Pittwater House

2022

Guide to 2022-2023 Stage 5 Courses

achieve a balance

co-educational campus | single-sex education

Key Contacts:

Dr Nancy Hillier
Principal
principal@tphs.nsw.edu.au

Mrs Mellissa Murray
Stage 6 Co-ordinator,
Careers and Tertiary Advisor
TAFE Co-ordinator
mellissa.murray@tphs.nsw.edu.au

Mr James Walmsley
Deputy Principal
james.walmsley@tphs.nsw.edu.au

Mr Own Hamerton
Year 9 Co-ordinator
owen.hamerton@tphs.nsw.edu.au

Ms Lorna Probst
Head of College
lorna.probst@tphs.nsw.edu.au

Mrs Bronte Foster
Year 9 Co-ordinator
bronte.foster@tphs.nsw.edu.au

Mr David Heath
Head of Grammar
david.heath@tphs.nsw.edu.au

Ms Kelly Muffett
Co-ordinator of Learning
Enrichment
kelly.muffett@tphs.nsw.edu.au

ACKNOWLEDGEMENTS

Please note that much of this material is based on information published by the
NSW Education Standards Authority (NESA) in their Years 7-10 Syllabus Course Descriptions.

For More Information Please visit the NESA website:
http://educationstandards.nsw.edu.au/wps/portal/nesa/home

The Pittwater House Schools Ltd.
t 02 9981 4400
f 02 9971 1627
www.pittwaterhouse.com.au

PO Box 244 Manly NSW 1655
70 South Creek Rd Collaroy NSW 2097
ABN 87 000 655 845 | CRICOS 00897J

Deputy Principal
JSW:LSM – 20/05/2021 - Version 1

Contents

Course / Subject Information for Students Moving into Year 9

Curriculum Statement

Pittwater House has, as an essential part of its curriculum philosophy, a commitment to a sense of community, to its core values, and to the education of the whole person. This philosophy is reflected in the provision of a curriculum which provides a sound grounding in education for life, 21st century skills, flexibility in thinking, intellectually, emotionally, socially and physically.

The curriculum in Stage 5 (Years 9 and 10) not only meets the requirements of the NSW Education Standards Authority (NESA), but also aims to provide our students with an education that is essential for a worthwhile, meaningful and well balanced lifestyle in today's global and ever-changing society.

All students are provided with a quality, contemporary curriculum which takes into account the needs of students of differing abilities and backgrounds and seeks to provide for all students an enriching school experience which develops their potential.

Courses are structured and programmed so that they provide students with the widest possible choice of educational experiences and the opportunity to develop their skills and capabilities to the optimum level within the guidelines of the various syllabi.

Course and Subject Information

This handbook is designed to assist parents and students to understand the Stage 5 requirements and to provide information on the various courses on offer (Years 9 and 10) at Pittwater House.

The syllabuses covering Years 7-12 may be viewed on the NESA website:
http://educationstandards.nsw.edu.au

All students at Pittwater House study the mandated core curriculum and three 200 hour electives throughout Years 9 and 10. The elective subjects chosen allow the students to further develop their interests and talents. They also allow the students to gain insights into subject areas which they may want to pursue at a later stage.

At this level of schooling, it is important for students to broaden their educational experiences and to choose electives which they feel will be interesting and enjoyable. Although career paths may not seem significant for some students in making decisions about electives in Year 9, what is significant is that students work to the best of their ability in the core and elective subjects to provide themselves with an excellent grounding for further study or work.

Although this handbook provides a variety of course descriptions, not all courses will necessarily run. Student subject preferences, class sizes, timetabling constraints and specialist room availability will affect the final elective line structure. Considerable effort will be made to meet the preferred choices of students.

Additional information about Stage 5 subjects is available from Course Teachers, Faculty Co-ordinators and the Deputy Principal.

Mr Adam Demasi	-	Co-ordinator of Mathematics
Ms Jill Brigden	-	Co-ordinator of English
Mrs Juliette Sellies	-	Co-ordinator of Languages
Mr David Cosentino	-	Co-ordinator of Music and Performing Arts
Mr Richard Upton	-	Co-ordinator of PDHPE
Ms Abby Jeffery	-	Co-ordinator of HSIE
Mrs Elmarie Filmalter	-	Co-ordinator of Science
Mr Joe Blackwell	-	Co-ordinator of TAS and STEM
Mrs Dannyelle Tierney	-	Co-ordinator of Visual Arts
Mrs Elise Tamatea	-	Co-ordinator of Drama and Dance

Mandatory Core Subjects

All of the subjects listed below are two year courses. At the completion of Year 10, the students' chosen subjects will appear on the students Record of School Achievement (RoSA) documents provided by the NESA if they choose to leave school prior to completing the HSC.

Mandatory Core Subjects: In line with the NESA Requirements, all Students in Years 9 and 10 are required to study the following core subjects:

- English
- Geography
- History
- Mathematics
- PDHPE - Personal Development, Health & Physical Education
- Science

Elective Subjects

In Year 9, in addition to the core subjects, students also have the option to choose a further **three** subjects of their choice from the list below. In most cases students will continue these subjects through to the end of Year 10 and they will appear as 200 hour courses on the RoSA. However, in some circumstances students may be able to change subjects at the end of Year 9. In this situation, both subjects will be accredited on the student's RoSA as 100 hour courses.

The electives available for selection at Pittwater House for 2022 include:

- Chinese
- Commerce
- Dance (accelerated)
- Design and Technology
- Drama
- Elective History
- Food Technology
- French
- Information and Software Technology
- Music
- Physical Activity and Sports Studies
- Photography and Digital Media (this will involve an extra cost for a camera)
- Textiles Technology (extra cost for fabric and notions)
- Visual Arts

Selecting Elective Subjects

It is suggested that you choose subjects which:

- you enjoy
- you have enjoyed some success in
- will help you achieve your chosen career goals or keep your career options open
- will develop skills, knowledge and attitudes useful throughout your life.

You are all individuals and your study needs and requirements may be quite different from those of other students. This means it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- you have heard that all of the “boys or girls” take that subject.

Your choice of subjects may affect your choice of study program in Years 11 and 12. For example:

- Music and Languages in the senior years almost always require previous study in Stage 5.

Stage 5 Assessment Policy

Assessment requirements for both compulsory and elective courses are outlined in this booklet.

Satisfactory Completion of Stage 5

The satisfactory completion of Stage 5 is required for students to enter the HSC Preliminary course. All students must adhere to the rules of NESA.

At Pittwater House assessment practices will:

- recognise and value the worth of each school community member.
- recognise and cater for the individual learning needs of students.
- promote academic excellence.

Assessable Tasks

NESA stipulates that assessable tasks must be undertaken as a part of every subject. All formal assessment marks within a subject accumulate over Year 10 to create the final grade in each course. This emphasises the importance of every assessment mark in ensuring students achieve their best in each of the courses. At Pittwater House, we are committed to maximising each student's potential and grades.

Assessment Schedules and Assessment Notification

Assessment Schedules for each subject are provided in a booklet for Years 10 to 12. These schedules provide the student with details about the number of assessment tasks, the type of task, the approximate timing of scheduled tasks, weighting of the tasks, the title of the tasks and the outcomes and key competencies that will be assessed for each task. The timings are correct at the date of publication, but faculties have the discretion to amend the timetable in accordance with the syllabus and in consultation with the Deputy Principal. Where due dates are adjusted, students will be advised no less than two weeks prior to the change.

Students will also be issued with an Assessment Notification for each assessment task throughout the year. The Assessment Notification will give details of the nature of the task. Students are responsible for finding out about tasks set in their absence.

Satisfactory Completion of Courses

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the students has:

- **Followed** the course developed 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; and
- **Attended** sufficiently to fulfil course requirements.

The students must meet course requirements, as well as have a satisfactory record of application and attendance up to and including the final date of attendance for Year 10 students. The Principal determines the final date of attendance.

This assessment policy applies to all faculties and hence all subjects studied at Pittwater House. This policy should be read carefully and then kept for your reference.

Missed Assessable Tasks (Tests and Examinations)

Upon returning to school it is the student's responsibility to obtain and complete an **Assessment Appeals Form** and attach **suitable documentation** which outlines the nature of their absence within 48 hours of the task being due. For example, a doctor's certificate (for Year 10 tasks) or a suitable letter from parent or guardian (Year 9) must be produced for the absence to be deemed legitimate. Appeals Forms are available from Reception and Canvas and must be submitted to the Deputy Principal within two school days.

The student must liaise with the faculty co-ordinator to make arrangements to undertake a similar test or task as soon as possible after their return to school. In exceptional circumstances when a student has missed a task and the completion of a substitute task is not feasible, the Deputy Principal may authorise the use of an estimate for that particular task.

Failure to Produce Suitable Documentation

Any student who misses an assessable task and is unable to produce suitable documentation will receive zero for the task. Students missing an assessable task due to a holiday or sporting commitment would not be able to produce a doctor's certificate and hence would receive zero for the task (unless prior arrangements have been negotiated with the school).

Late Submission of Take Home Assessable Tasks

It is the responsibility of the student to ensure that Take Home Assessable Tasks are submitted by the due date. If they have a legitimate reason they need to follow the appeals process stated above. If no appeal is upheld the late work will be reduced by:

- 10% of the total mark for work submitted on the first day after the due date,
- 50% of the total mark for work submitted on the second day after the due date
- 100% of the total mark for work submitted on or after the third day after the due date
- Assignments submitted after a weekend when the due date was a Friday will receive ZERO.

The task must **still be submitted** in order for the student to meet the Stage 5 course requirements in the subject in question.

Computer or printer malfunction is not considered an excuse for late or non-submission of a task. You are to save regular copies of tasks and print off drafts. In the case of computer malfunction, you are to show the drafts to your teacher and if satisfactory, a new submission is to be negotiated.

Non-Completion of Course Requirements ("N Awards")

The Deputy Principal requires that students must attempt assessment tasks totalling more than 50% of the available marks in each Stage 5 subject. Failing to complete the minimum requirement may result in "N" warning letters being sent. Further delay of submission may jeopardise a student's ability to enter Year 11.

Malpractice in Tasks

The student not conforming to the rules and regulations of the assessment supervisor and the rules of the school constitutes malpractice.

Students are required to comply to the rules of the school when they undertake the assessment task. They must follow the teacher and supervisor's instructions, they must behave in an appropriate manner towards teachers and supervisors and other students and they must make a serious attempt at completing the assessment task.

Students will be liable of malpractice if they submit work which is not their own, not correctly acknowledged, or of which they had prior knowledge, for example, stolen examination papers.

Students found liable of malpractice will be awarded a zero mark for that task and be disciplined by the Deputy Principal and Head of School.

Recognising Achievement

Achievement in learning in Stage 5 is celebrated at assemblies, festivals, exhibitions and performance evenings. Certificates of Academic Excellence and Academic Endeavour are also given to students who have challenged themselves to achieve their personal best. Participation in competitions, excursions, incursions and co-curricular activities provide the students with experiences that encourage curiosity and promote lifelong learning, as well as preparation for making the transition into the senior years of their secondary education.

The Stage 5 Grading System

The system used to award grades in Stage 5 is known as a 'standards referenced' approach. Using such an approach involves identifying certain levels of attainment. A description is written of the achievement required by a student to be awarded that level. This is set out for each task in the **Marking Criteria** which will accompany each **Formal Assessment Task** notification.

The information and evidence necessary to award a student a grade will occur over a year long period. However, the student must perform satisfactorily for the entire time the subject is being studied. For explanation of the term 'satisfactorily' please refer to the section in this booklet titled 'Assessment Policies'.

The assessment tasks set will be used to provide the information necessary to assist the teacher's determination of which description best portrays the level of achievement by the student. Certain tasks in each subject have been designated as formal assessment tasks and will largely be used to identify the achievement reached by the student. In awarding the final grade, however, the achievement reached by the student in formal assessment tasks will be compared to the achievement demonstrated in ongoing informal assessments made by the teacher.

The Common Grade Scale describes performance at each of the five grade levels:

GRADE	COMMON GRADE SCALE
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.
N	A student awarded an '**N**' grade for a subject indicated the student failed to meet one or more of the requirements as stated in the booklet.

HSC Options and Pathways

Course Options

All courses are of 2 Unit value, unless indicated otherwise.

English	English Studies English - Standard English - Advanced English as an Additional Language / Dialect (EALD) English Extension 1 (1 Unit) English Extension 2 (Year 12 only)
Languages	French Continuers French Extension 1 (Year 12 only)
Mathematics	Mathematics Standard 1 (Year 12 only) Mathematics Standard 2 Mathematics Advanced Mathematics Extension 1 (1 Unit) Mathematics Extension 2 (Year 12 only)
Sciences	Biology Chemistry Physics Investigating Science Science Extension 1 (Year 12 only)
PDHPE	Personal Development, Health and Physical Education Community and Family Studies (CAFS)
Dance/Drama	Dance (Accelerated Course) Drama
Music	Music 1 Music 2 Music Extension 1 (Year 12 only)
Visual Arts	Visual Arts
Technological and Applied Studies	Design and Technology Information Processes and Technology (IST) Industrial Technology – Multimedia Food Technology Textiles Technology Software Design and Development
Human Society and Its Environment	Ancient History Modern History Business Studies Economics Geography Legal Studies History Extension 1 (Year 12 only) Studies of Religion (1 Unit) - (Compacted course)

All courses offered at The Pittwater House Schools are Board Developed Courses.

Students will select courses to total 12 - 14 units for the Year 11 Preliminary Year. The first 10 units must be taken as a 2 unit course; optional extension or 1 unit courses may make up the additional units. The idea is to take as broad a range as possible for the Year 12 HSC year. Consideration must be given to the ATAR Rules and prerequisite subjects, if the student wishes to gain admission to a University.

HSC Options and Pathways

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are also offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

TAFE runs various VET courses (called TVET Courses). TAFE Northern Sydney Institute will conduct these at the Brookvale or Freshwater campuses between 2-6pm on Tuesdays. Courses are generally conducted over one year in Year 11 or Year 12 (unless stated below) and have a value of 2 Units. There is an additional tuition charge set by TAFE for these courses.

- Accounting Year 11
- Accounting Year 12
- Automotive Stage 1 (Year 11)
- Automotive Stage 2 (Year 12)
- Aviation Studies
- Business Services
- Design Foundation Skills
- Property Services (Real Estate)
- Construction (2 Year)
- Marine Industry
- Children's Services
- Media News Journalism
- Outdoor Recreation – Aquatic
- eBusiness
- Events
- CAD (Computer Aided Design)
- Hairdressing
- Information Technology
- Multimedia
- Nursing
- Real Estate
- Sport and Recreation
- Tourism
- Web Design
- Beauty Therapy
- Visual Arts – (Digital Media)
- Aged Care
- Property Services
- Community Welfare
- Conservation and Land management

Elective Subjects

(From which students must choose three)

Chinese

Course Description

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills. Chinese is not only the official language of China but also widely spoken throughout Asia, as well as being the foundation for the Korean and Japanese writing systems.

Through learning of Chinese, students develop an intercultural capability and an understanding of the role of language and culture in communication, as well as become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

What will students learn about?

Students of Chinese learn elements of active conversation and to manipulate Chinese in sustained interactions to exchange information, ideas and opinions within authentic settings. Students access and respond to a range of written Chinese text types. Students develop writing skills by organising and composing Chinese texts. In addition to the language teaching of the course, various aspects of Chinese society and culture are introduced. The emphasis throughout the course is on communicative skills in a thematic approach.

Stage 5 themes include:

- Describing people and personalities
- Travel and getting around cities
- Eating out and ordering food and drink
- Interacting with others, and giving opinions in everyday situations
- Leisure activities, holidays and weekend plans
- Film and free time
- Health: illness and accidents, symptoms and treatment
- Organising parties and events, understanding cultural celebrations

What will students learn to do?

Students will develop the knowledge, understanding and skills necessary for effective interaction and communication in Chinese. They will listen and respond to Chinese. They will learn to read and respond to written texts in Chinese.

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

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the Chinese culture. They develop a capacity to interact with people, their culture and their language.

Commerce

Course Description

The study of Commerce aims to provide students with the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management.

What will students learn about?

The Year 9 course explores the core themes of consumer decisions and work futures.

The major areas of study in Year 9 are:

- Core Topics: Consumer and Financial Decisions
Employment and Work Futures
- Options: Running a business
Promoting and selling

The Year 10 course explores the core themes of Law and Society and the Business Environment. The legal framework, areas of law, the economy and markets are some of the areas covered.

The major areas of study in Year 10 are:

- Core Topics: Law and Society
The Economic and Business Environment
- Options: Our Economy
Towards Independence

What will students learn to do?

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Dance

Course Description

Dance is a popular activity that has existed as a vital part of every known culture throughout time. It is a distinct form of non-verbal communication that uses the body as an instrument of expression; articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in and through dance movement enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make, perform and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

The integration of the practices of performance, composition and appreciation is a key feature of the syllabus and the elements of dance are the components that link the study of these practices. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

NOTE: Stage 5 Dance is a **ONE YEAR** course at Pittwater House. If students choose to continue with Dance in Year 10, then they will be completing the **Preliminary Dance (Year 11)** course with a view to completing their HSC Dance course one year early at the end of Year 11. This has the advantage of allowing them to get 2 Units of their HSC completed early, allowing for more time in Year 12 to undertake their other classes.

What will students learn about?

The conceptual basis of the study of dance as an artform centres on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. To support the practical nature of the course students will study the historical and cultural development, influential dance pioneers, techniques and styles, dance on film, anatomy in relation to safe dance and the works of other artists.

What will the students learn to do?

Students learn both movement principals and stylised techniques, and they learn through both problem-solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

In Dance students engage in an integrated study:

- of the **practices** of performance, composition and appreciation
- and of the **elements of dance**
- within the context of **dance as an artform**.

Part of the experience in Stage 5 Dance is to experience performances and there may be some compulsory evening excursions to the Seymour Centre and/or other venues.

Cost: Some dance equipment and clothing will be required.

Design and Technology

Course Description

Design and Technology is a part of everyone's daily life, whether it is just used, interacted with or relied on for simple or complex tasks. It gives young people the skills to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and creative in using varied resources, including digital technologies, to improve the world around them.

Given its breadth and depth Design and Technology has much to offer across a wide range of career paths in engineering, manufacturing and the creative industries. In addition to learning about designing and making processes, materials technology and programmable systems and control, Design and Technology contributes to the development of important life skills and personal qualities valued by employers. These skills include independence, team working, resilience, resourcefulness, risk taking and entrepreneurship.

Learning is most successful through the application of knowledge, skills and understanding in different contexts. The Design and Technology curriculum provides many opportunities for literacy, numeracy, computing and scientific knowledge and understanding to be practically applied across Stage 5.

What will students learn about?

The Stage 5 course builds on content that was taught in the Stage 4 Technology Mandatory Course. The design and development 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. The infinite approaches to design projects promote intellectual risk taking, higher order thinking, future thinking and understanding of conceptual principles.

Students work through integrated core content areas and project work related to the focus area of design and results in the creation and documentation of designed solutions.

They will be exposed to and learn skills in computer aided design and manufacturing software and machines, as well as further develop skills using machines, power and handheld tools in the workshop. They will learn to apply appropriate management strategies in order to design and create quality aesthetic products targeted towards a specific market.

Students studying the 200-hour course are required to complete between four and eight units of work that address at least three focus areas of design. Design and Technology requires a strong level of organisation and motivation along with independent problem solving.

Year 9 Design and Technology (100-hour elective course) will consist of design projects designed to develop a greater understanding of the design process through a Design Folio. The documentation will demonstrate the investigation and research undertaken, experimentation, development and justification of ideas, the process of realisation and design project evaluation.

Year 10 Design and Technology (100-hour elective course) will consists of two design projects and a summative exam that will further develop students' technological understanding, design thinking and understanding of the relationship between products and the individual, society and environment. It further examines the rigorous design process, highlighting the importance of creative speculation and logical decision making to arrive at valid, and better, solutions.

Course Theory is largely integrated into practical learning experiences and supporting folio documentation. Students extend their skill base with innovative projects which provide experiences in working with new materials and techniques. From this they gain an appreciation of into the dynamic nature of design and how a process can be used to develop solutions to personal, social and global issues.

Drama

Course Description

Drama is an artform with a discrete body of knowledge including conventions, history, skills and methods of working. It is an integral aspect of our society and is taught in school curricula worldwide. Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

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.

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations.

What will students learn about?

All students undertake a unit of play-building in both Years 9 and 10. Play-building 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 Year 9. Examples of these include improvisation, mime, script, puppetry, comedy, Commedia Del'Arte, melodrama, Greek 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.

Part of the experience in Years 9 and 10 Drama is to experience live performances, there may be some compulsory evening excursions to the Seymour Centre and/or other venues.

Elective History

Course Description

The aim of the Elective History Course is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens. By the end of the course students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry, through investigation of past societies and historical periods. They sequence major historical events or heritage features to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups and sites to our shared heritage.

What will students learn about?

There is a lot of scope in terms of topics studied, with these topics designed around student interest. Over the past three years, topics have included:

- The Trojan War
- Conspiracy Theories
- Film as History
- Heroes and Villains
- Myths and Legends
- Popular Culture
- Terrorism
- Vikings

Additionally, each student undertakes a research project in an area of personal interest. Through this process, students develop fundamental historical skills including researching, utilising and integrating evidence, and considering alternate perspectives and the historical credibility of these perspectives.

Please note that this is an entirely separate course to the Mandatory History course and there is no overlap of course content.

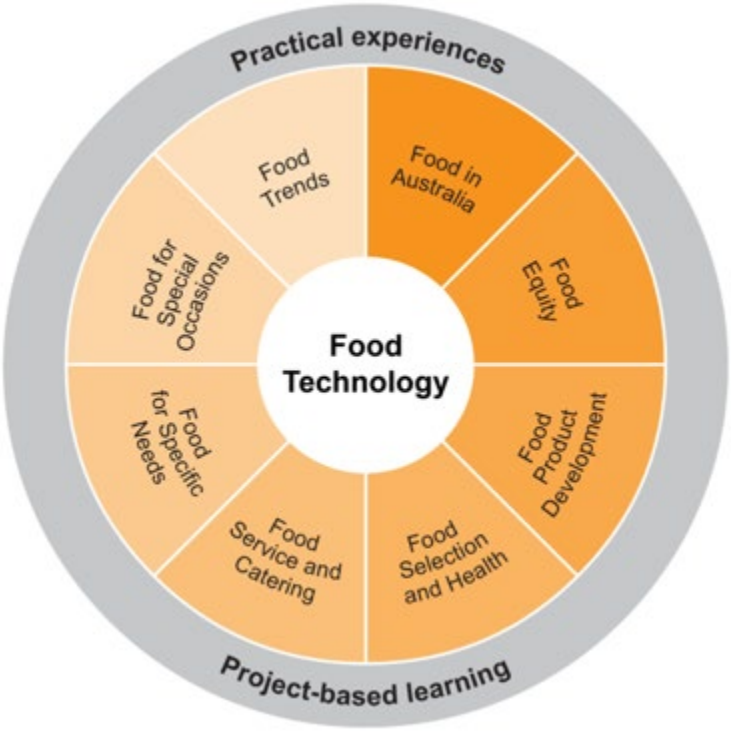
What will students learn to do?

Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

This course will be studied through both teacher and individual directed methodologies. The student's personal interest program is a key element of the course, which is based on individualised units negotiated with the class teacher. The course is excellent for students interested in History as it allows them to study a range of periods and events in depth. It also allows students to pursue their own area of interest in History.

Food Technology

The following diagram provides an illustrative representation of elements of the course and their relationship.



Examples of 'Focus Areas'

Food in Australia- Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.

Food Equity- Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

Food Product Development- An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

Food Selection and Health- The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

What will students learn to do?

By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes about food.
Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food.

Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.

Students reflect on and evaluate decisions made in relation to solutions for specific purposes about food at a personal level and consider the social implications of these in a variety of settings.

French

Course Description

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills. French is not only the official language of France and francophone countries, but also an administrative and widely spoken language in many countries around the world. French is, by tradition, the language of diplomacy. It is an official language of a large number of international organisations including the United Nations, the European Union, the Olympic Games and many other bodies.

Through the learning of French, students develop an intercultural capability and an understanding of the role of language and culture in communication and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

What will students learn about?

Students of French learn elements of active conversation and to manipulate French in sustained interactions to exchange information, ideas and opinions within authentic settings. Students access and respond to a range of written French text types. Students develop writing skills by organising and composing French texts. In addition to the language teaching of the course, various aspects of Francophone society and culture are introduced. The emphasis throughout the course is on communicative skills in a thematic approach.

Stage 5 themes include:

- Describing people and personalities
- Travel and getting around cities
- Eating out and ordering food and drink
- Interacting with others, and giving opinions in everyday situations
- Discussing advantages and disadvantages of country vs city
- Leisure activities, holidays and weekend plans
- Film and free time
- Health: illness and accidents, symptoms and treatment
- Organising parties and events, understanding cultural celebrations

What will students learn to do?

Students will develop the knowledge, understanding and skills necessary for effective interaction and communication in French. They will listen and respond to French. They will learn to read and respond to written texts in French.

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

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the French culture. They develop a capacity to interact with people, their culture and their language.

Information Software and Technology (IST)

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
- Software Development and Programming
- Authoring and Multimedia
- Internet and Website Development
- Digital Media
- Database Management

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. Technology such as Adobe Creative Cloud, Microsoft 365, A frame, Soundtrap, GitHub, Sonic Pi, Microbits and virtual reality.

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. Projects will follow the stages found in the systems development cycle. These are to identify, analyse, design, implement, test and evaluate systems.

Stage 6 pathways for students.

Information and Software Technology is a course that leads on to stage 6 Information Processes and Technology (IPT) and Industrial Technology Multimedia (ITMM).

See Ms Fonso or Mrs Wan Der Heyoten for further details.

Music

Course Description

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

What will students learn about?

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

The Elective course requires the study of the compulsory topic Australian Music, as well as several 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 listened 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.

Part of the experience in Years 9 and 10 is to experience live music and there will be some compulsory evening excursions to the Opera House and/or other venues.

Cost: There are compulsory excursions costing approximately $120 per year. These may include performances by the Sydney Symphony Orchestra and other professional ensembles.

Physical Activity and Sports Studies (PASS)

Course Description

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

What will students learn about?

Students in PASS build on the experiences and understanding developed through the mandatory PDHPE course. They will develop a foundation for participation and performance in a range of physical activity and sport movement applications. They develop an understanding of the factors that limit and enhance the capacity to move and perform efficiently in a variety of contexts and also the broad range of benefits provided by participation and performance in physical activity and sport.

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

What will students learn to do?

PASS provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. They establish strategies and techniques for developing movement skills and enhancing their capacity to participate and perform. They analyse how effective and appropriate these strategies are in preparing themselves and others for particular physical activity and sport opportunities.

The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Photography and Digital Media

Course Description

Photography provides opportunities for students to understand and explore photographic and digital media at a greater depth and breadth than covered in the Stage 5 Visual Arts course. It provides opportunities to investigate practice that uses photographic and digital technologies as their own medium – that is, being produced, stored and presented in digital form, making use of interactive and participatory features.

What will students learn about?

Content is organised in three broad areas as it connects with making, historical and critical interpretations and explanations of photographic and digital media. These areas are:

- Practice
- the Conceptual Framework
- the Frames.

What will students learn to do?

- Investigate and apply selected conventions, activities, traditions and customs of the field to make photographic and digital works
- Explore photographic and digital procedures, strategies and techniques to make, manipulate and refine images
- Identify relationships between conventional and contemporary technologies to make photographic and digital works
- Utilise their journal as a site to document intentions, choices and reflections in making photographic and digital works in still, interactive and/or moving images
- Identify and consider ethical issues such as copyright and plagiarism in making photographic and digital works
- Identify, assess and adopt strategies to create and maintain a safe working environment and practices in making photographic and digital works

Course Requirements

Students are required to produce a Photographic and Digital Media Portfolio of the works and keep a Photographic and Digital Media workbook Journal.

Students will participate and experience excursions, incursions and gallery visits.

Cost: Each student will need to have the use of a DSLR camera similar to the one used in class (Canon with video capabilities), an older version would also be suitable, alternatively there are some held within the department where students can share during lesson time. The school IT department holds licences and will install Adobe suite on their laptop. Specific details will be provided at a later date if you are interested in purchasing a new camera (approximately $900).

Textiles Technology

Course Description

The study of Textiles Technology provides students with the knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored. Project work is an integral part of the Textiles Technology course, as it develops practical skills to produce a textile item whilst documenting the work during their creation. Practical tasks are integrated into each topic allowing students to be creative and independent learners. These tasks focus on identifying functional and aesthetic features of their designs, by demonstrating decision-making processes and expressing individual ideas.

What will students learn about?

Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

There are three Areas of Study:

- Design
- Properties and Performance of Textiles
- Textiles and Society

In addition, students will undertake a selection of practical projects from the following Focus Areas:

- Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts.
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags.
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes.
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design.
- Non-apparel – includes book covers, toys bags, umbrellas, tents, backpacks, surfboard covers.

Focus Areas provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

What will students learn to do?

Students will learn to develop practical skills in designing, constructing, producing and evaluating. Through investigation and experimentation, students will be able to apply knowledge of how to select textiles for specific end uses. Research of historical, cultural and contemporary ideas in textile design will be embedded throughout each project. Theoretical work will be combined into each unit to give students the fundamentals of how textile products are made. The work of textile designers will allow students to make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Students will learn to confidently and competently use a range of digital presentation and manufacturing technologies.

Student will need to purchase their own fabric and notions for projects.

Visual Arts

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 medium, 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 artforms. 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 art making and critical and historical studies.

What will students learn to do?

Students learn to make a variety of artworks using a range of materials and techniques in 2D, 3D and 4D artforms, including traditional and more contemporary artforms, site-specific works, installations, video and digital media and other ICT, 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 Process 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.

Students experience excursions and incursions to various art galleries and respond to these works accordingly.

This page is intentionally left blank

Mandatory Core Subjects

(All students must study these subjects)

English

Course Description

Students of English in Years 9–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?

Students study a wide range of literature, including Australian, indigenous, European, and culturally diverse texts. They explore texts of aesthetic and cultural significance, ranging from recent contemporary offerings to iconic texts written centuries ago by authors like William Shakespeare. They learn how to provide a perceptive and detailed analysis of language devices and explain how they shape the meaning of the text. Students also learn about media and multimodal texts and how these texts provide a means of communication to express aspects of the human experience and aesthetic values. Students learn about the English language in all its variations and develop a sense of its richness and power to convey information.

What will students learn to do?

Students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer, interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

Course Requirements

The study of English in Stage 5 (Years 9 and 10) requires experience of at least two works of each of fiction, film, non-fiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

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

Geography

The Stage 5 (Years 9 and 10) Geography Syllabus aims for students to acquire, process and communicate geographical information.

Course Description

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

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

- **Place:** the significance of places and what they are like
- **Space:** the significance of location and spatial distribution, and ways people organise and manage spaces that we live in
- Environment: the significance of the environment in human life, and important interrelationships between humans and the environment
- Interconnection: no object of geographical study can be viewed in isolation
- Scale: the way that geographical phenomena and problems can be examined at different spatial levels
- Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future

What will students learn about?

Students of Geography learn about the interaction of human and physical geography in a local and global context. They examine sustainable biomes including food production and security, changing places such as urbanisation, migration and Australia's urban future. Students also look at environmental change and management with a comparative study of an Australian environment with another country. Human wellbeing examines developed and developing countries in relation to spatial variations and role of non-government and government agencies improving quality of life.

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 Stage 5 and will be conducted in the local area.

History

The NSW History Syllabus has been designed to provide students with an understanding of the 'Making of the Modern World' and 'The Modern World and Australia'.

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 how and why the Modern World is the way it is.

What will students learn about?

The Year 9 mandatory course focuses on significant events that have led to the 'Making of the Modern World'. Such events include the Industrial Revolution, progressive ideas and movements and Australians at War including both WWI and WWII. The Year 10 mandatory course follows from the previous year with a strong emphasis on 'The Modern World' including the rights and freedoms of people from 1945 to present. A School-developed topic drawn from the interests of the students as well as the syllabus is also an integral component of the Year 10 course.

The areas of study in Year 9 are:

- Overview: 'The Making of the Modern World'.
- Depth Study 1: Progressive Ideas and Movements
- Core Study: Australians at War including WWI and WWII.

The areas of study in Year 10 are:

- Overview: 'The Modern World and Australia'
- Core Study: Rights and Freedoms (1945 – present)
- Depth Study 6: School-developed topic drawn from either Year 9 or Year 10 overviews.

What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of 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.

Course Requirements

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

Mathematics

Mathematics is a mandatory course that is studied substantially in each of Years 7–10. All courses follow the new NSW Mathematics Syllabus for the Australian Curriculum.

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. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

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

What will students learn about?

Students study Number and Algebra, Statistics and Probability, Measurement and Geometry. Within each of these strands they will cover a range of topics including:

- fractions
- consumer arithmetic
- coordinate geometry
- area
- properties of solids
- decimals
- probability
- graphing and interpreting data
- surface area and volume
- geometrical figures
- percentages
- algebraic techniques
- perimeter
- trigonometry
- deductive geometry.

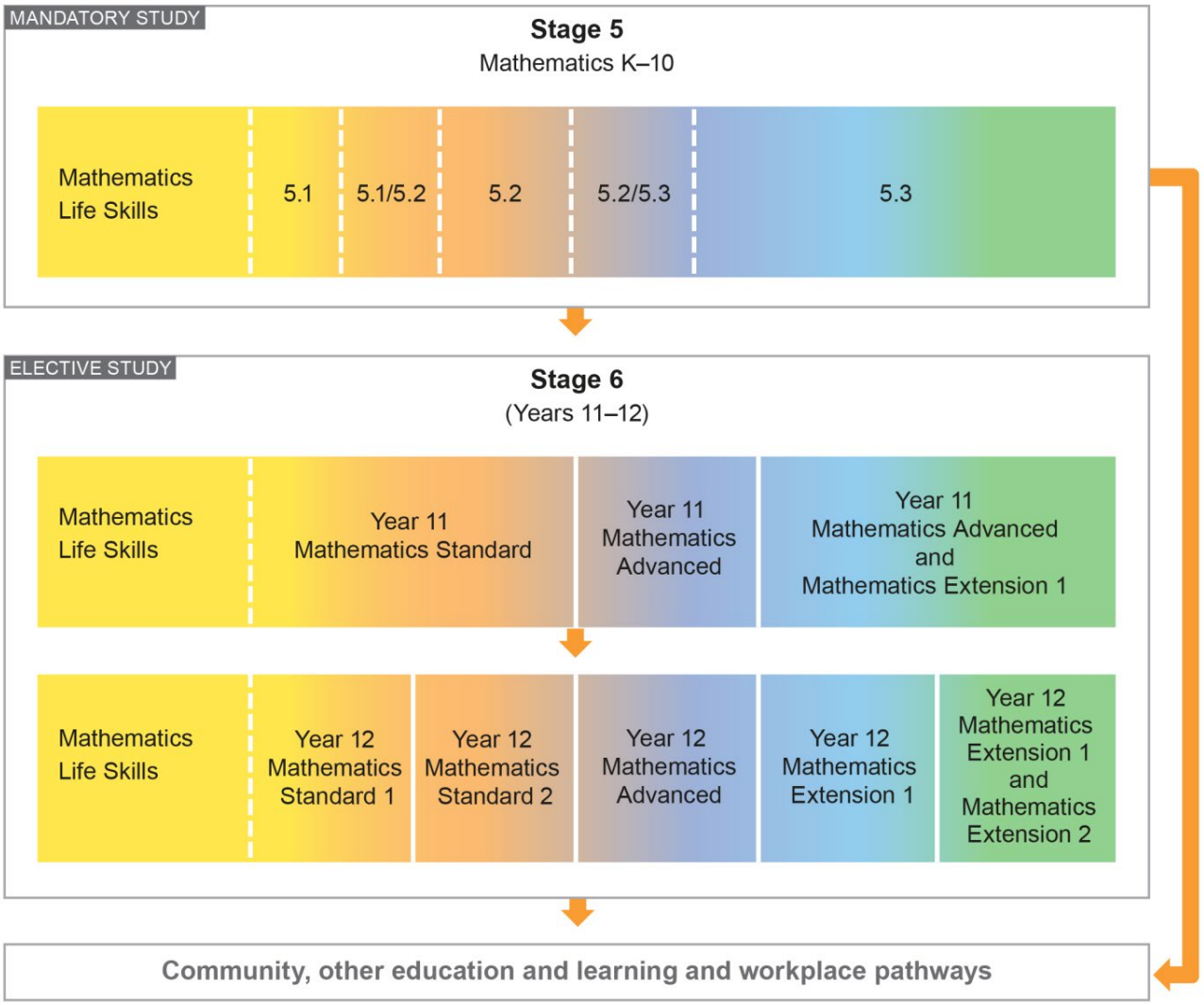
What will students learn to do?

Students learn to:

- ask questions in relation to mathematical situations and their mathematical experiences;
- develop, select and use a range of strategies, including the use of technology, to explore and solve problems;
- develop and use appropriate language and representations to communicate mathematical ideas;
- develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions;
- make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

HSC Options:

The diagram which follows outlines the HSC course options available for students who complete Stage 5 (Year 9 and 10) course.



In Stage 5, all students study the Mathematics Stage 5.1 outcomes which make up the basic course. After this, our students will work towards achieving as many of the Stage 5.2 outcomes as possible. At the completion of this level students will have gained the prerequisite knowledge needed to continue to the Mathematics Standard courses in Stage 6. Our top mathematics students will aim to also achieve the Stage 5.3 outcomes in preparation for the Mathematics Advanced and Mathematics Extension courses in Stage 6.

Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

Physical Education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

Course Description

During **Health** lessons the students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

During **Physical Education** lessons the students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

Science

Course Description

In Year 9 students are beginning the Stage 5 content which is completed by the end of Year 10. During this time students are using scientific inquiry by actively engaging in Science and applying the processes of Working Scientifically to increase their understanding of the world around them.

What will students learn about?

The students' work through four Knowledge and Understanding strands; Physical World, Earth and Space, Living World and Chemical World, and one skills based strand; Working Scientifically. Content from the Knowledge and Understanding strands is integrated with the skills and processes of Working Scientifically. 50% of the course time is allocated to students' active engagement in practical experiences. All students are required to undertake at least one substantial research project during Stage 5. This is a hands-on practical investigation that is completed individually.

What will students learn to do?

In Stage 5 students' process, analyse and evaluate data and information from first-hand investigations to draw conclusions. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could be improved, including the appropriate use of digital technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

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

Students practice the skills of Science through a range of contexts chosen from the disciplines of Physics, Biology, Chemistry, Geology and Astronomy. They learn how to integrate their knowledge across multiple disciplines and to recognise the universality of the scientific method as it applies to experimentation and research. Some of the contexts chosen throughout Stage 5 include, but are not limited to electric circuits, wave properties of light, communication, body coordination, genetics, motion and plate tectonics.

The Pittwater House Schools Ltd.
t 02 9981 4400 | f 02 9971 1627
www.pittwaterhouse.com.au

PO Box 244 Manly NSW 1655
70 South Creek Rd Collaroy NSW 2097
ABN 87 000 655 845 | CRICOS 00897J

achieve a balance
co-educational campus
single-sex education