



ORAN PARK
ANGLICAN COLLEGE

Subject Selection

Stage 5 2025

Of greater worth than gold.

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Letter from the Principal

Dear Parents and Students,

As students move into Years 9 and 10, they enter the next phase of their education that allows them to make some choices and pursue a greater level of depth in courses which they have enjoyed and achieved success. At the same time, students will continue to develop their learning in courses that are compulsory requirements as they progress towards the Higher School Certificate.

This Guide to Stage 5 outlines the mandatory and elective courses offered at Oran Park Anglican College. When choosing elective courses, it is important that our students take time to consider their experience in Years 7 and 8 and select courses of study that are well suited to abilities and interests. Research indicates that a broad and interesting range of courses, in which students feel confident, will form the best basis for successful outcomes. Additionally, we know that young people who are setting goals for themselves are more likely to improve, strive for their personal best and ultimately succeed. This is true for both academic subjects and co-curricular pursuits.

For this reason, during Year 9 and 10, we also encourage our students to volunteer for the Duke of Edinburgh Award Program which involves outdoor education and community service. We know that the added effort of training for physical challenges and volunteering as part of a team is often a milestone in the lives of our students and a great encouragement to achieve in other areas.

We trust that you will find this guide helpful and enjoy the opportunity to discuss your course selection at the Information Evening. As a Christian College, we also hope that you will seek God's word and lean on his promises as we know He has a plan for our lives and our best interests at heart. With this in mind, we expect that every student will give their best effort, seek our assistance when necessary, continue to develop sound study habits and strive to reach their full potential in their next stage of school life. Please be assured of our prayers and best wishes as you proceed.

Mrs Naomi Wilkins

Principal

Stage 5 Requirements

To complete Stage 5, students are required to:

- Demonstrate a satisfactory record of attendance
- Maintain a consistent application to their studies
- Reach the minimum standards of achievement set by NESA (NSW Education Standards Authority)

RoSA

If a student leaves school at the end of Year 10 they will receive a Record of School Achievement (RoSA) which will list all the subjects they have studied and the grades they have achieved as well as other information. If they choose to continue into Year 11 they will receive no formal documentation from NESA until they leave.

Core Subjects

There are a number of subjects prescribed by the NSW Government for study throughout each of Years 7 to 10. These are:

- English
- Mathematics
- Science
- Human Society and its Environment
- Personal Development, Health and Physical Education

In addition to these, all schools and colleges are required to teach:

- a language other than English (for at least 100 hours)
- Music (for at least 100 hours)
- Visual Arts (for at least 100 hours)
- Technology Mandatory (for at least 200 hours including 50 hours of Digital Technologies).

In our College these requirements are met by the end of Stage 4 (Year 8).

Minimum Hours

NESA stipulates the minimum number of hours which should be allocated for each subject. It also specifies the outcomes which students are expected to achieve and the standards by which a student's mastery is to be measured and reported.

Discretionary Courses

Individual Independent schools and Colleges have freedom to offer additional subjects and courses and to determine the amount of time (above the minimum) allocated to each subject or course.

At the College, the curriculum in Stage 5 also includes, in each two-week cycle:

- Christian Studies
- Assembly and Pastoral Care
- Sport

How to choose subjects

Right subject.... Right level.... Best result!

This is the first time students get to have a say in the subjects they are choosing. Any subject choice made at this stage is very unlikely to affect subject choices in Years 11 and 12. While it may be an advantage, for example to have studied Visual Arts in Years 9 and 10 if choosing it in Year 11, it is certainly not a prerequisite.

Do's and Don'ts

Do.....

Take time to think about your choice.

Find out about the subjects offered.

Choose subjects that interest you.

Choose subjects you are good at.

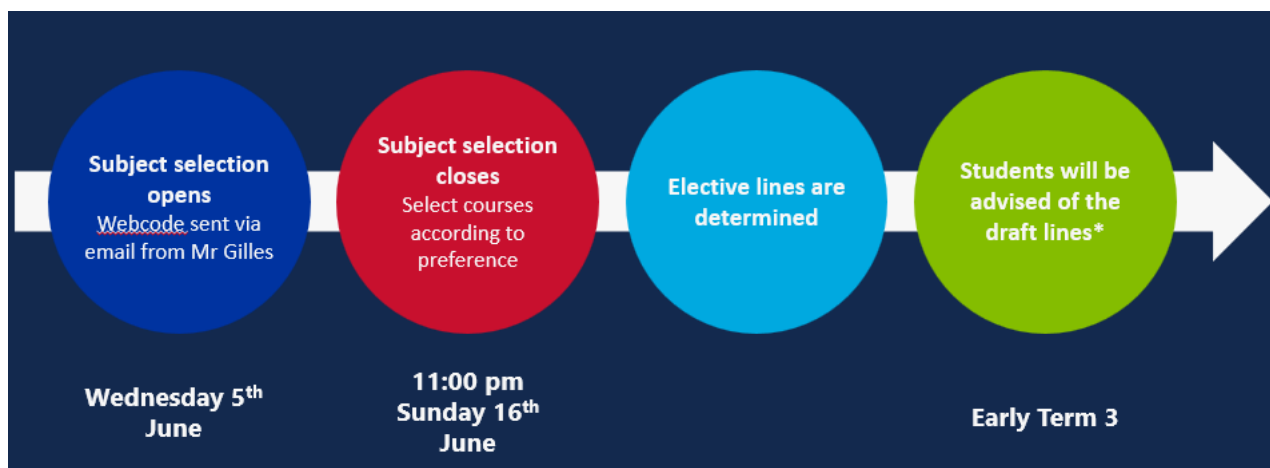
Choose subjects that you really want to learn.

Do not choose a subject just because....

- Your friends are doing it.
- Your favourite teacher might teach it.
- You think it is an easy option.
- It is 'just for boys' or 'just for girls'.
- It has a great excursion.

Quite often not going through this process carefully can result in students choosing subjects that are not suitable. This is like buying an outfit that doesn't fit properly. After a short time, you can't return the outfit to the shop – you end up dissatisfied. This will be detrimental to your enjoyment and ultimately your overall satisfaction.

Subject Selection Process



Consultation

- Take time to consult the relevant subject faculties and teachers about the subjects offered
- Discuss with your parents your interests and subject choices

Submitting your preferences

Students will receive a personal subject selection email. Go to the weblink provided for EDVAL and enter your unique code to login.

You will then be shown a list of the subject preferences as a series of drop downs. You should make a selection from each category listed, in the specific order of your preferences. Once you have done so, please scroll down and click the submit button at the base of the form.

Stage 5 Electives

Main Units	Subject	Units	Reserve Units	Subject	Units
Priority 1	<input type="text" value="No selection"/>	0	Reserve 1	<input type="text" value="No selection"/>	0
Priority 2	<input type="text" value="No selection"/>	0	Reserve 2	<input type="text" value="No selection"/>	0
Priority 3	<input type="text" value="No selection"/>	0	Reserve 3	<input type="text" value="No selection"/>	0
		Total 0			Total 0

Submit your choices by 11pm Sunday 16 June 2024 at the latest.

Submission Success

Your submission will be checked upon submitting and, if it is valid, you will be shown a submission success page.

1. Please print this page and ask your parent to sign your form.
2. Bring your signed form to Student Services by 9am Monday, 17 June 2024 at the latest. Email submissions will not be accepted.

If your form was rejected by the system, you will see an error message appear. You will need to correct this error, and then re-submit it.

Below is an example of the page shown to students on successful submission of their preferences and this page is also emailed to the student if they are using a valid email address.

Stage 5 Electives



Student name: Peter Pan (Test student Yr9) (DUMMY!9)

Notes: Your choices are registered.

Submitted date: Wed 11 May 2022 12:01:30

Main units

Main Units	Subject	Units
S5CHS	Child Studies	2
S5COM	Commerce	2
S5CRI	Critical Thinking	2

Total units: 6

Reserve units

Reserve Units	Subject	Units
S5D&T	Design and Technology	2
S5FTE	Food Technology	2
S5JAP	Japanese	2

Total units: 6

Please get the form signed, and return to school by Friday 10/6/22.

Signature: _____
Parent / Carer

Final Steps

After all student preferences are received, the College will begin the process of timetabling for the next year. Students will be notified in Term 3 of their confirmed classes for the following year.

Subjects Studied in Stage 5

Core Subjects

The core subjects to be studied in Year 9 (2025) and Year 10 (2026) will be:

- English
- Mathematics
- Science
- Christian Studies
- History (including Australian History)
- Geography (including Australian Geography)
- Personal Development, Health and Physical Education

Elective Subjects

Each student will take three elective subjects. There will be the option to continue the same electives in Year 10 or choose from the other elective options.

The elective subjects which students will choose from are:

- Child Studies
- Commerce
- Computing Technology (formerly Information Software Technology)
- Critical Thinking
- Design and Technology
- Drama
- Extreme History
- Food Technology
- Industrial Technology Engineering
- Industrial Technology Timber
- Japanese
- Music
- Photographic and Digital Media
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Arts

Child Studies

Course Description

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. It includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. It also assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will learn to identify, create and evaluate solutions to enhance child wellbeing.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and formal work opportunities such as childcare and education.

Topics Covered

Students will study a minimum of 4 modules from the list below (per year):

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

Assessment

Students will be assessed throughout each unit using a variety of methods such as (but not limited to): examinations, program writing, comprehension skills, portfolios, teaching and presenting information, video analysis, independent research projects, quizzes, and web-quests.

Assessment of the student's learning will be conducted throughout their whole learning experience, and is not exclusive to formal assessment tasks, but will include teacher observations of lesson interaction, the quality of their written/typed work, their group work and interpersonal learning skills, and the consistency of their engagement in lessons and submission of homework.

Commerce

Course Description

Commerce is concerned with the business of everyday living. It provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Students will develop the capacity to apply problem solving strategies which incorporate the skills of analysis and evaluation. Students will develop the ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners.

Commerce provides a good foundation to go on and study Economics, Business Studies and Legal Studies in Years 11 and 12.

Topics Covered

A range of topics will be studied over Years 9 and 10, including:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Law & Society
- Employment and Work Futures
- Travel
- Investing
- Running a business
- Promoting and Selling

Assessment

In Commerce both formative and summative assessment is used to demonstrate students' knowledge, understanding and skills, including their ability to research, analyse and present commercial information in a range of real life scenarios. Students are also given the opportunity to run their own school-based business as a means of assessment.

Computing Technology

Course Description

When studying Computing Technology, students engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical and data visualisations, networks and devices.

Students become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways and personal interests. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

Topics Covered

- Enterprise Information Systems: Modelling Networks and Social Connections
- Enterprise Information Systems: Designing for User Experience
- Enterprise Information Systems: Analysing Data
- Software Development: Building Mechatronic and Automated Systems
- Software Development: Creating Games and Simulations
- Software Development: Developing Apps and Web Software

Assessment

Students undertaking the Computing Technology course will, over a 2-year period, examine at least 4 of the focus areas/topics listed above. Within each of these focus areas, students will develop thinking skills, social and cultural awareness, technical knowledge and skills, and project management skills.

A Project Based Learning (PBL) approach to this course will be used, as students are required to undertake practical learning and project work for most of the course time. Students are required to complete at least one group project per year, allowing them to develop further communication, organisational and teamwork skills.

Students will learn how to use a range of application software in the Adobe Suite of products, as well as develop coding skills in a range of programming languages to enable them to develop software applications of their own design. They will use hardware to both develop network solutions and to create Robotic and Automated solutions to meet the needs to users. Students will be encouraged to develop creative solutions to solve problems that are only just beginning to emerge in a rapidly advancing technological world, whilst meeting the user expectations of reliability, functionality and ease of use.

Critical Thinking

Course Description

In today's world, where information is readily available, critical thinking is becoming more important than remembering and recalling facts. Society values critical thinking because it is an interdisciplinary and transferable skill. This means that no matter what path or profession is pursued, critical thinking skills will always be relevant and useful. Critical thinking skills include the ability to deconstruct and analyse ideas, while emphasising evidence and reasoning. The skills are part of every toolkit for success in educational and professional arenas.

Critical Thinking is a new and exciting board approved course. After completing the critical thinking elective, students will be able to apply critical thinking processes to analyse the strength and validity of information and claims. The skills are valuable for learning in Stage 6 Science courses. Additionally, critical and creative thinking is a general capability in most other Stage 6 courses. By applying their critical thinking skills, students will deepen their understanding of content and skills across many disciplines.

NESA has developed a number of Stage 5 elective courses that are in a different category to most stage 5 elective courses. This category is called Department Approved Elective Courses. **Critical Thinking is a Department Approved Elective Course. This course will not be listed on the Record of School Achievement (ROSA).**

Topics Covered

Core 1: Critical thinking in action

- What is critical thinking?
- Barriers to critical thinking
- Logical fallacies

Core 2: Research skills to support the critical mind

- A critical thinking portfolio
- Developing research skills
- A depth study: Dealing with misinformation

Option – Conspiracy theories: Where are the facts?

- How conspiracy theories begin contrary to the scientific evidence
- Evaluating evidence to support or debunk a conspiracy theory

Option – Advertising: Have they got your attention?

- Human psychology and behaviour
- Conduct scientific investigations to test claims made by advertisers

Assessment

To assess critical thinking, students will take part in open ended, inquiry-based research assignments and projects, both individually and collaboratively. Students can demonstrate their learning through portfolios, debates, presentations, peer and self-reflection, scientific investigations, group projects or video journals.

Design and Technology

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought, through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects.

Students critically evaluate their own work and the work of others.

Individual design projects provide students with opportunities to develop their project management skills.

The study of Design and Technology equips students with many of the skills required to become valuable and effective members of society.

Topics Covered

The content of Design and Technology is delivered through contexts which focus on specific areas. These contexts provide meaningful frameworks for designing, producing and evaluating and also allow students to negotiate their own focus area of interest. Examples of contexts and focus areas which may be offered are:

Context	Focus Area of Design
Material Technologies	<ul style="list-style-type: none">▪ Textiles▪ Timber▪ Electronics
Engineered Systems	<ul style="list-style-type: none">▪ Mechatronics▪ Structural▪ Environmental
Digital Technologies	<ul style="list-style-type: none">▪ Control Systems▪ Software Solutions
Agriculture	<ul style="list-style-type: none">▪ Environmental▪ Plant enterprise

Assessment

Assessment in Design and Technology involves 3 approaches. Assessment for Learning enables teachers to use information about student performance to inform their teaching and provide meaningful feedback to students. Assessment as Learning encourages students to reflect on their learning and work toward their learning goals. Assessment of Learning enables teachers to gather evidence to assess student achievement against learning goals and standards.

Drama

Course Description

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

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.

Topics Covered

All students undertake a unit of play-building in every 100 hours of the course. Play-building refers to a group of students collaborating to make their own piece of drama from a variety of stimuli.

At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, physical 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.

Assessment

Stage 5 Drama assessment is divided evenly between Making, Performing and Appreciating.

Making

Students collaborate in group learning activities to explore the conventions and performance techniques of playbuilding. The emphasis is on using improvisation, elements of drama, research, characterisation/role, narrative and linking strategies that are appropriate to playbuilding around a theme and that assist students in devising their own work.

Performing

Students perform a piece of group-devised playbuilding, emphasising the theme, to develop acting skills and performance techniques and strive for clarity in dramatic meaning. Students perform pieces, as an in-class activity or to a selected audience. There will be opportunities to perform at specific Chapels & performances evenings.

Appreciating

Students undertake the appreciation of Drama throughout the unit. They reflect on their own work and the work of others. They recognise dramatic problems and solve them individually and in a group. Students explore and acquire drama terminology with specific reference to playbuilding.

Students use their workbook to record this terminology and are encouraged to use correct vocabulary in their discussions, evaluations and reflections.

Extreme History

Course Description

Elective History is for students who are interested in history and would enjoy studying important moments in world history, including great empires, terrible rulers, inspiring revolutions and moments of intense terror. It aims to develop advanced historical skills in analysing historical sources and conducting deep and meaningful research. This is an elective course that is studied in addition to the mandatory course. Elective History is excellent preparation for study in Ancient, Modern and Extension History in the senior years.

Topics Covered

NOTE: Students study ONE option from each of the topics below each year and depending on student interest, the selected option can vary.

Topic 1: History, Heritage and Archaeology

- Archaeological sites
- Biography
- Family history
- Film as history
- Heritage and conservation
- Historical fiction
- Historical reconstructions
- History and the media
- History websites/online environments
- Local history
- Museum and/or archives studies
- Oral history

Topic 2: Ancient, Medieval and Modern Societies

- Africa
- The Americas
- Asia
- Australia
- Europe
- The Middle East
- The Pacific

Topic 3: Thematic Studies

- Continuity and diversity of Aboriginal cultures and society
- Economy and society
- Children in history
- Crime and punishment
- Gender in the past
- Heroes and villains
- Music through history
- Power and political unrest
- Religious and spiritual beliefs/practices
- Slavery
- Sport and recreation in history
- War and peace
- World myths and legends
- A school-developed study

Assessment

In Elective History students are assessed on their ability to research, analyse and present historical data. There is a wide range of assessments, including a focus on research assignments and source based examinations. Students will be given extensive training on constructing essays and oral presentations.

Food Technology

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Topics Covered

- Food Selection and Health
- Food in Australia
- Food for Special Needs
- Food for Special Occasions
- Food Product Development
- Food Trends
- Food Service and Catering
- Food Equity

Assessment

Students will be assessed on their knowledge, understanding and skills using a variety of formal and informal methods. Assessment will take place through written tasks, oral presentations, research tasks, examinations and practical activities.

Industrial Technology Engineering

Course Description

Today, engineers apply both well-established scientific principles and cutting-edge innovations in order to design, build, improve, operate and maintain complex devices, structures, systems and processes.

The engineering focus develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Engineering reports are the primary written work completed by engineers. As such, they present facts and conclusions about designs, experiments, and other projects. They include research about technical concepts and often include visual depictions of designs and data. Students will gain knowledge and understanding of writing reports for each practical project as they are an important aspect of investigating the engineering world.

Topics Covered

The Engineering 1 core module (100 hours) includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

These are enhanced and further developed through the study of specialist modules in Engineering. Two topics from the list below are chosen to study if students choose the 200-hour Engineering Course:

- Alternative Energy (50 hours)
- Control Systems (50 hours)
- School-Developed Module (50 hours)
- Transport (50 hours)

Assessment

Assessment areas reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- a range of devices and appliances
- electronic and mechanical control systems
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles

Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Industrial Technology Timber

Course Description

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in Cabinetwork and Wood machining.

Practical projects provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

These may include:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar
- Storage and display units a range of devices and appliances

Topics Covered

The timber focus area has a compulsory Core Module which is covered in the 100-hour course that leads to a Specialised Module studied in the 200-hour course.

The Core Module develops understanding and skills through the design, production and evaluation of practical projects and covers topics the following topics:

1. Workplace and risk management
2. Design
3. Materials
4. Tools, equipment, and techniques
5. Societal and environmental impact
6. Links to Industry

Assessment

Assessment in Industrial Technology is in the form of classroom activities which provide students with opportunities to expand their learning and demonstrate what they have learnt.

Students are actively engaged in classroom activities and assessment tasks to assess and measure what they have learnt in class. All units of work are based on a project, where students are to complete portfolios and practical tasks which are based on the areas of assessment outlined in the Industrial Technology Timber course.

Examples of projects studied in the Core Module may include, Joint Frame project, a Jewellery Box, and a Dartboard or Make-up Cabinet. Projects in the Specialised Module may include a Bedside Cabinet and a Mini Major Project to introduce the stage 6 syllabus and Major Project Unit.

Japanese

Course Description

In the stage 5 Japanese course, students will acquire and develop practical skills in speaking, listening to, reading and writing Japanese.

They will learn the necessary vocabulary and grammar to converse in Japanese on a variety of everyday topics and maintain communication in authentic situations, as well as learning Hiragana, Katakana and some Kanji. These structures and features of the language will allow them to function in a range of practical situations. Students will also experience and learn about Japanese culture and develop an understanding of how culture is constructed through language.

Topics Covered

- Japanese Script (Hiragana, Katakana and Kanji)
- Hobbies and Interests
- Family and Friends
- All About Me
- Home Life
- Seasons
- My Time
- Around Town
- Japanese Culture

Assessment

Students will be assessed in examinations, assignments and classroom activities that develop students' knowledge understanding and skills in Listening and Responding, Reading and Responding, Speaking and Writing. Cultural Understandings, Systems of the Japanese Language and Language Learning Strategies will be embedded in the course and assessments.

Music

Course Description

The Music course in Stage 5 builds on the mandatory course studied in Stage 4. No prior knowledge is required; however, students should be willing to undertake instrumental or vocal lessons in order to maximise their experience of elective Music. Students are required to participate in a College ensemble to develop their performance skills.

Topics Covered

The course has a more concentrated focus on music and should extend students' opportunities to:

- Develop practical skills in performance on their chosen musical instrument

Develop an understanding and appreciation of musical context, with a consideration of topics such as:

- Develop practical skills in performance on their chosen musical instrument
- Australian music
- Jazz
- Music for TV, film and radio
- Traditional music of another culture
- Rock music
- Classical music
- Music Technology
- Study of musical theory and composition

Assessment

Stage 5 Music assessment is divided evenly between Performing, Composing and Listening. Students major in the instrument or voice of their choice and engage in individual and group performances that reflect the current topic and provide opportunities for students to develop and enhance their instrumental skills. Interesting and varied composition tasks using music software, digital technology, and a variety of other composition aides provide opportunities for students to explore their creative potential. Mid-Course and Final Examinations assess students' ability to analyse and discuss musical features from a variety of genres.

Photographic and Digital Media

Course Description

Photographic and Digital Media in Stage 5 builds on the Introductory Visual Arts studied in Stage 4. It provides specialised learning opportunities through the exploration of visual technologies that are an essential part in the contemporary artworld. Students are exposed to techniques that permeate the fields of design, television, film, video, internet and mass media.

Topics Covered

Students will investigate ways to represent ideas and interests through still photography, video and computer generated artworks.

- Focus is placed on using light and composition effectively to create quality images
- Camera and non-camera based photographic techniques will be explored along with Photoshop and other digital software to manipulate images
- Inspiration will be drawn from photographic and digital artists through selected themes and areas of historical and critical interpretation

Students will be provided with opportunities to capture and document a variety of events, objects, people and sites. The course is predominantly practical but there is a significant emphasis on theoretical aspects.

Assessment

Stage 5 Photographic and Digital Media assesses Making and Critical/Historical Interpretations.

For Making, students are assessed on a body of work using still photography, video or digital software. Themes covered are Shapes and Shadows, Stories and Memories, Places, Portraiture and Time.

Critical/Historical Interpretation is assessed through written tasks and Yearly Examinations which constitutes 40% of the student's final mark. The remaining 60% is awarded to the practical Making tasks.

Physical Activity and Sports Studies

Course Description

Physical Activity and Sports Studies (PASS) provides a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. In addition, PASS examines social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. Students will engage in a variety of movement applications including lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences and physical fitness activities.

Topics Covered

Topics covered are chosen from:

- Body systems and energy for physical activity
- Fundamentals of motor skill development
- Event management
- Physical activity and sport for specific groups
- Physical fitness
- Outdoor Recreation
- Enhancing performance – strategies and techniques
- Sports Preparation – safety, nutrition
- Australia's sporting identity
- Coaching and leading
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Physical activity for health
- Issues in physical activity and sport
- Lifestyle, leisure and recreation

Assessment

Students will be assessed using a variety of methods including: examinations, program writing, research and investigation, teaching and presenting games/activities, event management service, essay writing, oral presentations, practical performances and video analysis.

Textiles Technology

Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural, and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers.

Students investigate the work of textile designers, 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.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing, and evaluating. Students learn about Work Health and Safety issues, learn to select, use, and manipulate appropriate materials, equipment, and techniques to produce quality textile projects.

Topics Covered

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- Apparel – clothing
- Furnishings – cushions, curtains, bed coverings
- Costume – for fancy dress, periods of time
- Textile Arts – Wall hangings, mobile, soft sculpture
- Non-apparel

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

Assessment

A range of strategies are used which include progressive assessment of design folios, experimental work, research assignments and the making of finished textile products.

Visual Arts

Course Description

The Visual Arts Course in Stage 5 builds on the Introductory Visual Arts studied in Stage 4. The Visual Arts are an important means of communication and self-expression. They involve looking at our environment and responding to it in a visual way. The aim of Stage 5 Visual Arts is to enable students to develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts, while increasing skills across a range of 2D and 3D artmaking mediums.

Topics Covered

Students learn to understand and value the different concepts that affect meaning and significance and appreciate that art is subject to different interpretations. Students will critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames (the Visual Arts Key Content).

Stage 5 Visual Arts learning opportunities can include:

- Focus to a greater degree on artmaking, in a variety of media, with some specialisation in a particular art medium
- Extend their critical and historical study of both contemporary and historical artists
- Complete one or more comprehensive studies of an artist or artistic style which has influenced their own artistic development

The subject matter will include a variety of natural and manmade locations, objects, people, events, issues and themes. There will be opportunity to explore a variety of artistic media such as drawing, printmaking, ceramics, painting, sculpture and digital. The course is predominantly practical but there is a significant emphasis on theoretical aspects.

Assessment

Stage 5 Visual Arts assesses Artmaking and Critical/Historical Studies.

For Artmaking, students are assessed on a body of work related to a variety of media including: drawing, painting on canvas, digital images, sculpture, wearable art, and ceramics. Themes covered are Still Life, Portraiture, Wearable Art, Fairytales, The City, Street Art and Tribal Cultures.

Critical/Historical Studies is assessed through written tasks and Yearly Examination which constitutes 40% of the student's final mark. The remaining 60% is awarded to the practical Artmaking tasks.

of greater worth than gold



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