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MESSAGE FROM THE PRINCIPAL
This handbook has been carefully prepared to inform you and your family about the curriculum on offer at Liverpool Girls’ High School for Stage 5 (Years 9 and 10).

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

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

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

While the school provides accurate information and advice, it is the responsibility of each and every student to understand the implications of their course choice.

When choosing courses, evidence suggests, that you should choose courses that:
- enable you to work to your strengths (proven aptitude and ability)
- you have an interest in and enjoy studying
- provide you with the qualifications and background knowledge needed for your future
- offer you an effort level that is manageable

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

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

Once all students have chosen their courses, the choices will be tallied and the results will determine what courses will run. Not all courses can run due to staffing constraints. Students may be asked to make further selections if their first course choice cannot be run.

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

Mrs Screech
Principal (Relieving)
THE COURSE SELECTION INFORMATION HANDBOOK
This Course Selection Information Handbook presents a summary of all the courses we hope to offer at Liverpool Girls’ High School for Stage 5 in 2017. However, there can be no guarantee that all of these courses will actually operate within our Stage 5 timetable. Less popular courses will not be able to run.

Whilst opportunities for changing courses choices in Year 9 do exist, it is important to realise that it is the initial choice of courses by students which determine whether courses operate at all.

The principal may approve a change of course up to the end of week 5, Term I, Year 9, provided you can satisfactorily catch up the work of the new course. No change of courses in Year 10 will be permitted unless exceptional circumstances require otherwise.

Poor course decisions result in an overall course selection pattern for candidates that may jeopardise opportunities. In establishing the course selection lines for Year 9, every effort is made to satisfy the majority of course preferences for all candidates, but no school can provide a guarantee that all possible combinations will be achieved. Unusual course combinations will exclude some students from a course they may wish to study.

GENERAL INFORMATION ABOUT STAGE 5
This Course Selection Information Handbook is one of the most important pieces of information you will receive before entering Stage 5. It outlines the rules for the RoSA credential. Please read this information carefully.

This handbook is part of the Course Selection program designed to assist Year 8 students to make appropriate choices for Stage 5. The aim of this program is to ensure that students select courses that are linked to their interests and abilities and that will form the foundation for future study and work.

SCHOOL ATTENDANCE
The Board does not set a minimum attendance for the satisfactory completion of a course, but a Principal may determine that, due to absence, course completion criteria may not be met.

You are expected to attend all school activities on time. Regular attendance helps you:
- develop the skills needed to access the work of work or further study,
- learn the importance of punctuality and routine,
- make and keep friendships, and
- fully engage in learning opportunities.

Only a small number of reasons for absence may be accepted by the Principal. For example: if you:
- have to go to a special religious ceremony,
- are required to attend a serious or urgent family situation (e.g. a funeral), or
- are too sick to go to school or have an infectious illness (for which you will be able to provide a medical certificate).

Absences for these reasons are unacceptable:
- translating for family members
- sleeping in
- working around the house
- minding younger siblings and other children
- minor family events such as birthdays
- hair cuts, doctors and dentist appointments.

The Department of Education has strict attendance criteria for students attending NSW Public Schools. Students are expected to attend school each day. Department of Education Policy and information can be found at the following web site: https://www.det.nsw.edu.au/policies/student_admn/attendance/sch_polproc/PD20050259.shtml?

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

This means until you turn 17, you must be:
- in school, or registered for home schooling, or in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.
K–10 CURRICULUM
Board of Studies syllabuses have been developed with respect to some overarching views about education. These include the Board of Studies K–10 Curriculum Framework and Statement of Equity Principles and the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Board of Studies syllabuses include the agreed Australian curriculum content and content that clarifies the breadth and depth of learning and scope for English. The Australian curriculum achievement standards underpin the syllabus outcomes and the stage statements for Early Stage 1 to Stage 5.

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the Stage 5 syllabuses take into account the diverse needs of all students. They identify essential knowledge, understanding, skills, values and attitudes. They outline clear standards of what students are expected to know and be able to do in K–10. They provide structures and processes by which teachers can provide continuity of study for all students.

The Melbourne Declaration on Educational Goals for Young Australians (December 2008), sets the direction for Australian schooling for the next 10 years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

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

Cross-curriculum priorities include:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

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

Other learning across the curriculum areas include:
- Civics and citizenship
- Difference and diversity
- Work and enterprise.

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)
To qualify for the RoSA, you must have:
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board’s curriculum and assessment requirements for the RoSA;
- compiled with all requirements imposed by the Minister or the Board; and
- completed Year 10.

MANDATORY CURRICULUM REQUIREMENTS FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

English
The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.

Mathematics
The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.

Science
The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.

Human Society and Its Environment
To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in both Stage 4 and Stage 5, and including Australian history and Australian geography.

Languages Other than English
100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies
The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts
200 hours to be completed consisting of the Board’s 100-hour mandatory courses in each of Visual Arts and Music. It is the Board’s expectation that the 100-hour mandatory courses in these courses will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education
The Board’s mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

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

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

DEPARTMENT OF EDUCATION COURSE REQUIREMENTS FOR STUDY IN A NSW PUBLIC SCHOOL

Years 7 – 10
Learning programs, based on Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses, are to be provided for each subject or course in each year of schooling. In providing this curriculum program, schools will meet the requirements of the (BOSTES) for students to gain the School Certificate. The Department also sets additional requirements.

The following summarises the combined BOSTES and Department of Education minimum requirements for government schools when providing curriculum:

- 500 hours per subject for English, mathematics and science, over Years 7 – 10
- 400 hours for HSIE, including in Years 7 - 8, 100 hours for geography and 100 hours for history and, in Years 9 - 10, 100 hours for history and 100 hours for geography,
- 100 hours of one language in a continuous one-year period
- 200 hours for technology (mandatory) over Years 7 and 8
- 100 hours for music and 100 hours of visual arts
- 300 hours for PDHPE, over Years 7 – 10, in each of the years
- 400 hours for additional studies (electives) which may involve Board Developed courses or school developed Board-Endorsed courses
- 80 – 120 minutes per week for sport1 in each of the Years 7, 8, 9 and 10
- Special Religious Education in each of Years 7, 8, 9 and 10, where authorised personnel from approved providers are available

1 Note that schools are required to provide students with two hours of planned physical activity, which can be achieved through activity in Physical Education and Sport. Where an integrated sport pattern occurs, two periods providing 80 minutes are to be allocated; where a staggered or traditional sport pattern is used, two to three periods providing 80 – 120 minutes are to be allocated.

LITERACY AND NUMERACY TESTS
Optional tests in literacy and numeracy are available for students who intend to leave high school before completing their HSC.

The test reports give an overview of a student’s level of achievement in literacy and numeracy, focusing on the skills required by school-leavers for employment and further education.

How the tests work
There is one test for literacy and one test for numeracy, with concepts drawn from the Australian Core Skills Framework (ACSF).

A Computer Adaptive Testing (CAT) model is used to deliver the tests.

CAT allows students to receive questions aimed at their level of ability; this is based on their responses to previous questions. The CAT system identifies the best questions to give the student.

Some advantages of the CAT testing model are:
- students are not given questions that are too easy or too hard
- the test results are more accurate
- the test is likely to be shorter (around 25–30 items for most students compared to 60 items in the previous literacy and numeracy tests)
- immediate feedback is available
- tests can be delivered anytime during the school year.

All questions are objective response (eg multiple-choice or drag-and-drop). See example test questions in the demonstration literacy and numeracy test (four questions only).

Sitting the tests
A student can sit for the literacy and numeracy tests at their school under a teacher’s supervision anytime during normal school hours.

BOSTES recommends that students sit for the tests as close as possible to the date that they are leaving school. If a student sits for the tests in anticipation of leaving school for work or further training and they return to school for further study later, then they may re-sit the tests.

CAT tests require a minimum number of questions to calculate a result. Students who do not answer sufficient questions will be advised to contact their teacher. If their test was interrupted due to illness or misadventure, they will be able to re-sit the test.

As the level of difficulty of the questions presented to each student is based on their responses to previous questions, students cannot go back and change their answers.
Test results
When a student completes each test, they will immediately see how they performed.

A Test Report and Diagnostic Report is automatically sent to a student’s Students Online account and their school’s Schools Online account.

Test results are reported separately from the RoSA and are not a requirement for its award.

WHAT TYPES OF COURSES CAN I SELECT?

Core Courses
The Core courses, which all students must study are English, Mathematics, Science, History, Geography and PDHPE. Sport is mandatory and included as part of the PDHPE program.

Elective Courses
At Liverpool Girls’ High School we offer electives as 200 hour courses which are organised in the timetable to provide as wide a choice as possible. It must be realised, however, that staffing restrictions place a limit on the minimum size of elective classes. It is not possible to guarantee that every elective will be approved, or that every student will be able to study the courses she has chosen.

The elective courses offered for study at Liverpool Girls’ High School in 2017 include: Big History, Child Studies, Commerce, Dance, Design and Technology, Drama, Food Technology, History (Elective), Industrial Technology – Timber, Information and Software Technology, Languages - French, Italian, Spanish, Music, Photography and Digital Media, Physical Activity and Sports Studies (PASS), Textiles Technology, Visual Arts, Visual Design. In 2017, we will also be offering for the first time, a 200 hour course including VET Retail Services in combination with Business Services.

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

Payments for fees, uniforms and excursion can be made online through the schools website at https://quickweb.westpac.com.au/OnlinePaymentServlet.

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

COURSE COMPLETION CRITERIA
The following course completion criteria refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:
- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

‘N’ DETERMINATIONS
‘N’ determinations are issued for the non-completion of requirements in a course.

Students who have not complied with the requirements for satisfactory completion of a course cannot be regarded as having satisfactorily completed the course. The principal will then issue an ‘N’ determination. All students who are issued with an ‘N’ determination have the right to appeal against the principal’s determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:
- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

COMMON GRADE SCALE
The Common Grade Scale shown below should be used to report student achievement in the Stage 5 in all NSW schools.

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

A
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking
skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

CHOOSING YOUR COURSES
When choosing your courses, consider:
- what courses interest you the most. Interest will mean enjoyment and enjoyment usually leads to dedication and success.
- what courses have you been successful in during Stages 4.
- what courses will be useful in helping you prepare for work or future studies.
- what courses will be good for YOU.

When choosing your courses, you should not:
- choosing courses just to be with your friends – there will be plenty of other time to be with them.
- choosing courses just because friends and relatives have done them in the past or have advised you to do them – courses have changed a great deal in recent years and someone who went to school a few years ago would find today’s courses are very different.
- choosing courses because of a teacher. They may not be timetables to your class.

Therefore the pattern of study you select for the RoSA should depend on your interests and abilities. Your choice should be realistic, and based on the information and advice of teachers, parents and careers counsellors. The decisions you make will be ultimately your responsibility.

You will need to consider the cost of courses as part of your decision making process. Courses that have a course contribution include: Child Studies, Design and Technology, Drama, Food Technology, History (Elective), Industrial Technology – Timber, Information and Software Technology, Music, Photography and Digital Media, Textiles Technology, Visual Arts and Visual Design.

THE SATURDAY SCHOOL OF COMMUNITY LANGUAGES
The Saturday School of Community Languages gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their weekday school. The school is a public secondary school which delivers face-to-face lessons only on Saturdays. Saturday School students follow Board of Studies, Teacher and Educational Standards syllabuses in 24 languages. These languages are assessable as part of their Stage 4, Stage 5 and Higher School Certificate studies.

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

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

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

HOMEWORK AND REVISION

The main aims of homework are to:
- prepare for, consolidate and complement classwork;
- deepen and extend understanding;
- assist you in your development of appropriate organisational skills; and
- encourage responsible research and study habits.

Homework is set regularly in all courses. Liverpool Girls’ High School students in Years 9 and 10 are expected to complete a minimum of 1½ hours per night as well as several hours study and/or revision outside of set homework times.

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

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

Liverpool Girls’ High School also runs a free homework centre for all students. It is called the Help Desk and it operates three afternoons a week in the school library. It is supervised by teachers from the school. It is designed to support your learning by offering teacher support in homework, research, assignments and course specific assistance.

A FINAL WORD ON ASSESSMENT

Students are entitled to feedback on an Assessment Task in terms of an individual mark; a ranking within the group; or a verbal or written comment. Additional feedback will be provided via marking scales and teacher comments.

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

It is important to remember that the object of assessment is to measure a wider range of student performance throughout the course than is possible to measure by examination only. Assessment is therefore very fair as it allows the full range of your achievements to be measured in each course, including research, practical skills and fieldwork where appropriate.

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

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

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

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

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

As a general rule, should you be unable, for a valid reason, to complete a task by the due date in a particular course, the course Head Teacher will decide whether you should complete the missed task or be given an alternative task. A medical certificate will be required for extensions to be given. Failure to submit an assessment task, without valid reason, will result in a zero mark for that particular task.
ENGLISH (MANDATORY)

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

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

Course Description

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

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

What will students learn?

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

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

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

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

Particular Course Requirements

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

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

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

Record of School Achievement

Students who have met the mandatory study requirements for English during Years 7–10 will receive a grade for English for the Record of School Achievement.
The Geography (Mandatory) course requires students to complete:

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

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

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

**Course Description**

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

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

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

**What will students learn about?**

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

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

**What will students learn to do?**

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

**Course Requirements**

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

**Record of School Achievement**

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

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

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

Course Description

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

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

What will students learn?

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

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

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

Particular Course Requirements

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

Record of School Achievement

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

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

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

Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

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

What will students learn?

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning. They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including:

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

Record of School Achievement

Students who have met the mandatory study requirements for Mathematics during Years 7–10 will receive a grade for Mathematics for the Record of School Achievement.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (MANDATORY)

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

Course Description

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

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

What will students learn about?

All students study the following four modules:

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

What will students learn to do?

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

Record of School Achievement

Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student’s Record of School Achievement.
SCIENCE (MANDATORY)

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

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

Course Description

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

What will students learn?

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

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

Particular Course Requirements

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve ‘hands-on’ practical investigation. At least one Stage 5 project will be an individual task.

Record of School Achievement

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

The aim of this course is to develop students understanding, in a unified way, of the history of the universe from the ‘big bang’ to the modern day, and explore the themes and patterns that can help us better understand the world we live in. It will also develop student’s ability to synthesize complex information, develop key critical thinking skills and enhance their reading, writing, presentation and research through investigations and projects within an inter-disciplinary framework.

It will also provide an overarching context for understanding the development of today’s modern world in a way that is not covered by any other studies they will undertake at school.

What will students learn about?

There are 10 core modules which include:
- What do we know and how do we decide what to believe?
- Where do we come from?
- What happened at the beginning of time?
- Why does the solar system matter?
- Why is life so special?
- What makes us human?
- Why are humans successful?
- Why is the world interconnected?
- How have humans changed things?
- Where are we now and where are we heading?
**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.

**Course Contributions: $15.00**

**What will students learn about?**

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students.

Modules should be between 15 and 30 hours duration.

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

**What will students learn to do?**

Throughout the course students will develop skills that enhance their ability to:
- support a child’s development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

**Record of School Achievement**

Satisfactory completion of 200 hours of study in Child Studies CEC Years 7–10 during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
COMMERCE

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

What will students learn about?

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

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

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

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

What will students learn to do?

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

Record of School Achievement

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

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

What will students learn about?

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

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance.

Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Record of School Achievement

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

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

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.

Course Contributions: $40.00

What will students learn about?

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

What will students learn to do?

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

Record of School Achievement

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

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

What will students learn about?

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

What will students learn to do?

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

Record of School Achievement

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

Course Contributions: $55.00

What will students learn about?

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

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

What will students learn to do?

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

Record of School Achievement

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

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

What will students learn about?

Geography (Elective) enables students to learn more about:
- the geographical processes that form and transform environments and communities
- the importance of the world’s environments and issues associated with them
- human activities at a range of scales
- contemporary world events and issues in terms of their spatial and ecological dimensions
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- being an informed and active citizen.

What will students learn to do?

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

Course Requirements

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

Record of School Achievement

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

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

Course Contributions: $15.00

What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

What will students learn to do?

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

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

Record of School Achievement

Satisfactory completion 200 hours of study in History (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
INDUSTRIAL TECHNOLOGY - TIMBER

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.

Course Contributions: $40.00

What will students learn about?

All students will learn about the properties and applications of materials associated with timber. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials.

Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

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

Record of School Achievement

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

Course Contributions: $10.00

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
- Robotics and Automated Systems.
- Internet and Website Development

What will students learn to do?

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

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

Record of School Achievement

Satisfactory completion of 200 hours of study in Information and Software Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
The study of at least 100 hours in one language, to be completed over one continuous 12-month period, is a mandatory requirement for eligibility for the award of the Record of School Achievement. The 100-hour course must cover the Stage 4 outcomes and content of the chosen language syllabus, and must be studied between Years 7–10, but preferably in Years 7–8.

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

Students do not have to study the same language in Years 9 and 10 as they studied in Year 8.

**Course Description**

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

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

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

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

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

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

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

At Liverpool Girls’ High School we offer French, Spanish and Italian language courses.

**FRENCH**

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. It boasts a strong presence in international conferences.

For more than 200 years, Australia has had strong connections with France. In the twenty-first century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research, and cultural exchange.
French, English and other European languages share a common linguistic link with Latin. Through the study of French, students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.

France is one of the leading destinations for Australian travellers. The ability to communicate in French enriches this experience and provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

ITALIAN

Italian is the official language of Italy, San Marino and the Vatican City and one of the official languages of Switzerland. It is also spoken in many other countries in Europe, North and South America, Africa and Australasia. Italian, English and other European languages share a common linguistic link with Latin.

Italy plays a significant role in global economic and cultural developments. Australia has strong cultural, political and trade connections with Italy. The Italian language is widely spoken in Australia and many opportunities exist to hear and use the language in real life situations. The Italian community is well established and continues to make major contributions to contemporary Australian society in the areas of culture, industry, trade and agriculture.

For students with an Italian background, the study of Italian consolidates and reinforces language skills needed to maintain links with the Italian-speaking community. It provides them with opportunities to experience and deepen their understanding of the traditions and culture of the country of their heritage.

The study of the Italian language and culture offers insights into the development of Western civilisations. It enables learners to gain access to Italy's rich cultural, historical, artistic and literary contributions to the global community.

The study of Italian provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

SPANISH

Spanish is one of the most widely spoken languages in the world. It is the official language of 21 countries and one of the official languages of the United Nations and the European Union. Spanish, English and other European languages share a common linguistic link with Latin.

Australia has strong connections through trade with Spanish-speaking nations, particularly those within the Asia-Pacific region. The Spanish language is widely spoken within the Australian community. Opportunities exist to hear and use the language in real-life situations. Spanish-speaking residents of Australia make significant contributions to the economic, intellectual, cultural and social affairs of the nation.

For students with a Spanish-speaking background, the study of Spanish consolidates and reinforces language skills needed to maintain links with Spanish-speaking communities. It provides them with opportunities to experience and deepen their understanding of the traditions and culture of their heritage.

The study of Spanish provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Record of School Achievement

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

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.

Course Contributions: $20.00

What will students learn about?

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

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

What will students learn to do?

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

Course Requirements

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

Record of School Achievement

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

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

Course Contributions: $50.00

What will students learn about?

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

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

What will students learn to do?

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

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

Course Requirements

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

Record of School Achievement

Satisfactory completion 200 hours of study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
PHYSICAL ACTIVITY AND SPORTS STUDIES

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

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

What will students learn about?

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

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

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

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

What will students learn to do?

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

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

Record of School Achievement

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

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.

Course Contributions: $30.00
** Additional costs will be incurred for major works and projects

What will students learn about?

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

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

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

What will students learn to do?

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

Record of School Achievement

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

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

Course Contributions: $50.00

What will students learn about?

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

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

What will students learn to do?

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

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

Course Requirements

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

Record of School Achievement

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

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

Course Contributions: $25.00

What will students learn about?

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

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

What will students learn to do?

Students learn to make visual design artworks using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

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

Course Requirements

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

Record of School Achievement

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

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

What will students learn about?

The core content is arranged in two parts:

<table>
<thead>
<tr>
<th>Core Part 1</th>
<th>Core Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing Futures</td>
<td>Working Communities</td>
</tr>
<tr>
<td>Transition Planning</td>
<td>Workplace Rights and Responsibilities</td>
</tr>
<tr>
<td>What is Work?</td>
<td>Exploring Post-school Pathways</td>
</tr>
<tr>
<td>Introduction to Workplace Safety</td>
<td>Technology and Communication</td>
</tr>
<tr>
<td>Enterprise Initiatives</td>
<td>Partnerships in the Community</td>
</tr>
</tbody>
</table>

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

What will students learn to do?

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

Record of School Achievement

Satisfactory completion of 200 hours of study in Work Education during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Public Schools NSW, Ultimo RTO 90072

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

VET courses allow students to gain RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFE NSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

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

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

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

At Liverpool Girls’ High School in 2017 we are offering a 200 combined Retail Services AND Business Services elective course. Students who successfully complete this course will be eligible for a Certificate I in Retail Services AND a Certificate I in Business Services. Students who successfully complete this 200 hour combined elective course will be able to apply for Recommended Prior Learning (RPL) in Stage 6.
Course: Business Services (100 indicative hours)  Stage 5 VET Board Endorsed Course

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

**BSB10115 Certificate I in Business Services**

**Units of Competency**

**Core**
- BSBWHS201 Contribute to Health and Safety of self and others

**Electives**
- BSBADM101 Use business equipment and resources
- BSBCCM101 Apply basic communication skills
- BSBITU101 Operate a personal computer
- BSBITU102 Develop keyboard skills
- BSBLED101 Plan skills development

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

**Pathways to Industry**
Skills gained in this industry transfer to other occupations. Working in the business services industry involves
- customer (client) service
- organising information and records in both paper and electronic forms
- using technologies
- creating documents
- teamwork

**Examples of occupations in the business services industry:**
- administration assistant
- receptionist
- secretary
- personal assistant
- sales clerk/officer

**Pathways to further study**
As part of the HSC, students may complete a Certificate II in Business Services or a School Based Traineeship in Business Services.

**Project and work-based learning**
It is strongly recommended that project and work-based learning opportunities be used as a teaching and learning strategy throughout the course. These could include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs currently operating in schools that may be linked to the Business Services course.

**Competency-Based Assessment**
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

**Appeals:** Students may lodge an appeal about assessment decisions through their VET teacher.
STAGE 5 RETAIL SERVICES COURSE DESCRIPTION 2017

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

Course: Retail Services (100 indicative hours)  Stage 5 VET Board Endorsed Course

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

SIR10116 Certificate I in Retail Services
Units of Competency

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCOM001 Communicate in the workplace to support team and customer outcomes</td>
<td>TBA</td>
</tr>
<tr>
<td>SIRXIND001 Work effectively in a service environment</td>
<td>Please Note: The qualification and course elective units will be confirmed when BOSTES release the new Retail Services Syllabus for 2017.</td>
</tr>
<tr>
<td>SIRXWHS001 Work safely</td>
<td></td>
</tr>
</tbody>
</table>

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

Pathways to Industry
Working in the retail industry involves:
- customer service
- teamwork
- stock control
- using cash registers, scanners, computers, telephones
- designing and creating displays

Example of occupations in the retail industry:
- buyer
- sales person
- customer service assistant
- visual merchandise
- stock controller
- merchandise

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

Project and work-based learning
It is strongly recommended that project and work-based learning opportunities be used as a teaching and learning strategy throughout the course. These could include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs currently operating in schools that may be linked to the Retail Services course.

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals: Students may lodge an appeal about assessment decisions through their VET teacher.