



**Years 7–10**

**Syllabus Course Descriptions**

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Phone (02) 9367 8289  
Fax on (02) 9279 1482.  
Email: [mila.buraga@bostes.nsw.edu.au](mailto:mila.buraga@bostes.nsw.edu.au)

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## **Aboriginal Studies**

Aboriginal Studies is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### **Course Description**

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

### **What will students learn about?**

Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spirituality. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity.

Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

### **What will students learn to do?**

Students will learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Students will also develop an awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge. In addition they will acquire a wide range of communication skills, including the ability to consult with Aboriginal Peoples and communities.

### **Record of School Achievement**

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

## **Agricultural Technology**

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

### **Course Description**

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

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

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

### **What will students learn about?**

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

### **What will students learn to do?**

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

### **Record of School Achievement**

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

## Child Studies

*Child Studies Content Endorsed Course Years 7–10* is an elective course that may be studied in Stage 5 for 100 or 200 hours for the Record of School Achievement. While the syllabus can be taught at any time in Years 7–10, its outcomes and content have been designed at a Stage 5 standard.

### Course description

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.

### What will students learn about?

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules should be between 15 and 30 hours duration.

The syllabus modules are:

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

### What will students learn to do?

Throughout the course students will 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 100 or 200 hours of study in *Child Studies CEC Years 7–10* during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

## Commerce

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### Course Description

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

### What will students learn about?

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

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

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

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

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

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

### What will students learn to do?

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

### Record of School Achievement

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

## **Dance**

Dance is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### **Course Description**

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

### **What will students learn about?**

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

### **What will students learn to do?**

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

### **Record of School Achievement**

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

## **Design and Technology**

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

### **Course Description**

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

### **What will students learn about?**

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

### **What will students learn to do?**

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

### **Record of School Achievement**

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

## **Drama**

Drama is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### **Course Description**

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

### **What will students learn about?**

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

### **What will students learn to do?**

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

### **Record of School Achievement**

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

## **English**

# **New NSW K–10 syllabus for the Australian curriculum Implementation from Year 7 and Year 9 2014 and Year 8 and Year 10 2015**

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed English syllabus substantially in each of Years 7–10, and
- complete at least 400 hours of English study by the end of Year 10.

### **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.

### **What will students learn?**

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

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital 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 including texts that provide insights about the peoples and cultures of Asia.

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).

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.

### **Particular Course Requirements**

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

<b>Stage 4</b>	<b>Stage 5</b>
<b>Fiction</b> – at least two works	<b>Fiction</b> – at least two works
<b>Poetry</b> – a wide range of types of poems	<b>Poetry</b> – a variety drawn from different anthologies and/or study of one or two poets
<b>Film</b> – at least two works	<b>Film</b> – at least two works
<b>Nonfiction</b> – at least two works	<b>Nonfiction</b> – at least two works
<b>Drama</b> – at least two works	<b>Drama</b> – at least two works

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

### **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 School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#)

## Food Technology

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

### Course Description

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

### What will students learn about?

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

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

### What will students learn to do?

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

### Record of School Achievement

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

## **Geography (Elective)**

Geography (Elective) is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### **Course Description**

The Geography (Elective) course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

Students may undertake either 100 hours or 200 hours in Geography (Elective).

### **What will students learn about?**

Geography (Elective) enables students to learn more about:

- the geographical processes that form and transform environments and communities
- the importance of the world's environments and issues associated with them
- human activities at a range of scales
- contemporary world events and issues in terms of their spatial and ecological dimensions
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- being an informed and active citizen.

### **What will students learn to do?**

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.

### **Course Requirements**

In a 100-hour Geography (Elective) course students must study at least three of the eight focus areas. In a 200-hour Geography (Elective) course they will study at least five of the eight focus areas.

### **Record of School Achievement**

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

## **Geography (Mandatory)**

The Geography (Mandatory) course requires students to complete:

- 100 hours of Global Geography in Stage 4
- 100 hours of Australian Geography in Stage 5

This is a requirement for eligibility for the award of the 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.

### **What will students learn about?**

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and 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.

### **What will students learn to do?**

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

### **Course Requirements**

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

**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.

## Graphics Technology

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

### Course Description

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

### What will students learn about?

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

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

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

### What will students learn to do?

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

### Record of School Achievement

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

## **History (Elective)**

History (Elective) is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### **Course Description**

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

### **What will students 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. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

### **What will students learn to do?**

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

## **History (Mandatory)**

# **New NSW K–10 syllabus for the Australian curriculum Implementation from Year 7 and Year 9 2014 and Year 8 and Year 10 2015**

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed History syllabus substantially for each of Years 7–10, and
- complete 100 hours of History in Stage 4 and 100 hours of History in Stage 5.

### **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.

### **What will students learn?**

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study.

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives and interpretations to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

### **Particular Course Requirements**

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

### **Record of School Achievement**

Students who have met the mandatory study requirements for History during Years 7–10 will receive a grade for History for the Record of School Achievement.

*Years 7–10 Syllabus Course Descriptions*

Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#).

## Industrial Technology

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

### Course Description

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

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

- Automotive
- Building and Construction
- Ceramics
- Electronics
- Engineering
- Farm Maintenance
- Leather
- Metal
- Multimedia/Photography
- Polymers
- Timber.

### What will students learn about?

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

### What will students learn to do?

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

### Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. This may occur in up to two courses.

## Information and Software Technology

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

### Course Description

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

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

### What will students learn about?

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

The option topics to be studied within this course include:

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

### What will students learn to do?

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

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

### Record of School Achievement

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

## Languages

The study of at least 100 hours in one language, to be completed over one continuous 12-month period, is a mandatory requirement for eligibility for the award of the Record of School Achievement. The 100-hour course must cover the Stage 4 outcomes and content of the chosen language syllabus, and must be studied between Years 7–10, but preferably in Years 7–8.

The Board has developed syllabuses in the following languages for the mandatory course:

Aboriginal Languages	Hebrew	Modern Greek
Arabic	Indonesian	Russian
Chinese	Italian	Spanish
Classical Greek	Japanese	Turkish
French	Korean	Vietnamese.
German	Latin	

When students have completed the mandatory 100 hours' language study, they may continue the study of that language as an elective for the Record of School Achievement and/or choose to study another language.

### **Course Description**

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

For Aboriginal students the study of an Aboriginal language aims to increase self-esteem through an enhanced understanding of their linguistic heritage and an ability to communicate in ancestral languages, to obtain skills in language revitalisation to support cultural and language revival, and to increase links between schools and their local Aboriginal communities.

### **What will students learn about in the study of a modern language?**

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

### **What will students learn to do in the study of a modern language?**

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

**What will students learn about in the study of Aboriginal languages?**

Students will develop the knowledge, understanding and skills to communicate effectively in Aboriginal languages and to apply these languages in the world today.

They will explore the nature of languages as systems by making comparisons among Aboriginal languages and between Aboriginal languages and English.

Students will develop knowledge of Aboriginal cultures and gain an appreciation of the interdependence of land, language, culture and identity.

**What will students learn to do in the study of Aboriginal languages?**

Students will learn to listen and respond to spoken language. They will learn to read and respond to written texts in the Aboriginal language they are learning. Students will be able to establish and maintain communication in familiar situations using the language.

Students will demonstrate an understanding of languages as systems by comparing features of vocabulary and grammar across languages. They will be able to apply a range of linguistic structures to express their own ideas in writing. They will develop their skills to enable them to produce texts in Aboriginal languages.

Students will explore the interdependence of language and culture in a range of texts and contexts, such as stories, song, documentaries and film.

**What will students learn about in the study of a classical language?**

Students will develop knowledge, understanding and skills in reading, analysing and translating a classical language.

They will explore the nature of languages as systems by making comparisons with English. They will develop an understanding of the correct application of linguistic structures and vocabulary.

Students will also develop knowledge of the culture of ancient civilisations and an understanding of the relationship between language and culture, thereby encouraging reflection on their own cultural heritage and the influence of the classical world on the modern world.

**What will students learn to do in the study of a classical language?**

Students will learn to read passages in the language and recognise language structures. They will learn to analyse grammatical structures used in simple sentences in extended passages and they will translate sentences in extended passages from the classical language to fluent English.

Students will learn to recognise the function of the relationship between words and structures, and to explain the way in which meaning is conveyed by comparing and describing structures of the language.

Students will understand the interdependence of language and culture. They will acquire knowledge of key features of the culture of the ancient world.

**Record of School Achievement**

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

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

## Marine and Aquaculture Technology

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

### Course Description

Marine and Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water-related environments in an environmentally sustainable way.

For a 200 hour course students study a core of 35 hours and eleven 15 hour optional modules. There are forty-eight modules available from a broad range of marine and aquaculture areas. They are organised into seven focus areas:

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest.

### What will students learn about?

All students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

### What will students learn to do?

The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Occupational Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

### Record of School Achievement

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

## **Mathematics**

# **New NSW K–10 syllabus for the Australian curriculum Implementation from Year 7 and Year 9 2014 and Year 8 and Year 10 2015**

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed Mathematics syllabus substantially in each of Years 7–10, and
- complete at least 400 hours of Mathematics study by the end of Year 10.

### **Course Description**

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. 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.

### **What will students learn?**

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.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they 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.

### **Record of School Achievement**

Students who have met the mandatory study requirements for Mathematics during Years 7–10 will receive a grade for Mathematics for the Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#).

## Music

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

### Course Description

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

### What will students learn about?

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

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

### What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

### Course Requirements

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

### Record of School Achievement

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

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

## **Personal Development, Health and Physical Education**

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**

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

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

### **What will students learn about?**

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

### **What will students learn to do?**

Throughout the 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.

## Photographic and Digital Media

Photographic and Digital Media is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course.

### Course Description

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

### What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

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

### What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

### Course Requirements

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

### Record of School Achievement

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

## Physical Activity and Sports Studies

*Physical Activity and Sports Studies* is an elective content endorsed course that may be studied for 100 or 200 hours for the Record of School Achievement. The syllabus can be taught at any time in Years 7–10 however, its outcomes and content have been designed at a Stage 5 standard.

### Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

### What will students learn about?

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

#### *Foundations of Physical Activity*

- 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

**What will students learn to do?**

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

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

**Record of School Achievement**

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

## **Science**

# **New NSW K–10 syllabus for the Australian curriculum Implementation from Years 7 and 9 2014 and Years 8 and 10 2015**

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed Science syllabus substantially in each of Years 7–10, and
- complete at least 400 hours of Science study by the end of Year 10.

### **Course Description**

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, 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.

### **What will students learn?**

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.

### **Particular 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**

Students who have met the mandatory study requirements for Science during Years 7–10 will receive a grade for Science for the Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#).

## **Technology (Mandatory)**

The Technology (Mandatory) Years 7 and 8 syllabus must be studied for at least 200 hours. This is a requirement for eligibility for the award of the Record of School Achievement. Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area.

### **Course Description**

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

### **What will students learn about?**

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

- Built Environments
- Products
- Information and Communications.

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

### **What will students learn to do?**

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

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

### **Record of School Achievement**

Satisfactory completion of the Technology (Mandatory) course will be recorded on the student's Record of School Achievement.

## Textiles Technology

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

### Course Description

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

### What will students learn about?

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

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

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

### What will students learn to do?

By examining the work of designers students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

### Record of School Achievement

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

## **Visual Arts**

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

### **Course Description**

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

### **What will students learn about?**

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

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

### **What will students learn to do?**

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

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

### **Course Requirements**

Students are required to produce a body of work and keep a Visual Arts diary.

### **Record of School Achievement**

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

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

## **Visual Design**

Visual Design is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course.

### **Course Description**

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about and understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

### **What will students learn about?**

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space-time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks .

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

### **What will students learn to do?**

Students learn to make visual design artworks using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio 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 making practice in their Visual Design journal.

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

### **Course Requirements**

Students are required to produce a folio of work and keep a Visual Design journal.

### **Record of School Achievement**

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

## Work Education

Work Education is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### Course Description

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

### What will students learn about?

The core content is arranged in two parts:

#### Core Part 1 – Preparing Futures

*topics:*

- Transition Planning
- What is Work?
- Introduction to Workplace Safety
- Enterprise Initiatives

#### Core Part 2 – Working Communities

*topics:*

- Workplace Rights and Responsibilities
- Exploring Post-school Pathways
- Technology and Communication
- Partnerships in the Community

Students completing the 100 hour course may study *either* Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and two options.

Students completing the 200 hour course will study both Core Part 1 and Core Part 2 and a minimum of six options.

All 100-hour courses must include the mandatory topic *Introduction to Workplace Safety* to ensure an understanding of occupational health and safety issues.

In addition students will study selected Options that cater for specific needs and interests. The Options cover areas such as technology, transitions, community participation, communication and partnerships. The Work Education syllabus encourages the integration of work and community based learning opportunities.

### What will students learn to do?

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

### Record of School Achievement

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