

Liverpool Girls High School



Stage 5 Course Selection Handbook, 2021

Course Information for 2022 Courses



Education



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Message from the Principal

Welcome to Stage 5. Stage 5 introduces some choice in your courses of study and allows you to choose subjects that you are interested in studying.

Stage 5 of secondary school prepares students for senior studies and achieving a RoSA (Record of School Achievement) or the award of a HSC (Higher School Certificate) at the end of Stage 6. Unlike Stage 4 (Years 7 and 8) where curriculum is compulsory and determined by the NSW Education Standards Authority (NESA) for all schools, Stage 5 allows some flexibility for students to choose elective courses. Although the “**core**” (Mandatory) courses of English, Mathematics, Science, Geography – Civics and Citizenship, History – Civics and Citizenship and Personal Development, Health and Physical Education (PDHPE) are compulsory, students are allowed to select **two elective courses** from a range of different courses.

This handbook has been designed to assist you to select appropriate courses that will support you to achieve success and assist you with decisions about life after school. In the following pages each of the courses on offer (including the core courses) has information provided to assist the selection process. In addition to a brief outline of the course content, information is provided on course contributions (where applicable).

You and your parents/caregivers should **read this handbook very carefully and then file as a reference manual** to keep you informed about RoSA rules and procedures as well as essential information about each course.

While the school provides accurate information and advice, it is the responsibility of each student to understand the implications of their course choice. Once students begin their courses it is not likely that a change can be permitted.

When considering your courses for study, you should choose courses that:

- ✓ enable you to **work to your strengths** (proven aptitude and ability);
- ✓ you have an **interest in** and **enjoy** studying;
- ✓ provide you with the background knowledge, experiences and learning you may need your future;
- ✓ offer you a subject where you can gain success.

There is a lot to consider when making course choices. It takes a level of self-awareness and honest self-reflection to choose courses that support success.

Support is offered by the school to assist you in making informed decisions about your future. I encourage you to seek advice from your teachers and use information from your school reports to assist you in the process of course selection. Advice may also be sought from Head Teachers, the Careers Advisor, the Transition Officer and the VET Coordinator and your Year Adviser.

Every attempt is made to ensure that there are a range of courses for student study. However, some courses may not be able to run as insufficient students have chosen the course and there are insufficient staff able to cover these courses. Some students may be asked to make further selections if their first course choice cannot be run.

I wish you well for the Stage 5 course of study at Liverpool Girls High School and trust you will find your studies interesting, enjoyable and rewarding.

Avryl Queffert
PRINCIPAL (Act)

1 August 2021

Choosing Your Subjects for Stage 5

You are about to make some choices about your course of study for the next two years in Stage 5 (Years 9 and 10). This booklet contains information about all of the courses offered at Liverpool Girls High School for the next two years of your education. It also outlines the rules for the Record of School Achievement (RoSA) credential. It is important that you read this booklet thoroughly and that you choose your subjects carefully, as they will help to determine your future at school and perhaps beyond. At this stage you may not be sure what you'd like to do when you finish Year 10.

SCHOOL LEAVING AGE

You must be involved in some form of learning or education until you are 17 years old.

This means until you turn 17, you must be:

- in school, or registered for home schooling, or in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

What should you consider when choosing subjects?

- What subjects interest me the most? Interest will mean enjoyment and enjoyment usually leads to dedication and success.
- In what subjects have I already been successful?
- What subjects will be useful in finding a job or for future studies?
- What do I consider will be good for ME?

What should you avoid when choosing subjects?

- Don't choose your subjects just to be with your friends - there will be plenty of other time to be with them.
- Don't choose subjects just because friends and relatives have done them or have advised you to do them - subjects have changed a great deal in recent years and someone who left school a few years ago would find today's subjects are very different.
- Don't choose a subject because of the teacher. The teacher may not be taking the class.

Who should you see for help?

- Your Year Adviser or Assistant Year Adviser
- The Careers Adviser or Transition Officer
- Teachers and Head Teachers in subject areas that interest you

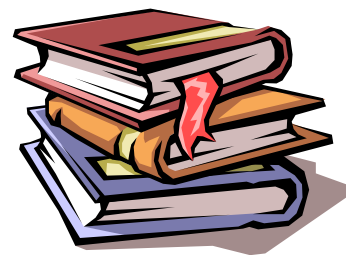
You have some important decisions to make over the next few weeks so do lots of reading, ask lots of questions and discuss your decisions with your family. Remember that the choices you make now will influence your future school life.

In Years 7 and 8 (Stage 4) this school has provided you with a broad education, embracing a wide variety of study areas. These include studies in English, Mathematics, Science, Geography, History, Languages, Technology and Applied Studies, Creative and Performing Arts, Personal Development, Health and Physical Education (PDHPE). In Years 9 and 10 (Stage 5). You study in two strands – *Mandatory Subjects* and you choose two *Elective Subjects*.

MANDATORY SUBJECTS

The Mandatory subjects which all students must study are English, Mathematics, Science, History and Geography, Personal Development, Health and Physical Education (PDHPE) Sport is incorporated in to the PDHPE program.

Students will gain essential skills in the use of technology through ICT activities integrated in all subject areas.



ELECTIVE SUBJECTS

The electives will be organised to provide as wide a choice as possible. It must be realised, however, that staffing restrictions place a limit on the minimum size of elective classes. It is not possible to guarantee that every elective will be approved, or that every student will be able to study the subjects they have chosen.

The elective subjects offered for study in 2022 are -

<i>Child Studies</i>	<i>Global Connections</i>
<i>Commerce</i>	<i>Industrial Technology - Timber</i>
<i>Dance</i>	<i>Music</i>
<i>Design and Technology</i>	<i>Physical Activity and Sports Studies</i>
<i>Digging History</i>	<i>(PASS)</i>
<i>Drama</i>	<i>Visual Arts</i>
<i>Food Technology</i>	

Vocational Education Subjects (VET) in

- *Business Services*
- *Retail Services*

Details on these courses are included in this booklet.

NOTE:

You must attend until the final day of Year 10 to meet the requirements for the RoSA credential. **Participation in sport is also a mandatory requirement.**

Students leaving school who do not meet the RoSA requirements will be issued with a printed *Transcript of Study* only.

COURSE CONTRIBUTIONS

Each course in this booklet has a short summary of the content of the course as well as a listing of the course contribution which are charged. Not all courses charge a contribution as these are only to cover consumable items required and which are not provided by the Department of Education. While every attempt is made to keep such contributions to a minimum, they are required to be paid if a student is to fully participate in the course. Students generally get to keep the products that they make from these consumable items. Arrangements can be made to pay for course contributions by instalments. Please consider course contributions when making course decisions. If students withdraw from courses, refunds will be considered on a pro-rata individual basis.

Payments for costs, uniforms and excursion can be made online through the school's website at: <https://liverpool-h.schools.nsw.gov.au/>

WORK, HEALTH AND SAFETY

In addition to the Liverpool Girls High School Guiding Principles, some courses will have further Work Health and Safety requirements. These regulations must be adhered to by all, to ensure a productive and safe learning environment for all participants.

COURSE COMPLETION CRITERIA

The following course completion criteria needs to be followed for students to be awarded a credential from the NSW Education Standards Authority (NESA).

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

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

YEAR 10

If a student does not complete assessment tasks by the due date, then they can be issued an "N Determination Warning" letter. The purpose of this letter is to inform students and parents of the action the student needs to take to rectify the situation. If a student does not satisfactorily complete a course, then their achievement of a RoSA will be jeopardised. Students not meeting RoSA requirements will be issued with a *Transcript of Study* only.

NOTE: At the end of Year 10, students whose progress is considered satisfactory will receive grades for each subject area in Stage 5. The NSW Education Standards Authority (NESA) requires the Principal of the school to certify that every pupil has SATISFACTORILY studied each subject being presented. When the school is not able to state that a pupil has adequately studied a subject, that subject will not appear on the record for the completion of Stage 5 studies.

Information about Stage 5

General Requirements

Students in NSW must attend school or some form of education and training until the age of 17. You must follow and complete the pattern of courses required by the NSW Education Standards Authority (NESA). To complete a course of study, you must have a satisfactory record of application and effort.

Course Requirements – NSW Department of Education, Public Schools

Over the four years, leading up to the completion of Stages 4 and 5, you should have studied the following courses:

English	<i>To be studied in each of Years 7-10 (500 hrs)</i>
Mathematics	<i>To be studied in each of Years 7-10 (500 hrs)</i>
Science	<i>To be studied in each of Years 7-10 (500 hrs)</i>
Human Society and its Environment	<i>To be studied in each of Years 7-10 (400 hrs)</i> Included in this requirement is at least 100 hours study of <i>History</i> and 100 hours of <i>Geography</i> .
Personal Development, Health and Physical Education (PDHPE)	<i>To be studied in each of the years 7 – 10 (300 hours)</i>
Creative Arts	<u>Music</u> : at least 100 hours study in total from Years 7-10. <u>Visual Arts</u> : at least 100 hours in total from Years 7-10.
Technological and Applied Studies	At least 200 hours study in total from Years 7-10.
Languages	At least 100 hours study completed in a 12 month period.

Learning across the curriculum

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated in all stage 5 syllabuses.

Cross-curriculum priorities include

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Other learning across the curriculum areas include:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

HSC Minimum Standard - LITERACY AND NUMERACY TESTS

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests when they are ready in Year 10, 11 or 12 or even after the HSC, to receive their HSC.

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

What will the online tests involve?

Minimum Standard Reading Test – 45 multiple choice questions

Minimum Standard Numeracy Test – 45 multiple choice questions

Minimum Standard Writing Test – one question based on a visual or text prompt with up to a 500 word-response

Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for up to five years after they leave school.

Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

Some students sitting the tests will be eligible for disability provisions or be exempt from meeting the HSC minimum standard in order to receive their HSC.

What if students don't pass the tests by Year 12?

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note that students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school. Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.

Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school. The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.

Students who leave school prior to Year 12 can choose to sit the minimum standard online tests.

Students who leave school before completing their HSC

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills. NESA recommends that these students sit for the tests as close as possible to the date that they are leaving school, within the four test windows available.

If a student sits for the tests in anticipation of leaving school for work or further training, and they return to school for further study later may re-sit the tests.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

The 'N' Determination

An 'N' determination means you have not satisfied requirements for the completion of a course. You will receive an 'N' determination in a course if you do not meet the following requirements;

- a) follow the course developed or endorsed by the Board;
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, by the evidence of learning that you display, by your level of involvement, the proportion of assignments, homework, etc. completed and your level of achievement commensurate with your ability as well as satisfactory attendance.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

Appeals About Assessment Tasks or Course Rankings

According to ACE, "Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned." If a student is concerned about the marking of a task she should consult with her teacher and the relevant Head Teacher of the Faculty in question.

Students are only able to appeal their results in a particular task or course for the following reasons.

About the Marks Received

If a student thinks a numerical error has been made in the addition of her marks on a particular task she must return her paper to her class teacher immediately. Additions cannot be checked after the lesson is over. If a student wishes to discuss the marking of her paper she must speak to the marker on the day the papers are returned.

About Ranking in a Course

If a student believes that her ranking in a course is inaccurate because:

- the NESA weightings were not adhered to
- the stated assessment policies were not adhered to
- there was a computational / clerical error

Arising from the Conduct of Assessment Tasks

If a student believes that the procedures used in conducting the Assessment Task disadvantaged her in some way she should appeal to the Assessment Committee in writing stating the reasons for the appeal within 5 school days. The Assessment Request for Review Form can be obtained from the Head Teacher of the Faculty.

All appeals in writing are submitted to the Assessment Committee. The Assessment Committee consists of the Deputy Principal, The Head Teacher Faculty, the classroom teacher and another Head Teacher from another Faculty. Only students are able to appeal. The student appealing should complete the Assessment Request for Review Form and submit it to the Head Teacher of the Faculty..

Invalid or Unreliable Tasks

An Assessment task and its results, that is deemed to be invalid, due to an administrative problem, or unreliable, failing to discriminate between students or assess the desired outcomes, by the KLA

The Assessment Committee will review the tasks and may set aside and an alternate task be set. Both students and parents will be notified in writing of this decision. An alternate task will be set, marked and the results recorded. The original tasks and results will be held by the Curriculum Coordinator in case of appeal.

Appeals to NESA

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- (a) the school review process was adequate for determining items
- (b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

ASSESSMENT OF STUDENT LEARNING ~ Gradings for Stage 5

During the course teachers will use a variety of assessment activities, covering a number of syllabus outcomes in various contexts, so as to make a judgement of student achievement in relation to syllabus standards and the demonstrated achievement that students have presented through their learning and assessment programs.

The assessment program is based on students demonstrating their knowledge, understanding and skills outcomes, through a variety of learning and assessment activities that will be assessed throughout the course of study.

Meanings of School-based Assessment Grades for all Subjects. Each course/subject area has specific performance descriptors for the grades.

Grade	Performance Descriptors - (Meanings of Grades)
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the replacement credential for the School Certificate. The RoSA credential will be awarded to eligible students who choose to leave school prior to receiving their HSC, while still allowing students to view and download a transcript of their achievements when applying for jobs or further education or training.

RoSA will:

- be a record of the full range of student achievements right up to the day students do their HSC or leave school;
- provide an electronic record of achievements that students can use at any time;
- use assessment by teachers in schools, moderated by the NSW Education Standards Authority (NESA) to ensure reliability and fairness of grades;
- provide the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh Awards; and
- offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

KEY FACTS ABOUT RoSA

Who will get it?

Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.

When will they get it?

A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?

A RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

Why give grades?

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students.

Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

How will students get grades?

A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the NSW Education Standards Authority (NESA) NSW for inclusion on the RoSA if required.

How can we be sure that grades are awarded consistently?

It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the NSW Education Standards Authority (NESA) NSW will support that further by providing workshops and online resources, including student work samples.

Why record extra-curricular activities?

Increasingly, parents, students, employers and providers of further education are looking at more than a student's level of academic attainment. This information can help form a more comprehensive picture of a student's interests, commitments and achievements in areas other than school.

How will extra-curricular activities be recorded?

The NSW Education Standards Authority (NESA) NSW will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. It is intended that, certainly in the early stages, the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.

Keys to success

HOMEWORK AND REVISION

The main aims of homework are to:

- prepare for, consolidate and complement classwork;
- deepen and extend understanding;
- assist you in your development of appropriate organisational skills; and
- encourage responsible research and study habits.

Liverpool Girls High School believes it is vital that students take responsibility for their own learning. Students need to constantly revise their work and practise the skills appropriate to each course studied. Students are strongly advised to follow a regular revision programme.

Teachers, Head Teachers, Year Advisors and Assistant Year Advisors are available to assist students devise and monitor appropriate home study goals and strategies.

Liverpool Girls High School also runs a free homework centre for all students. It is called the **Help Desk** and operates three afternoons a week in the school library Monday, Tuesday and Thursday 3:15 – 4:45 pm. The centre is supervised by teachers from the school. and is designed to support your learning by offering teacher support in homework, research, assignments and course specific assistance as well as providing a quiet place to study with the access to technology.

ASSESSMENT ~ Providing Evidence of your learning

Students are entitled to feedback on an assessment task in terms of written feedback on marking guidelines sheets or a verbal comment or discussion with the teacher. Additional feedback will be provided when requested by a student.

Every effort will be made to balance the assessment program for each student over the assessment period so that students are not inundated with an unreasonable number of tasks in any single week or on any specific day. However, it must be realised that overlap will be unavoidable where long-term “hand-in” tasks and coincide with in-class activities. To some extent problems of assessment overload can be avoided with careful planning ahead by the student and the cumulative preparation of assignment/research tasks rather than “last minute – late night” efforts. If a teacher sets a task over a period of time it is assumed that the student will work on the task over that period of time and not the night before. Careful planning and organisation of your schedules will help to avoid last minute rushes.

It is important to remember that the object of assessment is to give information and provide evidence of your learning throughout the course. Assessment is therefore very fair as it allows the full range of your achievements to be measured in each course, including research, practical skills and fieldwork where appropriate.

You will receive written information outlining the method of assessment in each course studied. In order to have satisfactorily completed a course, each student is required to satisfactorily complete the assessment tasks set as part of the assessment program as well as other class tasks which are set from time to time for diagnostic purposes.

You are required to submit all assessment tasks punctually, but even if they are late they must still be submitted, as these can be used to determine whether you have fulfilled the requirements of the course. However, failure to complete sufficient assessment tasks will preclude eligibility for the RoSA in that course. In such cases that course will not be recorded on the final result notice – a “N” Determination will be made for that course.

At Liverpool Girls High School you must hand in assessment tasks in line with the school's and faculty's assessment guidelines. Hand-in information, deadlines and organisation should be stated on each assessment notification sheet. Please make sure that you know what the organisation is for every task you are involved in completing. Make sure you record the information in your school diary.

Breaches of the school's assessment guidelines will be communicated to your parents and may result in a 'N' determination for the course.

You are expected, when attempting assessment tasks, to make a serious attempt and in no way undertake an activity which allows you to gain an unfair advantage over others (see the School's requirements regarding malpractice). Should this occur, the Principal will be informed, and may, at their discretion, invalidate your attempt, which may then jeopardise your ability to receive accreditation for that course, or even the whole RoSA.

As a general rule, should you be unable, for a valid reason, to complete a task by the due date in a particular course. A valid and detailed medical certificate will be required for extensions to be given. Failure to submit an assessment task, without valid reason, will result in a zero mark for that particular task.

Other Considerations

You may like to include the study of a language as part of your learning. The Department of Education offers Saturday School of Community Languages to those students interested in Studying a language not offered at their school.

THE SATURDAY SCHOOL OF COMMUNITY LANGUAGES

The Saturday School of Community Languages gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their weekday school.

The school is a public secondary school which delivers face-to-face lessons only on Saturdays.

Saturday School students follow Board of Studies, Teacher and Educational Standards syllabuses in 24 languages. These languages are assessable as part of their Stage 4, Stage 5 and Higher School Certificate studies.

What languages can you study?

Arabic, Armenian, Bengali (Bangla), Chinese (Mandarin), Croatian, Filipino, Hindi, Hungarian, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Maltese, Persian, Polish, Portuguese, Punjabi, Serbian, Spanish, Turkish, Ukrainian, Vietnamese.

Benefits of studying community languages Studying a background community language:

- provides an opportunity to develop high levels of skills in a student's background community language
- improves performance across the curriculum through enhanced literacy skills which are transferable to English
- helps maintain rewarding relationships with parents, grandparents, relatives and other community members
- promotes a sense of cultural identity, resulting in heightened self-confidence and self-esteem
- places students in a better position to take advantage of employment opportunities.

Students who successfully complete the study of a language through the Saturday School of Languages may include their language study as part of their Record of School Achievement and their Higher School Certificate.

An application form must be submitted form enrolment. These are available at

<http://www.sscl.schools.nsw.edu.au/documents/15837/16214/2016%20new%20enrolment%20form.pdf>.

SCHOOL LEADERSHIP TEAM

Who you can ask for help in making your decisions.

PRINCIPAL	...	Mrs Avryl Queffert (Act)
DEPUTY PRINCIPALS	...	Mrs L Jurcevic, Ms N Hill (Act), Mrs S Clark (Rel)
HEAD TEACHER, WELFARE	...	Ms T Ung
YEAR 8 ADVISER (2021)	...	Ms M Riley/ Ms H Swami
HEAD TEACHER, ADMINISTRATION	...	Mrs B Duke
HEAD TEACHER, <i>English</i>	...	Mrs A Minos
HEAD TEACHER, <i>Creative Arts</i>	...	Ms J Young <i>[Visual Arts, Drama and Music]</i>
HEAD TEACHER, <i>PD/H/PE</i>	...	Ms K Quigley <i>[Child Studies, Physical Activity and Sports Science, Dance]</i>
HEAD TEACHER, <i>History</i>	...	Mrs D Mavrikos <i>[Digging History]</i>
HEAD TEACHER, <i>Mathematics</i>	...	Ms K Oudomvilay
HEAD TEACHER, <i>Science</i>	...	Ms B Adbul (Rel)
HEAD TEACHER, <i>Social Sciences</i>	...	Ms J Henriques <i>[Commerce, Global Connections]</i>
HEAD TEACHER, <i>Teaching and Learning</i>	...	Mr J Houghton
HEAD TEACHER, TECHNOLOGICAL and APPLIED STUDIES	...	Ms L Wangdechawat (Rel) <i>[Design and Technology, Food Technology, Industrial Technology Timber, Information and Software Technology, Textiles Technology]</i>
CAREERS ADVISER		Ms M Dokmanovic
TRANSITION ADVISER		Mrs D Sukkar

MANDATORY SUBJECTS

COURSE DESCRIPTIONS

ENGLISH (Mandatory)

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.



Course Features

The study of English in Years 7–10 includes:

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

Students will learn about ...

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

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

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

Course Requirements

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

STAGE 4

Fiction – at least two works

Poetry – a wide range of types of poems

Film

Nonfiction – at least two works

Drama – at least two works

STAGE 5

Fiction – at least two works

Poetry – a variety drawn from different anthologies
and/or a study of one or two poets

Film

Nonfiction – at least two works

Drama – at least two works

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

Students will learn to ...

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

Record of School Achievement

Students who have met the mandatory study requirements for English during Years 7 – 10 will receive a grade for English for the Record of achievement (RoSA).



GEOGRAPHY (Mandatory)

The Geography (Mandatory) course requires students to complete a minimum of:

- 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 Record of School Achievement.

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

Course Description

Geography allows students to develop an understanding of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

Students will learn about ...

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

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



Students will learn to ...

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.

Record of School Achievement

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.

HISTORY (Mandatory)

The History (Mandatory) course requires students to complete a minimum of:

- 100 hours of History in Stage 4
- 100 hours of History in Stage 5

This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

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

Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

Students will learn about ...

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

In Years 9–10, students learn of significant developments in world and Australian social, political and cultural history. Key topics in Year 9, will include; The Industrial Revolution, Progressive Ideas, Making a Nation, World War I, Roaring 20s, The Depression and World War II. This will be followed in Year 10, with a study of Rights and Freedoms from 1945 to the present, Migration, Australia in the Vietnam War Era, Globalising the World and Pop Culture from 1945 to the present.



Students will learn to ...

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

Particular Course Requirements

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

Record of School Achievement

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.

MATHEMATICS (Mandatory)

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 hours (DOE) to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

Mathematics is a reasoning and creative activity, employing abstraction and generalising 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. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. 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.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Students will learn about ...

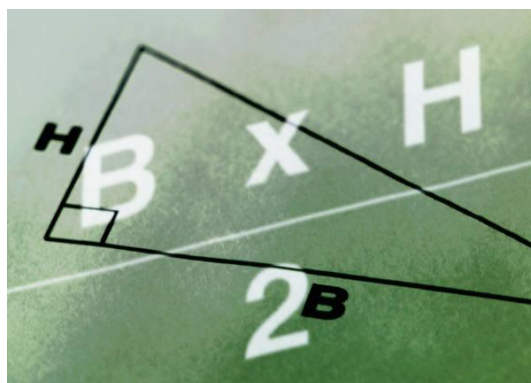
Students study from three content strands. They are number and algebra, measurement and geometry, and statistics and probability.

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning. Within the content strands students will cover a range of topic areas including:

- financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry,
- data collection and representation, data analysis, and probability.

Students will 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.



Record of School Achievement

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – PDHPE (Mandatory)

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

Course Description

The PDHPE course provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts.

The course provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.



Students will learn about ...

All students study the following three modules:

1. Health, wellbeing and relationships – focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote health, safety and wellbeing of themselves and others.
2. Movement, skills and performance – focuses on active participation in a broad range of movement contexts to develop movement skills and enhance performance. Students develop confidence and competence to engage in physical activity. Students create and compose movement to achieve specific purpose and performance goals.
3. Health, safety and active lifestyles – focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing for their communities.

Students will learn to ...

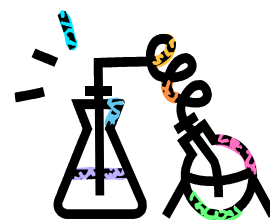
Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision-making, planning and moving.

Record of School Achievement

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

SCIENCE (Mandatory)

Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 (DOE) hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.



Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, chemical, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

Students will learn about ...

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

Students will learn to ...

- Students work individually and in teams in planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and investigation and draw evidenced-based conclusions. Through this problem-solving process they develop their critical thinking skills and creativity.
- Students apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.



Course Requirements

At least 50% of the course time will be allocated to hands-on practical experiences. All students are 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.

Record of School Achievement

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.

ELECTIVE SUBJECTS

COURSE DESCRIPTIONS

CHILD STUDIES

PDHPE Faculty

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts. Child Studies explores a broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. Child Studies also includes studies of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment.

Students will learn about ...

The course includes modules selected from:

- Preparing for parenthood
- Conception to birth
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Media and technology in childhood
- Childcare services and other career opportunities
- Family interactions
- Food and nutrition in childhood
- Children and culture
- Aboriginal cultures and childhood
- The diverse needs of children



Students will learn to ...

Develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Record of School Achievement

Satisfactory completion of 200 hours of study in Child Studies during Stage 5 will be recorded with a grade on the student's Record of School Achievement.

Course Cost: NIL

COMMERCE

HSIE- Social Sciences Faculty

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.

Every day in Australia, there are many types of transactions taking place. Individuals engage in different occupations to earn an income. They spend their money on the goods and services that they want. Likewise, governments are involved in spending millions of dollars to provide the services communities want. Across Australia, business firms are producing the goods and services which Australian society expects.



These activities are all commercial in nature. In order to participate effectively as consumers, producers, managers, voters and members of our society, individuals need knowledge and understanding of the commercial environment. Commerce also improves students' key financial management skills.

Students will learn about ...

Students will study Core Part 1 and Core Part 2 and a minimum of five options. Options may be studied for 15–25 indicative hours each.

In **Core Part 1** students study Consumer and Financial decisions and the economic and business environment, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In **Core Part 2** students study Law, Society and political involvement, as well as, Employment and work futures, 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; running a business, Law in Action; Travel, Towards independence, Our Economy or a School-developed option.

Students will learn to ...

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

Record of School Achievement

Satisfactory completion of 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.

COURSE COSTS: NIL

DANCE

PDHPE Faculty

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.



The course is divided into three sections:

<u><i>Performance:</i></u>	Application of dance technique and performance quality and interpreting dance through various styles
<u><i>Composition:</i></u>	Creating and developing dance by applying the compositional process and the elements of dance.
<u><i>Appreciation:</i></u>	The study of dance in a socio-historic context and making critical judgements when viewing and analysing their own work and dance works of art.

Students will learn about ...

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.

Students will learn to ...

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.

Practical sessions require firm fitting black dance attire.

Students are required to take part in Festivals and Competitions.

Record of School Achievement

Satisfactory completion of 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.

COURSE COSTS: NIL

DESIGN AND TECHNOLOGY

TAS Faculty

Design and Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Design and Technology provides a broad range of opportunities and experiences that reinforces and integrates knowledge and understanding from other subjects in the Years 7–10 curriculum.

The design and production of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.



Course Overview

Students will:

- explore a range of careers in the field of design and technological innovation.
- critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose.
- engage in a range of practical activities as they design, manage, produce and evaluate quality designed solutions

Students will learn about ...

- The design and technology process
- Principles for quality design applications
- Responsible, safe, ethical and collaborative practices in design and technology in a range of fields
- Contemporary, emerging technologies, innovation, enterprise and preferred futures in relation to their impact on society and environments

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.

Students will learn to ...

- complete practical activities and production folios that record all aspects of the design process used, evaluate and justify the reasons for the decisions made
- manage and safely use a range of materials, tools and techniques to aid in the development of design projects

Practical Projects

Students will complete practical projects from the following contexts and focus areas of design:

- Agriculture
- Digital technologies
- Engineered systems
- Food technologies
- Information and communication technologies
- Material technologies

Course Requirements

- Portfolio and stationery for drawing and sketching
- A4 notebook
- Pens, pencils, eraser, ruler

Record of School Achievement

Satisfactory completion of 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.

COURSE COSTS: \$40.00 per year



Digging History

HSIE- History Faculty

History develops in young people an interest in and enjoyment of exploring the past. A study of Digging History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

The chosen topics will be studied using written and archaeological sources, film studies and practical activities. Assessment tasks will include drama performances, writing a children's book, individual historical investigations, creating an American quilt and research assignments.



Students will learn about ...

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past.

The topics are grouped in three major areas

1. History, heritage and archaeology
2. Ancient, medieval and early modern societies
3. Thematic studies

Topics will be a number of case studies chosen from the following areas:

Year 9

1. *Archaeological sites (Heritage and conservation)*
2. *Ancient Greece / Ancient Rome*
3. *Gender in the past (Herstory)*
4. *Unsolved mysteries (Jack the Ripper)*

Year 10

1. *Film as history / Music in History*
2. *Myths and legends*
3. *Genocide (The Holocaust)*
4. *Heroes and Villains*
5. *Black Power (USA) / White supremacy (South Africa)*

Students will learn to ...

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation.

Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Record of School Achievement

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

COURSE COSTS: \$15.00 per year

Drama encourages a cooperative and collaborative approach to exploring the world through enactment. Students portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students in drama create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.



Course Overview

- **Making** refers to participating in the creation of drama and theatre process work. Students develop and explore imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and playbuilding are key methods of making which involve a group of students collaborating to devise their own work.
- **Performing** refers to students actively engaging in acting and performing drama and theatre for different audiences.
- **Appreciating** refers to students responding to, inquiring into, investigating and critically studying a range of drama and theatre experiences.

Topics may include: Mime, Melodrama, Playbuilding, Ancient Greek Drama, Script Interpretation and Monologues.

The emphasis of each of these areas will vary according to the interests and ability of the students in the class. Assessment of students will be continuous and based on their performances, written research/reflection and participation.

Essential Content

In drama Years 7-10, the essential content constitute 100 indicative hours of students engaging in an integrated study of the elements through practices within the contents of playbuilding and at least on other dramatic form or performance style

Additional content

Additional content is included for courses 200 hours and beyond. For each additional 100 indicative hours of Drama, students are provided with opportunities to explore aspects of drama in greater depth and/or breadth by engaging in and integrated study of the elements through the practices within the context of playbuilding and at least two other dramatic forms or performance styles

Students will learn about ...

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

Students will learn to ...

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

Record of School Achievement

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

COURSE COSTS: \$10.00 per year

FOOD TECHNOLOGY

TAS Faculty

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food specific skills, which then can be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Students will learn about ...

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

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



Students will learn to ...

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

Course Requirements

Exercise book

Plastic sleeve folder

Equipment –*apron, covered leather shoes, tea towels, food container and cutlery*

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individuals. On completion of their course students will be better equipped to make wise food choices, manage time and resources efficiently and develop the ability to work cooperatively in group situations and improve skills in food preparation.

Record of School Achievement

Satisfactory completion of 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.

COURSE COSTS: \$55.00 per year

Global Connections

HISE- Social Sciences Faculty

The Global Connections course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry and enables depth studies through flexible programming of focus areas.

Students may undertake 200 hours (at least 5 focus areas) of study in Geography (Elective) in Stage 5.

Students will learn about ...

Geography (Elective) enables students to learn more about:

- The geographical concepts:
Place, space, environment, interconnection, scale.
Sustainability and change
- Geographic inquiry skills:
Acquiring, processing and communicating.
- Geographical tools:
Maps, fieldwork, graphs and statistics, spatial technologies and visual representation.



Students will study these through the following selected topics:

- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Oceanography
- Physical Geography
- Interactions and Patterns along a transcontinental transect or
- School developed option

Students will learn to ...

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Record of School Achievement

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

COURSE COSTS: NIL

MUSIC

CAPA Faculty



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

Students will learn about ...

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

The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

Students will learn to ...

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpin the development of skills in performing, composing and listening.

Performance: Students will develop performance skills individually, in small ensembles and in class ensembles. Students will develop skills to play guitar, drums, keyboard, bass guitar, vocals and percussion instruments in a variety of settings. Many students in Elective Music classes perform regularly at school and regional events.

Listening: Students will gain an understanding of a variety of styles and genres in Music history. They will develop listening skills according to the concepts of Music and develop understanding of how Music is created.

Composition: Students will have the opportunity to create their own Music by experimenting with instruments, melodies and harmonies. They will use various forms of Music technology to record and create sounds.

Record of School Achievement

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

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

COURSE COSTS: \$10.00 per year

PHYSICAL ACTIVITY AND SPORTS STUDIES

PDHPE Faculty

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. Students study the workings of the human body, safety aspects of sports, rules and tactics of games, as well as spending time improving their ability in the different areas of Physical Education. The course involves both theoretical and practical components.

Students will learn about ...

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

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management



Students will learn to ...

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Record of School Achievement

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

COURSE COSTS: NIL

VISUAL ARTS

CAPA Faculty

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world. Visual Arts allows students to make different kinds of artworks using 2D, 3D and/or 4D forms. Students will learn to represent their ideas with reference to contemporary trends and will study how artists, including painters, sculptors, architects, photographers and ceramicists, make artworks.

Students will learn about ...

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

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

Students will learn to ...

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

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

In Visual Arts students will learn about a range of art practices including;

- *Painting*
- *Drawing*
- *Sculpture*
- *Ceramics*
- *Photography and Digital media*
- *Printmaking*

Students will need to purchase a Visual Arts Diary to record their art making process.

Record of School Achievement

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

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

COURSE COSTS: \$50.00 per year



Vocational Education and Training Courses (VET)

Stage 5 VET Courses - (100 Indicative Hours towards the RoSA)

Business Services (studied in Year 10) and Retail Services (studied in Year 9)

Vocational Education and Training (VET) courses are offered as part of Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.



VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.



Students will receive documentation showing any competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Students in Years 9 and 10 (Stage 5) may access VET courses through two curriculum pathways:

- Stage 5 VET Board Endorsed courses
- Early commencement of Stage 6 VET courses.

All Stage 5 VET courses are classified by NESA as Board Endorsed Courses and contribute 100 hours to the student's pattern of study. Work placement is not compulsory for these courses.

**2022 BUSINESS SERVICES COURSE DESCRIPTION STAGE 5**

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: Business Services (100 indicative hours)

Board Endorsed Course

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational training.

BSB10115 Certificate I in Business *

Based on Business Services Training Package Version 5 (BSB v6.1)

Units of Competency**Core**

BSBWHS201 Contribute to Health and Safety of self and others

Electives

BSBADM101 Use business equipment and resources

BSBCMM101 Apply basic communication skills

BSBITU111 Operate a personal digital device

BSBITU112 Develop keyboard skills

BSBLED101 Plan skills development

**NB advice is provided based on existing NESA course information, however qualification BSB10120 Certificate I in Workplace Skills will be delivered, subject to NESA approval*

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

Pathways to further study

As part of the HSC, students may complete BSB20115 Certificate II in Business Services or a School Based Traineeship in Business Services.

Project and work-based learning

This course is based on project based learning where the students are involved in a number of projects, functions and activities around the school or during out of class hours. These could include group project work, individual research or other activities.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Nil**Refund Arrangements on a pro-rata basis**

Please see your VET teacher to enquire about financial assistance

Exclusions - Nil

VET course exclusions for this course can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/business-services>



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 RETAIL COURSE DESCRIPTION STAGE 5

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Retail** (100 indicative hours)

Board Endorsed Course

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational training.

SIR10116 Certificate I in Retail Services

Based on SIR Retail Services Training Package (Release 4.0)

Units of Competency

Core

SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXWHS001	Work safely

Electives

SIRXIND002	Organise and maintain the store environment
SIRXIND004	Plan a career in the retail industry

Additional Unit for the RoSA

ICTICT103	Use, communicate and search securely on the Internet
FSKDIG02	Use digital technology for simple workplace tasks

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Example of occupations in the Retail Industry:

- buyer
- customer service assistant
- stock controller
- sales person
- visual merchandise
- merchandise

Pathways to Further Study

As part of the HSC, students may pursue a full or partial completion of a SIR30216 Certificate III in Retail Services. School-based traineeships are also available in this field

Project and work-based learning

This course is based on project based learning where the students are involved in a number of projects, functions and activities around the school or during out of class hours. These could include group project work, individual research or other activities.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs NIL

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

Exclusions - Nil

VET course exclusions for this course can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/retail>

COURSE CONTRIBUTIONS

Some subjects require a contribution for students to study them effectively. Other subjects are more expensive to run due to the nature of the course content. The school sets a subject contribution for these courses to offset the costs of materials used and consumed by students in the course of their study.

Below are listed core and elective subjects, their related costs, and the way in which the money is spent to help your daughter, should she choose the course. The costs indicated will be maintained in each of Year 9 and Year 10. Contributions can be made in instalments - each term, month or week. The school can provide some help through the *Student Assistance Scheme* and those students over 15 years of age needing financial support may be able to access this through Centrelink. This support is provided to help students to continue their education. To discuss options for the payment of the contributions by instalments please contact the Principal. Please choose your elective subjects carefully. Thank you for supporting your daughter's education.

Subjects	Cost	What contributions go towards
Design & Technology	\$40.00	Raw materials and accessories. Project supplies and various materials used in the construction of design projects (acrylic, wood, printing).
Drama	\$10.00	Contribution towards costumes, props and set materials.
Food Technology	\$55.00	Food supplies for both experimental and practical work, cost of equipment and maintenance.
Digging History	\$15.00	Equipment and materials
Industrial Technology - Wood	\$45.00	Timber and Hardware/Consumables for practical projects, maintenance on equipment.
Music	\$10.00	Contribution towards musical instrument maintenance and workbooks.
Visual Arts	\$50.00	This includes paint, paper, pencils, clay, fabric, sculpture materials, printing materials etc.

- ❖ Excursions or events may incur some cost, which will be indicated on the excursion permission form as additional costs.

KEY WORDS ~ Demonstrating Learning

This glossary contains key words that appear frequently in the NSW Education Standards Authority syllabuses, performance descriptions, assessment tasks and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different courses they are studying.

In classrooms, teachers of different courses will use the glossary to you to better understand what the examination and assessment task questions in their course require.

Account: Account for: state reasons for, report on.
Give an account of: narrate a series of events or transactions

Analyse: Identify components and the relationship between them; draw out and relate implications

Apply: Use, utilise, employ in a particular situation

Appreciate: Make a judgement about the value of

Assess: Make a judgement of value, quality, outcomes, results or size

Calculate: Ascertain/determine from given facts, figures or information

Clarify: Make clear or plain

Classify: Arrange or include in classes/categories

Compare: Show how things are similar or different

Construct: Make; build; put together items or arguments

Contrast: Show how things are different or opposite

Critically (analyse/evaluate): Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce: Draw conclusions

Define: State meaning and identify essential qualities

Demonstrate: Show by example

Describe: Provide characteristics and features

Discuss: Identify issues and provide points for and/or against

Distinguish: Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate: Make a judgement based on criteria; determine the value of

Examine: Inquire into

Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract: Choose relevant and/or appropriate details

Extrapolate: Infer from what is known

Identify: Recognise and name

Interpret: Draw meaning from

Investigate: Plan, inquire into and draw conclusions about

Justify: Support an argument or conclusion

Outline: Sketch in general terms; indicate the main features of

Predict: Suggest what may happen based on available information

Propose: Put forward (for example a point of view, idea, argument, and suggestion) for consideration or action

Recall: Present remembered ideas, facts or experiences

Recommend: Provide reasons in favour

Recount: Retell a series of events

Summarise: Express, concisely, the relevant details

Synthesise: Putting together various elements to make a whole