Finigan
School of Distance Education

STAGE 5
(Years 9 & 10)
Curriculum Information

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Contents

Eligibility for the Record of School Achievement (RoSA)

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

To qualify for the RoSA, a student must have:

Attended a government school, an accredited non-government school or a recognised school outside NSW.

Completed courses of study that satisfy NESA curriculum and assessment requirements.

Complied with all requirements imposed by the Minister or NESA.

Completed Year 10.

Students in Year 9 and 10 must satisfactorily complete course work in:

- English
- Mathematics
- Science
- History
- Geography
- PDHPE
- Electives

Attendance at school in distance education is monitored by weekly return of work.

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

A Summary of the Subjects that Students will Study

The curriculum pattern chosen for Stage 5 includes Years 9 and 10. This pattern is as follows:

A. Core Subjects

The following subjects will be studied for the two years (Year 9 and Year 10):

English
Geography
History
Mathematics
Personal Development, Health and Physical Education
Science

B. Additional subjects (elective courses):

2 Year Courses (100 hour or 200 hour electives)

Choose a maximum of TWO courses only. These subjects are selected in Year 9 and 10.

200 hour electives (for Years 9 and 10) or 100 hour electives (for Years 9 or 10)

Aboriginal Studies
Agricultural Technology
Child Studies
Commerce
Dance
Food Technology
Graphics Technology
Information and Software Technology
Languages (French, German, Italian or Japanese)
Music
Physical Activity and Sports Studies
Textiles Technology
Visual Art

100 hour electives (studied for 1 year only in Year 9 or 10)
Design and Technology
Industrial Technology – Electronics
Photographic and Digital Media
Visual Design (Cartooning & Animation)

- Core Subjects MUST be studied for the WHOLE OF YEAR 9 and 10.
- One Elective Course should be continued into Year 10.
- The Second Elective Course can be changed in Year 10 (2 x 1 Year Courses) – both will be listed for Record of School Achievement. All courses listed above can be taken as a 1 Year additional subject in Year 10 if required.

Do you need assistance with this choice of elective?

Contact:

- Deputy Principal
- Head Teacher Administration
- Year Head Teacher
- Faculty Head Teachers

Leave a message at the school and one of the team will contact you to discuss curriculum choice with you. Overseas students can email questions.

When making your final choice, remember to choose additional subjects that:

- extend your interests.
- you enjoy – this will encourage your commitment to the subject.
- provide a foundation for subjects you may like to study in the senior years.

The NSW Department of Education curriculum offers students a general education. Most students change their career choices many times. The subjects you choose do not need to meet career choices - but provide skills and abilities so that students can:

- improve knowledge base.
- know how to locate information – research.
- use technology in all courses.
- engage in learning strategies that allow them to apply and use learning outcomes.
- improve literacy and numeracy skills.

Learning Adjustments

The school offers a differentiated learning program to cater for the needs of all learners. Learning adjustments are made to course work and patterns of study.

Assessment

Students will be assessed through a range of identified written and/or practical tasks as outlined in the student planners for each course.

Subject Descriptions

English (mandatory)

The English course aims to improve skills in speaking, reading, writing, listening and viewing. Students study a range of texts to understand how language is used by others and how best to use language themselves. Students will critically respond to texts, developing their analytical skills. They will discuss the values embedded in texts and broaden their social and cultural awareness though literature. Students will compose their own pieces, creative and analytical both in writing and orally.

There are three streams within the English course to cater for different learning levels. Carefully chosen texts allow students to engage with their course work and experience challenge and success.

Students will study films, novels, short stories, poetry and non-fiction texts. Learning will happen in a variety of ways including on-line through elearning, CD Roms, and paper booklets. Students can

participate in school reading and writing clubs to extend their skills and are able to join forums with their peers to discuss set texts and topics.

Geography (mandatory)

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

History (mandatory)

History develops in students 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.

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 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.

All students must complete a site study in Stage 5.

Mathematics (mandatory)

Mathematics students in Stage 5 will study one of three pathways:

Mathematics Stage 5.1

Students will study topics such as Consumer Arithmetic, Coordinate Geometry, Trigonometry, Probability and Algebraic Techniques. This is the ‘base’ level of Mathematics in Stage 5. Students using this pathway generally study Mathematics Standard 1 or 2 in the Higher School Certificate.

Mathematics Stage 5.2

Students will complete all of the topics in the 5.1 pathway but in greater depth. They will also study topics such as Graphs of Physical Phenomena, Data Analysis and Evaluation, Surface Area and Volume and Properties of Geometrical Figures. This is the usual pathway for students intending to study Mathematics Standard 1 or 2 in the Higher School Certificate.

Mathematics Stage 5.3

Students will complete all of the topics in the 5.1 and 5.2 pathways but in greater depth. They will also study topics such as Curve Sketching, Polynomials, Circle Geometry, Functions and Logarithms. This pathway is recommended for students intending to study Mathematics Advanced, Mathematics Extension 1 or Mathematics Extension 2 courses in the Higher School Certificate.

Personal Development, Health and Physical Education (mandatory)

The study of PDHPE in 7–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

They will have opportunities to value movement through regular practical activities.

This course is primarily delivered through online interactive lessons.

Science (mandatory)

The Science program consists of a diverse range of units that cover the full range of scientific endeavor. Each unit is self-contained, with information, exercises and practical work.

Emphasis is placed on the development of the processes and skills of Science such as observing, inferring, hypothesising, drawing conclusions, graphing, scientific drawing and content outcomes.

On enrolment students can purchase a basic science kit. Mini kits of special materials are sent for some units of work.

Additional Subjects

(can be studied as 2 or 1 year, unless indicated as 1 year only)

Aboriginal Studies

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

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.

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.

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.

Agricultural Technology

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.

N.B. Students need to have access to facilities to raise day old chicks and to germinate seeds and grow plants.

Child Studies

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.

The course includes a range of modules that meet the needs and interests of the students. The modules include:

• 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	• Media and technology in childhood
• Childcare services and career opportunities	

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.

Commerce

Commerce provides 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. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

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.

To function competently in our democratic and pluralistic society, students need to develop the ability to research information, evaluate options, and participate in collaborative decision making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the potential and use of information and communication technologies. Students gain greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Dance

Dance involved the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, 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.

Elective Dance in Years 9 and 10 is divided into three areas:

1. Dance performance as a means of developing dance technique and performance quality to communicate ideas.
2. Dance composition as a means of creating and structuring movement to express and communicate ideas.
3. Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Design and Technology

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.

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.

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.

Food Technology

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.

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

The major emphasis of the Food Technology syllabus is on students exploring foodrelated issues through a range of practical experiences, allowing then 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.

Graphics Technology

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.

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

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.

Industrial Technology – Electronics (1 year only)

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.

There is a range of focus areas based on technologies of industrial and domestic significance. The school provides students with the opportunity to undertake the Electronics focus area in this course.

All students will learn about the properties and applications of materials associated with electronics. 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.

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.

Information and Software Technology

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.

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.

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.

Languages

Students may select from: French, German, Italian or Japanese.

Language learning provides opportunities for students to engage with the linguistic and cultural diversity of the world and its peoples. Researchers have established a link between language learning and improved literacy skills, and language students increase their understanding of identity, heritage, values, and citizenship in an interconnected, global community.

The language courses in Stage 5 provide opportunities for students to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an interest and appreciation for the role of language and culture.

Courses are designed for absolute beginners, but there is flexibility within the language programs to accommodate the diversity, prior learning, and experience of the students.

Students are expected to maintain regular, fortnightly interaction with their teachers. This is essential to meet the requirements of the communication strand for their chosen language course.

The Stage 5 courses provide a pathway to further study in language, but students considering study of a language in Stage 6 should be aware that eligibility rules apply to the Beginners courses. Students eligible for the Stage 6 Beginners courses are those who have no prior knowledge or experience of the language, or their experience is derived from their study of the language for less than 100 hours. The target candidature for the Stage 6 Continuers courses is for those who have studied the language for 200-400 hours at the commencement of Stage 6.

Music

Elective Music in Years 9 and 10 is divided into three strands:

1. Performance
2. Composition
3. Listening

Performance

Students are encouraged to learn an instrument or sing. They must perform at least once per term, record that performance and send it in. Incorporated in learning programs there are many performance tasks.

Composition

- Analysing the composition of others
- Learn to compose music in a variety of styles

Listening

Listen to and analyse music from a wide range of styles and genres.

Topics

All performance, composition and listening is related to a variety of topics. The mandatory topic is Australian Music to be studied in both Year 9 and 10. We will also cover Baroque and Classical Music, Traditional Music of Other Cultures, Jazz and Music of the Media.

Photographic and Digital Media

(1 year only)

In this course students develop knowledge, understanding and skills in how to take photographs, digitally manipulate and enhance them. Students will learn the basics of composition and the different styles of photography depending on its function. Students will also have the opportunity to work digitally exploring the use and application of computer technology in the manipulation and development of images. Computer skills will be developed in the use of Adobe Photoshop Elements as they focus on their local environment.

Students will develop skills in critical and historical interpretations through research, case studies and short responses.

Requirements

- Student to have own digital camera
- Computer (software will be available to students if needed)
- Journal

Physical Activity and Sports Studies

The Physical Activity and Sports Studies course is a Stage 5 content endorsed course that can be completed as either a 100 hour (1 year) or 200 hour (2 year) course.

Physical Activity and Sports Studies 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.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Students will study four of the following topics in Year 9 and four in Year 10;

- Nutrition and Sporting Applications
- Health and Fitness
- Recreation and Physical Activity & Sport for Specific Groups
- Issues in Physical Activity and Sport
- Body systems and movement
- Opportunities in Physical Activity & Sport and Event Management
- Sports Coaching
- Technology and Performance

This course is primarily delivered through online interactive lessons.

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.

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

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.

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.

Visual Art

The Visual Art course consists of making and studying artworks in a number of possible areas, eg drawing, painting, sculpture, ceramics, printmaking, photography etc. The art making component of the course encourages the development of technical and creative skills resulting in the production of various artworks.

Students will also learn to analyse, criticise and write about works of art that form part of the weekly work, and is integrated with the practical work so students discover how others have solved artistic problems.

Requirements

- Visual Arts Diary (VAD)
- Sketch book/paper
- Art supplies – pencils, paints, etc.

Visual Design

Cartooning and Animation (1 year only)

Learn how to create your own cartoon characters from the simplest beginnings to drawn animation. The course is designed to give you the complete instruction you will need to be able to invent cartoon characters for your own enjoyment and for use in your other school subjects. You will have the opportunity to develop cartoon strips, a comic book and learn to increasingly manipulate your own cartoons using digital programs such as Photoshop Elements. Translating your drawn cartoon characters into 3D using clay, will extend the possibilities of cartooning. The written component is in the form of dialogue and some basic research.

The course is open to Year 9 and 10 students and it doesn't matter whether you study the Visual Arts course or not.

Requirements

- Sketch book
- Drawing equipment – pencils and black art line pens
- Computer

Contact Details

For more information please contact the centre via:

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