



EMMANUEL  
ANGLICAN  
COLLEGE

*Learning ~ Living ~ Leading*

OUR VALUES

Christ-likeness Integrity  
Excellence  
Commitment Compassion

*As a co-educational College founded in the Anglican tradition, we will:*

OUR MISSION

- Celebrate our Christian faith
- Promote life-long learning
- Encourage excellence
- Engage positively with communities and the environment

*2019 - 2020  
Year 9 - Year 10  
Subject Selection Handbook*





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# The Commencement of the Record of School Achievement

The NSW Education Standards Authority has divided the curriculum into six stages. Year 9 and Year 10 represent Stage Five of this curriculum and culminate in the commencement of the first externally awarded credential known as the Record of School Achievement.

Movement into Stage Five reflects a significant development in a young person's educational journey. The nature and expectations associated with the curriculum change greatly as students are required to follow a set pattern of study and for the first time, are invited to make decisions about the courses they will undertake.

Selecting appropriate subjects and developing a meaningful pattern of study are extremely important and form a solid foundation for Stage Six study and the Higher School Certificate.

This booklet has been designed to help students and their families make informed choices about the course of study they will undertake in their journey through Stage Five.



Mr Robert Tobias  
Principal

# SECTION ONE: UNDERSTANDING THE RECORD OF SCHOOL ACHIEVEMENT

## 1.1 Introduction

In 2012, the Record of School Achievement replaced the previous credential of the School Certificate.

In Years 7 to 10, students study a variety of courses to qualify for the Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

For the Record of School Achievement, a student's knowledge and skills are assessed through a range of school-based assessment tasks that measure overall achievement in each course. Each student's achievement is reported as a grade using detailed and meaningful information on what he or she knows, understands and can do. There are no external examinations.

The Record of School Achievement is awarded to a student when that student completes their education.

The Record of School Achievement is the usual requirement for students who wish to go on and study for the Higher School Certificate. The Years 7–10 curriculum is designed to provide a basis for the courses of study offered for the Higher School Certificate.

## 1.2 Qualifying for the Award of Record of School Achievement

To qualify for the award of Record of School Achievement a student must:

- study courses designed by or endorsed by the NSW Education Standards Authority.
- follow a pattern of study approved by the NSW Education Standards Authority.
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- achieve some or all of the outcomes in each course studied.



# SECTION TWO: DEVELOPING A SUITABLE PATTERN OF STUDY

## 2.1 Mandatory Studies

As part of the requirements of successful completion of the Record of School Achievement students must undertake a series of mandatory studies. These courses form the foundation of the Record of School Achievement and the Stage Five curriculum and include:

- English
- Mathematics
- Science
- Personal Development, Health and Physical Education (PDHPE)
- Australian History, Geography, Civics and Citizenship (HSIE)
- Students at Emmanuel Anglican College are also required to study Religious and Values Education (RAVE)

## 2.2 Elective Courses

Elective courses may be studied for one year (100 hours) or two years (200 hours). NSW Education Standards Authority requirements expect that students will study at least one 200 hour elective but the general practice is that a student will study all three electives for the duration of Years 9 and 10. Students will spend six lessons each fortnight studying each elective.

Students have the opportunity to study **three** elective courses throughout Year 9 and Year 10. The College offers a broad range of options from which to choose. Electives offered at Emmanuel Anglican College include:

- Commerce
- Design and Technology
- Drama
- Food Technology
- Information and Software Technology
- Japanese
- Music
- Photography and Digital Media
- Physical Activity and Sports Studies
- iSTEM
- Visual Arts



## 2.3 Mathematics Courses

Students will have the opportunity to select from two strands of Mathematics. These courses have been developed to cater for the different levels of Mathematical ability that students have. The courses are:

Mathematics A  
Mathematics B

The Mathematics teachers will provide students with greater detail about each level of Mathematics and make recommendations to the students about which of these would best suit their ability.

While there are no prerequisites for any courses offered in Year 11 and Year 12 the Mathematical content covered in Mathematics A does prepare students better for the higher levels of Mathematics including Advanced Mathematics and the Mathematics Extension courses.

## 2.4 Studying Through an External Provider

Students may have the opportunity to study courses externally via Distance Education, TAFE NSW or another school. Students considering studying an elective externally should consult the Director of Teaching and Learning, Mrs Lee Boyd, about options, enrolments and course requirements. Students undertaking external studies must be able to evidence the independent learning skills required to manage the demands of this mode of study.



# SECTION THREE: CHOOSING YOUR ELECTIVES

## 3.1 Making an Informed Decision

To make good decisions when choosing your elective subjects, you need to make an informed choice. There are a number of steps in this process.

1. Ask yourself the following questions.
  - What are my strengths?
  - What are my weaknesses?
  - Am I developing the range or depth of my interests?
  - What school subjects do I enjoy?
  - What subjects are important to me?

Honest answers to questions like these can assist you in selecting courses that will benefit you the most.

2. Discuss your options and ideas with those who know you well, particularly your parents and teachers. They will help you to get honest answers and to make an informed choice.
3. Subject selection should be based on your interests and your ability. Selection of courses should never be based on what your friends are choosing.
4. It is important that both parents and students read this booklet and talk about the choices together. You are advised to note when making choices that some subjects have a levy, which covers materials and resources used in that subject.
5. As there are no prerequisites for any courses offered in Year 11 and Year 12 the choice of courses made by students for Year 9 and Year 10 should be based on individual student interest and ability.

## 3.2 Completing the Pattern Of Study Web Form

A Pattern of Study Web Code is provided with this booklet. This code gives students access to the web form that needs to be completed for subject selection. This information will be used to determine how to arrange the elective courses on the school timetable. The courses offered will be based on the overall demand and combinations that best suits the needs of as many students as possible; that is, the least number of subject “clashes”. It is important to note that if insufficient students choose a course, then it will not be possible to offer it. To broaden student elective choices some classes may consist of students in both Year 9 and Year 10.

Students are asked to indicate those courses they would like to undertake in order of preference. Every attempt will be made to provide students with their top three preferences but this may not always be possible.



### 3.3 Course Selection Process and Important Dates

- Term 3, Week 4 - Subject Information Sessions
- Wednesday 15 August - Student Information Session at which the students will be issued with a Course Selection Booklet and Pattern of Study Web Code
- Friday 24 August – Student electronic subject selection and signed confirmation due
- Friday 31 August – Year 9 Elective Pattern of Study returned to students
- Friday 7 September – Year 9 Elective Pattern of Study Confirmed



## SECTION FOUR: COURSE CONTENT OUTLINES

The following Course Content Outlines provide students with an overview of each course available for study in Stage Five at Emmanuel Anglican College. Information contained in Course Content Outlines includes:

- Course structure
- Course Description
- Main topics covered
- Assessment requirements
- Post school opportunities

A detailed overview of all courses offered at EAC follows.



# Commerce



## Course Structure

Stage Five Commerce is an elective course studied over 200 hours throughout Years 9 and 10. A 100 hour course can be studied over one year.

## Course Description

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students.

## Students learn about

Students study the topics of Consumer Choice, Personal Finance, Law and Society, Employment Issues, Investing, Promoting and Selling, Towards Independence, Political Involvement, Travel and Our Economy.



## Students learn to

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

## Record of School Achievement

Students will be awarded a grade upon satisfactorily completing 200 hours of elective study in Commerce during Stage Five. The grade awarded will be recorded on the student's Record of School Achievement.

## Post School Opportunities

Commerce can lead to careers in: share, finance or commodities markets, business, economic forecasting, banking, insurance, tourism, resource management, property development and management, government, environmental management, town planning, foreign affairs or economic policy development.

# Design & Technology

## Course Structure

The course is over four terms in Year 9 and/ or, four terms in Year 10, amounting to a total of approximately 200 hours of instruction. This can then lead into the HSC Design and Technology course.



## Course Description

The purpose of the Design and Technology course is to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design production. These are explored through areas such as design theory and practice, design processes, environmental and social issues, research technologies, and the manipulation of materials, tools and equipment.

## Main Topics Studied

Stage Five provides a context within which to develop competencies considered essential in Design and Technology, and for the acquisition of effective higher-order thinking skills necessary for further education, and everyday life.

Students work as individuals and as members of groups. They are required to conduct investigations and analysis, to address the key competencies, *developing skills and techniques, communicating ideas, organising activities, planning, solving problems, and workplace health and safety.*

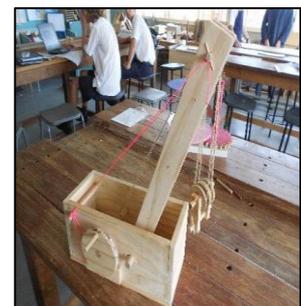
During investigations, students will be required to develop innovative design concepts/ideas and to incorporate them into the construction of their projects.

## Assessment Requirements

Students undertaking the 100-hour course are required to complete a minimum of two and a maximum of four units of work that address at least two focus areas of design. Students studying the 200-hour course are required to complete a minimum of three and a maximum of six units of work that addresses at least three focus areas of design.

## Post College Opportunities

- Industrial Design
- Landscape and Structural Architecture
- Marketing and Advertising
- Civil, Construction, Electrical and Resources Engineering
- Urban and Regional Planning
- Avionics Technology
- Automotive Industry
- Computer Aided Design



# Drama

## Course Structure

Emmanuel Anglican College offers Drama in Stage Five. Drama is a Board Developed Course studied over 200 hours throughout Years 9 and 10. A 100 hour course may be studied over one year in either Year 9 or Year 10.



## Course Description

Drama as an art form is an integral part of our society and is taught in school curricula worldwide. This dynamic and engaging subject focuses on a collaborative and cooperative approach to engage students in creative processes of sharing, developing and expressing emotions and ideas.



## Students learn about

Through a practical and experiential approach students explore improvisation, playbuilding and the study of dramatic forms such as: mime, puppetry, video drama, movement, commedia dell arte, melodrama, non- naturalistic theatre, mask etc. The course also emphasises the creation of original theatre by students. The course aims to develop all skills of communication and foster creativity and divergent thinking.

## Students learn to

In Stage Five students will develop knowledge, understanding and skills through;

- **Making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- **Performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- **Appreciating** the meaning and function of drama and theatre in society

## Assessment Requirements

Students will complete a range of practical and written assessment activities across the areas of Making, Performing and Appreciating. Assessments will be a combination of individual and group tasks.

## Record of School Achievement

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

## Post School Opportunities

The study of Drama provides students with the knowledge, understanding, and skills that form a valuable foundation for a range of courses at university, other tertiary institutions and a wide range of industries including: entertainment, film, theatre, design, education, journalism and broadcasting, events management, communications and public relations, theatre critic and reviewer, writer, director, advertising, publicity and promotions, law and customer relations.

# Food Technology



## Course Structure

This is an elective course that is studied over 200 hours for two years.

## Course Description

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 in relation to 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.

## 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 product development
- Food for special needs
- Food selection and health
- Food for special occasions



## Students learn to

Explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students will develop the ability 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.

## Assessment Requirements

Research tasks

Dietary, meal and menu planning tasks Practical food preparation activities

## Record of School Achievement

A grade will be awarded for the satisfactory completion of 200 hours of study in Food Technology during Stage Five (Years 9 and 10).

## Post School Opportunities

Nutritionist, health consultant, food technologist, work in the food and hospitality industry.

# Information & Software Technology



## Course Structure

Information and Software Technology is an elective 100 or 200 hour course that enables students to develop knowledge, understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

## Course Description

The Stage Five Information and Software Technology syllabus builds upon the knowledge, skills and experiences developed in mandatory technology education from Kindergarten to Year 8 through the K–6 Science and Technology syllabus and the Years 7-8 Technology (Mandatory) syllabus.

Students may focus further on this subject matter in Years 11 and 12 through subjects such as: Information Processes and Technology, Software Design and Development, Information Technology VET, Computing Applications CEC, Technology and Applied Studies Life Skills.



## Students learn about and learn to

During the 200 hour course students will complete a minimum of four projects focusing on developing solutions to real world problems. The projects integrate practical aspects as well as core and option topics. These include: Internet and web site development, artificial intelligence, multimedia, automated systems, digital media, database design, networking, software design, hardware, social and ethical issues and emerging technologies.

The students will work collaboratively to analyse, design, test, document, implement and evaluate information and software technology based solutions.

## Assessment Requirements

Students will complete a range of project based tasks that require the use of industry standard software to solve problems. They will create web sites, digital media presentations, program robots and sit in class examinations.



# Japanese

## Course Structure

Japanese may be studied as an elective course for the School Certificate. The essential content described for Stage Five Japanese has been designed to be addressed by students within 200 hours.



## Course Description

Stage Five Japanese encompasses all the educational and social benefits of learning a second language. The language learning journey provides enrichment, understanding and increased cultural literacy to all students.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners and how it can be practiced in a global society. Students gain in depth knowledge of the way language works, applicable to Japanese and their broader studies, as even limited experience of the learning of languages is proven to increase metalinguistic awareness and enhance general cognitive development.

Studying Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and one of Australia's largest trading partners. Linguistically, students learn to confidently use two Japanese writing scripts, Hiragana and Katakana, and a moderate number of Kanji. They will explore the language use surrounding daily life, travel, shopping, work, and customs. As a part of the global community, they will learn the skills and tools required to be proactive and confident in cross cultural communication and international business.

## Why Learn a Language?

- Adaptability
- Empathy
- Enjoyment
- Awareness
- Friend
- Perspective
- Confidence
- Tolerance
- Insight

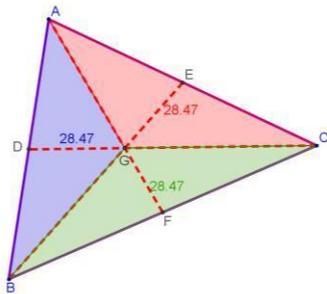
## Career Opportunities

- Tourism
- Commerce
- International Relations
- Immigration & Customs
- Trade
- Linguistics & Speech
- Translations
- Education

Students in Stage Five have the unique opportunity to continue to build on a strong foundation of Japanese language study until the end of Year 10.



# Mathematics



## Course Structure

The arrangement of content in Stage Five acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Stage Four. Three sub-stages of Stage Five have been developed by the NSW Education Standards Authority to allow teachers to tailor their teaching and learning programs to meet the needs of their students. Mathematics is studied over 200 hours throughout Years 9 and 10 and the content can vary dependent upon the needs of the students.

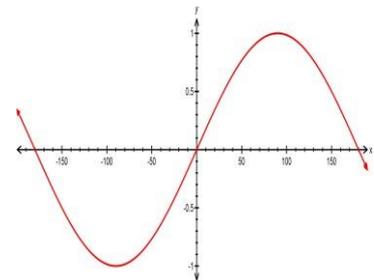
## Course Description

At EAC we offer two strands of Mathematics in Stage Five, strand A is aimed at students who have achieved Stage Four outcomes at or before the end of year 8. It aims to cover all the topics required to attempt the highest levels of mathematics in Stage Six.

Strand B is aimed at students who are still working towards the achievement of Stage Four outcomes or, whilst they satisfactorily achieved the Stage Four outcomes feel they would like to develop their understanding and confidence further. It revises some work from Stage Four and covers some new topics. This strand aims to cover all the topics required for students to successfully use mathematics in their lives beyond school whilst also preparing them to undertake Standard Mathematics in Stage Six should they wish to.

## Students learn about

Students in Stage Five learn mathematics related to the three strands Number and Algebra, Measurement and Geometry and Statistics and Probability.



## Students learn to

Students learn to work mathematically by questioning, analysing, communicating, reasoning and justifying.

## Assessment Requirements

Students complete a variety of assessment tasks such as investigations, assignments, class tests and exams.

## Record of School Achievement

Satisfactory achievement of 200 hours of study in Mathematics during Stage Five will be recorded with a grade on the student's Record of School Achievement.

## Post School Opportunities

Mathematics is a fundamental life skill relevant to all careers. The study of Mathematics at a higher level is of particular relevance to careers and fields such as Science, Accounting, Economics, Business, Medicine, Statistics, Engineering, Architecture and many others.

# Music



## Course Structure

Emmanuel Anglican College offers Music for study in Stage Five. Music is a Board Developed Course studied over 200 hours throughout Years 9 and 10. A 100 hours course can be studied over one year.

## Course Description

This course is designed for students who have an interest in music as an art form. Students will build on the knowledge and experiences acquired from the Stage Four Music Course. Activities and tasks are developed to give opportunities to students of different musical abilities.

## Students learn about

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

The Elective course requires the study of the compulsory topic, Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres. Main topics covered include: Australian Music, Blues and Jazz, Rock Music, Popular Music, Music for Small Ensembles, Renaissance Music and Baroque Music.

## Students learn to

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 underpins the development of a student's skills in performing, composing and listening.

## Assessment Requirements

Students will complete a range of assessment activities across the learning experiences of listening, composition and performance. To complete the course, students must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College.

## Record of School Achievement

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

## Post School Opportunities

Post school opportunities include careers in: television, theatre, film, radio, and multimedia, advertising, record producing, music law, music promotion, audio engineering, composition and music publishing, teaching, or as a studio and/or live musician.



# Physical Activity & Sports Studies



## Course Structure

Physical Activity and Sports Studies is an elective content endorsed course that may be studied for 100 or 200 hours during Stage Five. Students will engage in practical and theoretical activities throughout the course.

## Course Description

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 as well as how to enhance quality and enjoyment in movement.

## Students learn about

The course will be made up of a selection from the following modules:

- Body systems and energy for physical activity
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety
- Australia's sporting identity
- Lifestyle, leisure and recreation
- Sport for specific groups eg. Elderly, people with disabilities, children, people from other cultures
- Coaching
- Enhancing performance
- Sports technology, participation and performance
- Event management



## Assessment Requirements

Students will be assessed on their participation in a range of sports including but not limited to: Tennis, Squash, Badminton, Table Tennis, Golf, European Handball, Gaelic Football, Soft Crosse, Water Polo, Water Volleyball, Lawn Bowls, Ten Pin Bowling, Croquet, Aerobics, Ultimate Frisbee and Oz Tag. Students will be assessed on their theoretical and practical knowledge through: fact sheets, oral presentations, TV advertisements, examinations, coaching sessions, magazine creation, event creation and management.

## Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Physical Activity and Sports Studies during Stage Five will be recorded with a grade on the students Record of School Achievement.

## Post School Opportunities

There are a wide range of occupations and post school opportunities for students who complete PASS. A few of these include: Exercise Science, Coaching, Sports Management, Sports Training, Event Management, Personal Training, Teaching, Sports Tourism, Sports Law, Physiotherapy, Sports Rehabilitation, Sports Nutrition, Sports Engineer plus many more.

# Photography & Digital Media



## Course Structure

Emmanuel Anglican College offers Photography and Digital Media in Stage Five. Photography and Digital Media is a Board Developed Course studied over 200 hours throughout Years 9 and 10. A 100 hour course may be studied in either Year 9 or Year 10.

## Course Description

This course is designed for students who have an interest in the photographic discipline. In the Stage Five course students study both practical and theoretical approaches to photographic practice. Students use Canon digital SLR cameras with a variety of lenses, Apple Mac and PC desktops with Adobe PhotoShop CS5.

## Students learn about

Students learn about the functions of the camera (shutter speed, aperture, ISO, focal length, etc.) and a broad variety of approaches to making photographic imagery.

Students also explore other photographers' practice through historical and critical studies. These studies help inform the students' personal approach to creating photographic images.

## Students learn to

Students learn to make photographic images that address a number of themes from landscapes to portraiture, site studies, macro, photographic artists' books, food photography and much more. Students also learn to value and appreciate the significant contributions photographers have made to our society.



## Assessment Requirements

Students will complete a range of assessment activities across the areas of making, criticism and history. Successful Photography and Digital Media students will apply themselves with intellectual autonomy, diligence and sustained effort to the set tasks and learning opportunities provided by the College.

## Record of School Achievement

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

## Post School Opportunities

Post school opportunities include, further study of Photography at University or other tertiary institutions. Film, animation, television, wedding, real estate, sports, fashion, events, landscape, nature, journalism, travel, architecture, advertising and fine arts photography.

# *iSTEM*



## **Course Structure**

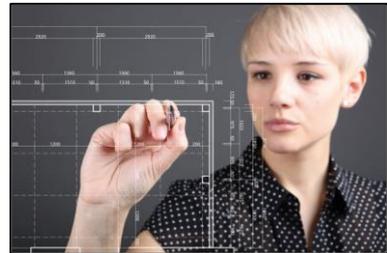
The iSTEM School Developed Board Endorsed Course covers a number of STEM based fields, including; Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Aerospace, Statistics, CAD/CAM and Biotechnology.

## **Course Description**

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The iSTEM course utilises these knowledge pillars in their application to Skills, Technology Engineering and Mechanics. This Stage Five course is an attempt to provide an innovative and imaginative curriculum which will inspire students to take up the challenge of a career in science, technology, engineering or mathematics.

## **Students learn about**

Students learn about technological and engineering concepts. There are four core modules (STEM Fundamentals 1, STEM Fundamentals 2, Mechatronics 1 and Mechatronics 2) and ten elective modules including, Aerodynamics, Motion, CAD/CAM1, Surveying, Design for Space, Statistics in Action, Biotechnology and the opportunity to undertake a research project.



## **Students learn to**

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.

## **Assessment Requirements**

Students will complete a range of projects across the iSTEM modules. These projects will assess a student's ability to understand and research STEM concepts, problem solve and design and present solutions.



## **Record of School Achievement**

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

## **Post School Opportunities**

iSTEM provides enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. Post school opportunities include, further study of Science, Technology, Engineering or Mathematics at a tertiary institution or moving into a technological trade.

# Visual Arts

## Course Structure

Emmanuel Anglican College offers Visual Arts in Stage Five. Visual Arts is a Board Developed Course studied over 200 hours throughout Years 9 and 10. A 100 hour course may be studied over one year in either Year 9 or Year 10.



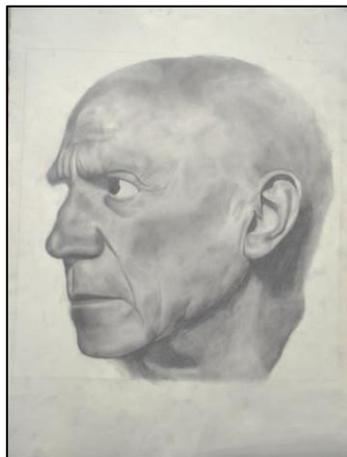
## Course Description

The Visual Arts course aims to enable students to develop and enjoy art making, art history and art criticism. Students are exposed to a wide variety of art making approaches, while also studying various artworks and artists' practices in art history and art criticism.

## Students learn about

Students learn about the practice of visual arts through a broad variety of exciting art making lessons. These lessons focus on the material and technical approaches to creating artworks. In Stage Five students make artworks in 2D, 3D and digital forms.

Students also learn about diverse theoretical perspectives of the visual arts through art history and art criticism investigations. Such critical and historical investigations cover art movements from the Renaissance, to Modernism and Contemporary Art.



## Students learn to

Visual Arts enables students to create meaningful artworks from a broad variety of materials that represent interests in their world. Students also learn to make artworks that express conceptual perspectives from the personal and symbolic to cultural and post modern. In art criticism and art history students learn to value and appreciate the significant contributions artists have made to our society.

## Assessment Requirements

Students will complete a range of assessment activities across the areas of art making, art criticism and art history. Successful Visual Arts students will apply themselves with intellectual autonomy, diligence and sustained effort to the set tasks and learning opportunities provided by the College.

## Record of School Achievement

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



## Post School Opportunities

Post school opportunities include, practising Visual Artist, further study of visual arts at University or other tertiary institutions, film, photography, animation, fashion, television, graphic design, architecture, advertising, art directing, art historian, art critic, gallery/museum staff, curator

