

B O A R D O F S T U D I E S
NEW SOUTH WALES

**Information for Parents and the Community
about the Mandatory Courses
in Years 7–10**

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Contents

Introduction	5
The implementation of the revised Years 7–10 syllabuses	6
Some terms used in the NSW curriculum	6
The transition from primary to secondary	6
NSW School Certificate curriculum	7
Students with special education needs	8
Standards	9
Assessment	9
Reporting	9
Descriptions of mandatory courses for the School Certificate	10
English	11
Mathematics	12
Science	13
Geography	14
History	15
Languages	16
Music	19
Personal Development, Health and Physical Education	20
Technology (Mandatory)	21
Visual Arts	22

Introduction

The Board of Studies has revised its Years 7–10 syllabuses. It did this to ensure a high quality modern curriculum that prepares students for life, the world of work and further study.

The new Years 7–10 syllabuses are based on a belief that students learn best in an environment of high but realistic expectations. As well as being clearer about the essential learning that all students must do, the new syllabuses allow for content to be added to meet locally identified needs and interests.

This document is intended to introduce parents and community members to the new Years 7–10 curriculum. It gives you a summary of the overall curriculum and some specific information on each of the new mandatory syllabuses.

The document will help you to understand the study requirements for the School Certificate and to be active and informed participants in selecting students' subjects in Years 7–10.

The new Years 7–10 syllabuses present a broad range of curriculum options for young people. However, you should note that schools will generally offer a limited number of courses beyond the mandatory curriculum, depending on the resources and facilities they have and the needs and interests of students.

The Parents Page on the Board of Studies website (www.boardofstudies.nsw.edu.au/parents) contains more information that might be useful to you. It has links to descriptions of all the revised syllabuses, the syllabuses in full, support documents, past School Certificate papers and a guide to the rules and procedures for the School Certificate. This page also has information on the K–6 curriculum and the HSC, and the contact details of the peak school parents organisations in NSW.

The implementation of the revised Years 7–10 syllabuses

The implementation of the revised Years 7–10 syllabuses commenced in 2004 with Years 7 and 8 English and Mathematics. By 2006 all Board-developed courses will be based on the new syllabuses.

Some terms used in the NSW curriculum

K–10 Curriculum Framework

This is a document prepared by the Board of Studies to provide a set of broad learning outcomes. These outcomes summarise the knowledge, understanding, skills, values and attitudes essential for all students to have in order to succeed in and beyond their schooling. The learning principles established in the Framework support sustained, sequential, high quality learning, and these principles have guided the revisions of all the syllabuses.

The Framework can be accessed on the Board's website at:

http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/curriculum_fw_K10.pdf

Key Learning Areas

These are broad categories of subjects. The Years 7–10 curriculum is organised in eight key learning areas (KLAs): English; Mathematics; Science; Human Society and Its Environment; Personal Development, Health and Physical Education; Creative Arts; Technological and Applied Studies; and Languages.

School Certificate

The Board of Studies awards the School Certificate to students who have completed the mandatory curriculum requirements for Years 7–10. It consists of a testamur and a record of achievement in the courses studied.

Stage

This is a period of learning, typically of two years duration. *Stage 4* refers to Years 7 and 8. *Stage 5* refers to Years 9 and 10.

Syllabus

This is a document that specifies what students are expected to learn about and learn to do in a particular subject. Some 7–10 syllabuses are for mandatory subjects for the School Certificate and others are for elective subjects. Electives provide opportunities for further study that will support the needs, interests and aspirations of students.

The transition from primary to secondary

The primary school curriculum (K–6) is divided into six key learning areas: English; Mathematics; Science and Technology; Creative and Practical Arts; Human Society and Its Environment (HSIE); and Physical Development, Health and Physical Education (PDHPE). All the Years 7–10 syllabuses facilitate transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years K–6. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate, TAFE, further study and work.

NSW School Certificate curriculum

The Board's mandatory curriculum requirements for the award of the School Certificate and the related elective courses are listed below. All time allocations are indicative of the time expected for a typical student to achieve the objectives and outcomes of the course.

School Certificate Tests

All students* sit for the following School Certificate tests at the end of Year 10:

- English-literacy
- Mathematics
- Science
- Australian History, Geography, Civics and Citizenship (one test)
- Computing Skills Assessment (from 2006).

Key Learning Area	Mandatory Courses
English	All students study English, Mathematics and Science in Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 400 hours in each of these subjects.
Mathematics	
Science	

Key Learning Area	Mandatory Courses	Elective Courses
Creative Arts	All students study 100-hour courses in each of Visual Arts and Music.	Dance Drama Music Photographic and Digital Media Visual Arts Visual Design
Human Society and Its Environment (HSIE)	In Stage 4 (Years 7–8) all students study 100-hour courses in each of History and Geography. In Stage 5 (Years 9–10) all students study 100-hours each of Australian History and Australian Geography. By the end of Year 10 all students must complete 400 hours of History and Geography combined.	Aboriginal Studies Commerce Geography Elective History Elective Work Education
Languages	All students must study 100 hours in one language over one continuous 12-month period at some stage during Years 7–10.	Aboriginal Languages Arabic Chinese Classical Greek French German Hebrew Indonesian Italian Latin Korean Japanese Modern Greek Russian Spanish Turkish Vietnamese

* With the exception that a student following a Life Skills course of study in a subject does not participate in the School Certificate test for that subject. (See *Students with special education needs* on the next page.)

Key Learning Area	Mandatory Courses	Elective Courses
Personal Development, Health and Physical Education (PDHPE)	All students study PDHPE in Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 300 hours of PDHPE.	Physical Activity and Sports Studies (CEC)
Technological and Applied Studies (TAS)	All students study Technology (mandatory) for 200 hours, usually in Stage 4 (Years 7–8.)	Agricultural Technology Design and Technology Food Technology Graphics Technology Industrial Technology Information and Software Technology Marine and Aquaculture Technology (CEC) Textiles Technology

Students with special education needs

All Years 7–10 syllabuses are inclusive of the learning needs of the full range of students.

Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks. However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content should be a collaborative one that involves parents, caregivers, teachers and support staff.

A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision should be made on a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.

Standards

The new syllabuses provide guidance about what students are expected to achieve in the following ways:

- the outcome statements and the specific content (described in terms of ‘Students learn about...’ and ‘Students learn to...’) make clear what is to be learnt
- the Stage Statements provide succinct summaries of what a typical student will know and be able to do by the end of each Stage.

In addition, for each subject a separate document titled *Descriptions of Levels of Achievement* has been developed. These contain summary statements that assist in making judgements about where a student is at in their learning and what they must do to progress to the next level of achievement.

Assessment

In good teaching, assessment is built into the learning process rather than being a separate event. The teacher monitors the responses of students as they do activities that have been designed to show what they have learnt. These activities also provide opportunities for feedback on what has been achieved and what needs to be done for students to progress in their learning.

In some cases it is possible for students to monitor their own learning or to benefit from peer feedback.

At particular times in the program the teacher may plan to record evidence of student achievement. This could be through noting observations in the course of the learning process or through more formal assessment tasks.

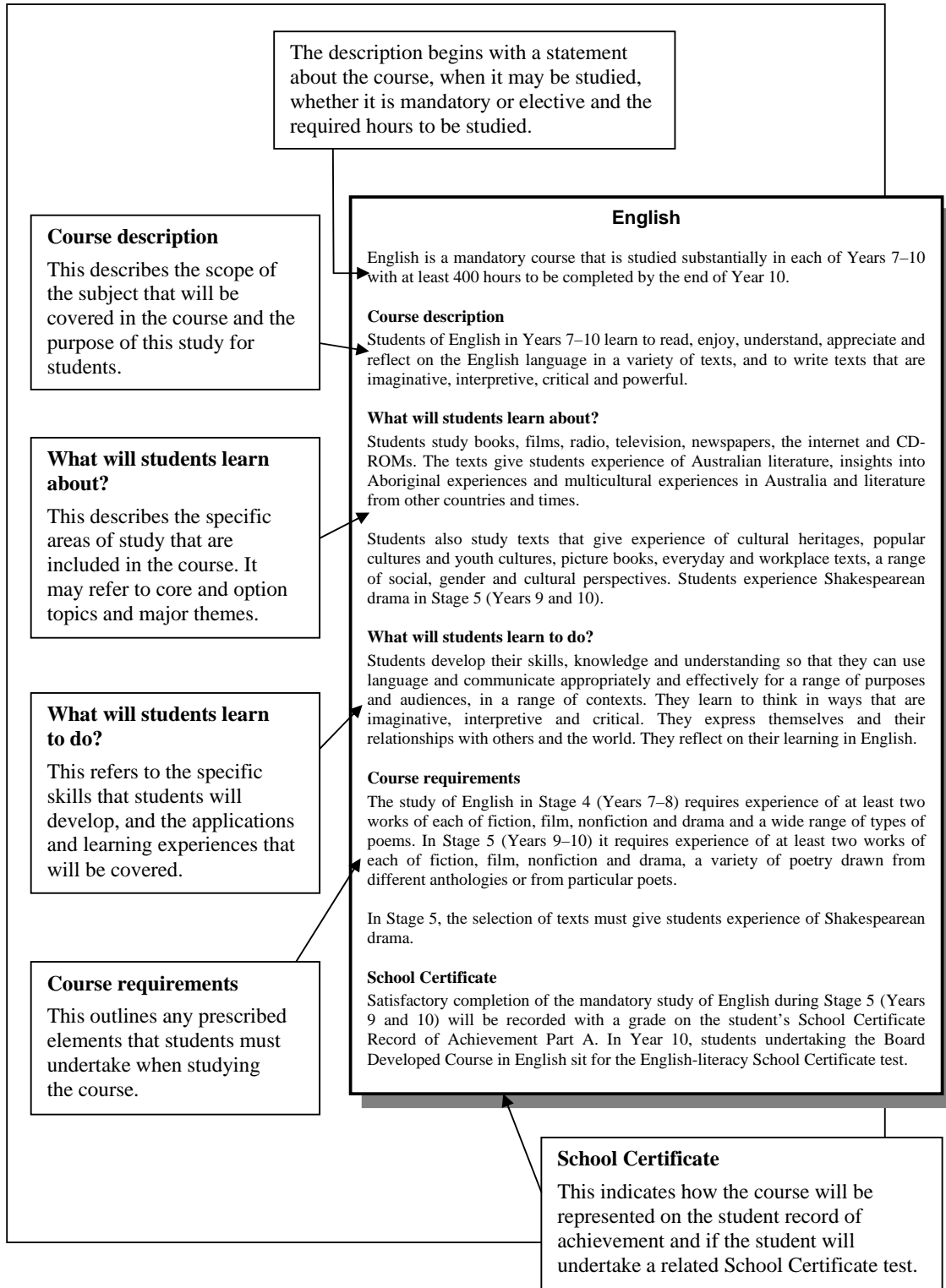
Reporting

Achievement in each subject in Year 10 will be reported on the student’s School Certificate record of achievement. The report will be based on their performance in relation to the Description of Level of Achievement (DLA) that best reflects the teacher’s overall judgement of the student’s achievement.

Students who undertake Life Skills courses will receive an individual profile containing the outcomes that they have studied rather than a grade.

Descriptions of mandatory courses for the School Certificate

The rest of this document contains overviews of the revised mandatory Years 7–10 syllabuses. Overviews of the elective subjects are available on the Board of Studies website (www.boardofstudies.nsw.edu.au/schoolcertificate/pdf_doc/sc_course_descriptions.pdf). The overviews are presented in the format below.



English

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Course description

Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?

Students study books, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature and literature from other countries and times, and insights into Aboriginal experiences and multicultural experiences in Australia.

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).

What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively 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. They reflect on their learning in English.

Course requirements

The study of English in Stage 4 (Years 7 and 8) requires experience of at least two works of each of fiction, film, nonfiction and drama and a wide range of types of poems. In Stage 5 (Years 9 and 10) it requires experience of at least two works of each of fiction, film, nonfiction and drama, and a variety of poetry drawn from different anthologies or from particular poets.

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

School Certificate

Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement Part A. In Year 10, students undertaking the Board Developed Course in English sit for the English-literacy School Certificate test.

Mathematics

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed 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. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

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

What will students learn about?

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

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

What will students learn to do?

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

School Certificate

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement Part A. In Year 10, students undertaking the Board Developed Course in Mathematics sit for the Mathematics School Certificate test.

Science

Science is a mandatory course that to be studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Course description

Science develops students' knowledge, understanding and skills in making sense of and explaining the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and as part of the community.

What will students learn about?

Through their study of science, students develop knowledge and understanding about the living and non-living world. Students examine the historical and continuing contributions of scientists and the implications of scientific research for scientific knowledge, society, technology and the environment.

What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They gain experience in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Course requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be 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.

School Certificate

Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement Part A. In Year 10, students undertaking the Board Developed Course in Science sit for the Science School Certificate test.

Geography

The Geography (Mandatory) course requires students to complete:

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

Course description

Geography allows students to develop enjoyment of and 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 responses to them, including appropriate methods of citizenship for their management.

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.

School Certificate

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 School Certificate Record of Achievement Part A. In Year 10, students undertaking the Board Developed Course in Geography sit for the Australian History, Geography, Civics and Citizenship School Certificate test.

History

The History (Mandatory) course requires students to complete:

- 100 hours of History in Stage 4
- 100 hours of Australian 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.

What will students learn about?

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

Students develop an understanding of significant developments in Australia's social, political and cultural history. They study Federation, the Vietnam War era and the social history of one decade in depth. They examine Australia's international relationships through study of the two world wars and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.

What will students learn to do?

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of information and communication technologies (ICT), and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

Course requirements

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

School Certificate

Satisfactory completion of the mandatory study of History during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement Part A. In Year 10, students undertaking the Board Developed Course in History sit for the Australian History, Geography, Civics and Citizenship School Certificate test.

Languages

Students must study at least 100 hours in one language, to be completed over one continuous 12-month period. The 100-hour course must cover the Stage 4 outcomes and content of the chosen language syllabus, and must be studied between Years 7–10, but preferably in Years 7–8.

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

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

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

Course description

A language course provides students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationships between languages and English, and to develop an understanding of the cultures associated with the chosen language.

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

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

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

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

Students will also develop intercultural understanding 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 will develop a capacity to interact with people, their culture and their language.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Certificate

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

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

Music

The Music Years 7–10 mandatory course is taught as a coherent study of 100 hours, not spread over several years.

Course description

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

What will students learn about?

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

The mandatory course requires students to work in a broad range of musical contexts, including exposure to art music and music that represents the diversity of Australian culture. In the elective course students are required to study 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, to compose music that represents the topics they have studied and to listen with discrimination, meaning and appreciation to a broad range of musical styles.

Studying the concepts of music underpins the development of skills in performing, composing and listening.

Course requirements

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

School Certificate

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

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

Personal Development, Health and Physical Education

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

Course description

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

Through PDHPE students develop knowledge, understanding, skills, 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?

Students will learn some important skills that will enable them to take action to maintain their health and physical activity. These include skills in communicating, interacting, problem-solving, decision-making, planning and moving.

School Certificate

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

Technology (Mandatory)

The Technology (Mandatory) course is studied for 200 hours, typically in Stage 4 (Years 7 and 8). Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area.

Course description

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

What will students learn about?

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

- Built Environments
- Products
- Information and Communications.

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

What will students learn to do?

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

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

School Certificate

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

Visual Arts

The Visual Arts Years 7–10 mandatory course is to be taught as a coherent study of 100 hours, not spread over several years.

Course description

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

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and 4D forms. They learn to represent their ideas and interests with reference to contemporary trends. They learn 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 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, in order to build a body of work over time. They learn to develop their research skills, how to approach experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practices in their Visual Arts diary.

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

Course requirements

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

School Certificate

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

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