiate Stage 5 Certificate & ROSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

Subject Description
Industrial Technology develops students’ knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students may undertake one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance. These include studies in:
- Electronics
- Engineering
- Metal
- Timber

What will students learn about?
All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?
The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Nirimba Collegiate Stage 5 Certificate & ROSA
Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

STUDENTS MAY ELECT TO STUDY IN UP TO TWO AREAS OF INDUSTRIAL TECHNOLOGY.
Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Industrial Technology – Electronics

Students wishing to qualify for 100 Hours – Industrial Technology (Electronics) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study TE100 in Year 9 or 10.

Students wishing to qualify for 200 Hours – Industrial Technology (Electronics) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours (TE 200) in Years 9 and 10.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Industrial Technology – Metal

Students wishing to qualify for 100 Hours – Industrial Technology (Metal) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study TM100 in Year 9 or 10.

Students wishing to qualify for 200 Hours – Industrial Technology (Metal) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours (TM200) in Years 9 and 10.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Industrial Technology – Timber

Students wishing to qualify for 100 Hours – Industrial Technology (Timber) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study TW100 in Year 9 or 10.

Students wishing to qualify for 200 Hours – Industrial Technology (Timber) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours (TW200) in Years 9 and 10.

Nirimba Collegiate Stage 5 Certificate & ROSA Qualifications
Industrial Technology – Engineering

Students wishing to qualify for 100 Hours – Industrial Technology (Engineering) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study TN100 in Year 9 or 10.

Students wishing to qualify for 200 Hours – Industrial Technology (Engineering) on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours (TN200) in Years 9 and 10.
28.1 Industrial Technology- Electronics- 100 Hours

Course Duration: 2 semesters

Materials Needed: A4 Workbook, display folder, black leather shoes

Course Fees: $70 per year

Course Description:
The basic concepts of electronics are dealt with in this course. Learning through application is the approach taken and students will complete a variety of graded practical exercises aimed at setting a solid foundation for other courses in this area. Students will be challenged as they develop their knowledge and skills in the areas of circuitry, reading circuit diagrams, circuit testing, soldering, problem solving and basic circuit design. No prior experience or knowledge is required for selection of this course.

Skills students will attain in this course:
Students will develop:
- knowledge of and competence in applying Workplace Health & Safety (WHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.
28.2 Industrial Technology- Electronics- 200 Hours

Course Duration: 4 semesters

Materials Needed: A4 Workbook, display folder, black leather shoes

Course Fees: $70 per year

Course Description:
Students continuing their studies in Electronics will complete the 100 hour course as well as they will then continue to develop their knowledge and skills in the area of circuitry, reading circuit diagrams, circuit testing, problem solving and basic circuit design. Construction design techniques introduced in this course include the use of PC Board etching techniques, Vero boards and printed circuits. Theory content will be an integral feature of the course yet practical application will remain the emphasis.

Skills students will attain in this course:
Students will develop:

- knowledge of and competence in applying Workplace Health & Safety (WHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.
28.3 Industrial Technology- Metal- 100 Hours

**Course Duration:** 2 semesters

**Materials Needed:** enclosed black leather shoes

**Course Fees:** $50 per year

**Course Description:**
This is the preliminary course for all the other Industrial Technology – ‘Metal’ modules. The basic practical skills as well as the basic metal working concepts are dealt with. Learning through application is the approach taken and students will complete a variety of graded practical and theoretical exercises aimed at setting a solid foundation for other courses in this area. Safe working practice and the appropriate use of hand tools, hand power tools and machinery is the primary focus of this module. Students will use various machines and equipment including the Centre Lathe and the Oxy-Acetylene welding Kit. No prior experience or knowledge is required for selection of this course.

**Skills students will attain in this course:**

Students will develop:

- knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
28.4 Industrial Technology- Metal- 200 Hours

Course Duration: 4 semesters
Materials Needed: enclosed black leather shoes
Course Fees: $50 per year

Course Description:
Students continuing their studies in Industrial Technology – ‘Metal’ will be challenged as they further develop their knowledge and skills in the use of hand tools, various machines and equipment including the Centre Lathe, the Oxy-Acetylene Welding Kit and the MIG Welding Kit. The emphasis will be on quality craftsmanship, safe working practice, metal fabrication techniques and the appreciation for safe and accurate workmanship. Theory content will be an integral feature of the course yet practical application will remain the emphasis. Students will be exposed to a wide variety of skills and will produce a number of practical projects.

Skills students will attain in this course:

Students will develop:
• knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices
• knowledge, skills and an appreciation of quality in the design and production of practical projects
• deep knowledge and understanding of the relationship between the properties of materials and their applications
• a high level of skills in communicating ideas, processes and technical information with a range of audiences
• an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
• the ability to critically evaluate manufactured products in order to become a discriminating consumer
• knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.
28.5 Industrial Technology- Engineering- 100 Hours

Course Duration: 2 semesters

Materials Needed: A4 Workbook, Display folder, black leather shoes

Course Fees: $50 per year

Course Description:

The basic concepts of Engineering are dealt with in this course. The course will cover general Engineering principles associated with Structures and Basic Mechanisms. Students will complete a variety of practical exercises including model bridges and tower building (and destruction) as a way of understanding structures and how they work. 3D printing technologies will be utilized with students designing and creating simple mechanisms that illustrate basic engineering principles as well as setting a solid foundation for other courses in this area. No prior experience or knowledge is required for selection of this course.

Skills students will attain in this course:

Students will develop:

- A knowledge of and competence in applying Workplace Health & Safety (WHS), risk management procedures and practices
- A knowledge, skills and an appreciation of quality in the design and production of practical projects
- A knowledge and understanding of the relationship between the properties of materials and their applications to structures
- Skills in communicating ideas, processes and technical information with a range of audiences
- An appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- The ability to critically evaluate engineered products in order to become a discriminating consumer
- A knowledge and understanding of the role of traditional, current, new and emerging technologies in engineering and their impact on society and the environment.
28.6 Industrial Technology- Engineering- 200 Hours

Course Duration: 4 semesters

Materials Needed: A4 Workbook, Display folder, black leather shoes

Course Fees: $50 per year

Course Description:
Students continuing their studies in Engineering will be challenged as they develop their knowledge and skills in the area of Advanced Mechanisms and Systems through the construction and testing of catapults, trebuchets and Rube Goldberg machines. Other theory topics in this course include Alternative Energy Sources and Control Systems in which students will develop their knowledge with the construction of CO2 Racers and Solar Powered Vehicles. Theory content will be an integral feature of the course yet practical application will remain the emphasis.

Skills students will attain in this course:

Students will develop:
- A knowledge of, and competence in, applying Workplace Health & Safety (WHS), risk management procedures and practices
- A knowledge, skills and an appreciation of quality in the design and production of practical projects
- A knowledge and understanding of the relationship between the properties of materials and their applications
- Skills in communicating ideas, processes and technical information with a range of audiences
- An appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- The ability to critically evaluate manufactured products in order to become a discriminating consumer
- A knowledge and understanding of the role of traditional, current, new and emerging technologies in engineering and their impact on society and the environment
28.7  Industrial Technology- Timber- 100 Hours

**Course Duration:** 2 semesters

**Materials Needed:** display folder, black leather shoes

**Course Fees:** $70 per year

**Course Description:**

This is the first course in Industrial Technology Timber that focuses on the basic concepts of Woodworking. Students will construct a range of simple projects with an emphasis on quality craftsmanship and safe working practices. Learning through application is the approach taken with students constructing a range of simple practical projects that will allow students to develop their knowledge in the areas of measuring, marking out, joint construction, timber finishing and basic wood turning skills. Along with the development of this range of practical skills there will be an emphasis on planning, designing and implementing design components into student work that will be documented in the student’s project portfolio. Work Health and Safety issues are reinforced consistently.

**Skills students will attain in this course:**

Students will develop:

- knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.
28.8 Industrial Technology- Timber- 200 Hours

Course Duration: 4 semesters

Materials Needed: display folder, black leather shoes

Course Fees: $70 per year

Course Description:

Students continuing their studies in Timber will be challenged as they develop their knowledge and skills in Woodwork with the construction of larger and more complicated projects aimed at challenging students in the area of advanced joint construction, cabinet fittings, wood turning, maintenance and care of hand tools well as the use of routers and jigs in the construction of projects. The level of difficulty builds on those experiences from TW100 and encourages students to develop efficient and self-managed work practices. Work Health and Safety issues are reinforced consistently.

Skills students will attain in this course:

Students will develop:

- knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.
28.9 Textiles Technology

Textiles Technology is an elective subject that may be studied for 100 or 200 hours for the Nirimba Collegiate Stage 5 Certificate & ROSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Subject 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 judgments 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 designer’s 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.

Nirimba Collegiate Stage 5 Certificate & ROSA
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.

ROSA Qualifications
Students wishing to qualify for 100 Hours – Textiles Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 100 hours in Year 9 or 10.

Students wishing to qualify for 200 Hours – Textiles Technology on the Nirimba Collegiate Stage 5 Certificate & ROSA must study 200 Hours in Years 9 and 10.
28.9.1 Textiles Technology- 100 Hours

Course Duration: 2 semesters
Pre-requisites: Nil
Materials Needed: Fabric, pins, thread, patterns, display folder, black leather shoes, thread, and Bernina bobbin
Course Fees: $60 per year

Course Description:
Basic practical skills will be introduced through the construction of two simple fashion items, one using woven fabric and the other using a knit fabric, and a non-apparel item. Emphasis will be placed on reading and interpretation of commercial patterns as well as correct use of the sewing machine and overlocker. Students will also study the theory of basic fibre classification; yarn production (spinning) and fabric manufacture (weaving and knitting) as well as carry out experiments to understand the performance properties of fabrics. A design folio will also be produced for each garment constructed during this course. Students will research contemporary fashion designers for each item constructed and will use individual design and commercial direction.

Skills students will attain in this course:
Students will develop:
- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of and skills in design for a range of textile applications
- knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation, communication and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items.

Students will learn about:
Students start to develop pattern reading and fabric identification skills. Students will carry out a range of activities to determine fibre and fabric properties, thus, enabling students to determine suitable end use for a range of textile materials. This unit of work focuses on Textiles Art and explores the aesthetic aspects of textiles where visual impact is obtained by applying a range of colouration and decoration techniques in both traditional and innovative ways. Students experiment with a variety of colouration and decoration techniques. Project work involves students using inspiration from diverse sources, applying the creative process to develop and produce personalised bags.

What will students do?
By examining the work of designers’ students will learn to use the creative process to design textile items. Design ideas and experiences are communicated and documented, showing evidence of designing, making and student evaluation. Students will learn to select and use appropriate materials, equipment and techniques to produce quality textile items. They will learn to identify the properties and performance criteria by deconstructing items, and identifying influences of culture, history and modern perspectives on textiles design and use.
28.9.2 Textiles Technology- 200 Hours

Course Duration: 4 semesters

Pre-requisites: Nil

Materials Needed: fabric, pins, thread, patterns, display folder, black leather shoes, thread, and Bernina bobbin

Course Fees: $60 per year

Course Description:
This course is intended to expand knowledge gained in TT100 by investigation of techniques of construction for a variety of fabrics. Students will look at current fashion trends, as well as reasons for fashion changes and what influences fashion. Wardrobe planning, budgeting and buying clothes will also be looked at during the course. Two items will be constructed during this course with emphasis on advanced techniques of construction e.g. Sleeves, buttonholes and collars, zippers, as well as furthering students’ skills interpreting and understanding commercial patterns. Students will also study the theory of basic fibre classification; yarn production (spinning) and fabric manufacture (weaving and knitting) as well as carry out experiments to understand the performance properties of fabrics.
A study of cotton – from fibre to fabric will be carried out during this semester and a design folio will be produced for each garment constructed. Research into contemporary designers will continue. The course also includes an interior design item using techniques such as quilting, patchwork or applique

Skills students will attain in this course:
Students will develop:

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of and skills in design for a range of textile applications
- knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation, communication and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items

Introductory work for this unit will include practical experiences where student will deconstruct fabric and simulate reconstruction. The practical component requires students to select fabrics suitable to construct sleepwear for a teenager. This fabric will then be made up using a commercial pattern following pattern instructions.
They will learn to identify the properties and performance criteria by deconstructing items, and identifying influences of culture, history and modern perspectives on textiles design and use.
29 Support Unit

At Quakers Hill High School we have four support classes which cater for a variety of needs. The curriculum delivered to the students in the Support Unit run off a similar structure to the mainstream subjects, and modifications are made where needed to cater for the variety of learning styles. Students may study either the mainstream curriculum, a modification of the mainstream curriculum or a Life Skills curriculum.

Each student has their own Individual Education Plan (IEP) that is developed in consultation with parent/s, school counsellor and teachers. Student educational programs are very specific to each child and vary greatly based on the student’s academic ability and ability to cope with change.

Students in all four classes study the following fundamental subjects mostly taught by their homeroom teacher or another support teacher:

- English
- Math
- Science
- HSIE
- PDHPE
- Literacy (Year 7 & 8)

In addition to the core subjects, students study elective subjects, either by integrating into mainstream electives (often with the assistance of support staff) or within their support class taught by mainstream teachers specialised in their field (a few are listed below):

- Art
- Music
- Food Technology
- Wood Work
- Agriculture
- Language

Integration into Mainstream
If students have the educational understanding and ability to cope in specific mainstream subjects, they integrate into that particular mainstream subject, with the assistance of support staff where needed.

Students have the opportunity to select and study the same electives in Year 8, Year 9 and 10 as their peers in mainstream. Support is allocated to students who need extra help in the mainstream setting.

Community Access
Community access is an important part of the education for students in the support unit. This learning area further develops skills in order for students to cope whilst interacting within the outside community, preparing them for life outside of school. The program involves regular social skill lessons, active participation in excursions which enhance skills such as travel training, interaction with people, navigation, numeracy and literacy.
Work Education
Students in Year 10 will commence a Work Educational program, which will start to prepare students for the school to work transition. This includes understanding appropriate etiquette, developing specific work skills and communication, creating resumes for the work place and hopefully placement in a work setting to gain hands on experience.

Transition to Wyndham College
Students will commence their transition to Wyndham College late in Year 9 and will continue throughout Year 10. This allows our students to familiarise themselves with the new setting and systems and to recognise relevant people within the College.