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SUBJECT SELECTION

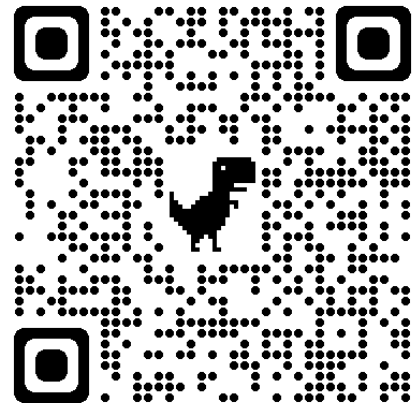
Thomas Reddall High School

YEARS 9 & 10

Discover the variety of subjects available to help shape your educational journey and future career path. Make informed choices that align with your interests and goals.

LINK & QR CODE TO THE THOMAS REDDALL HIGH SCHOOL WEBSITE

Please use this [Link to Thomas Reddall High School Website](#) (if viewing this booklet digitally) or QR Code to the right, to access videos and further information about the subjects being offered. Subject Selection information can be located under **About our School** on the website.



QR CODE TO THE STAGE 5 SUBJECT SELECTION FORM

Please use this [Link to the Stage 5 Form](#) (if viewing this booklet digitally) or QR Code to the right to access the form for Stage 5.



*Completed subject selection forms
need to be submitted online. This Google Form can be
accessed through the QR Code or link above.*

***The Google Form is due by
Friday 22 August 2025.***

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CHOOSE CAREFULLY

After the results of students' subject selections have been collated and line structures determined, some students may be asked to choose other courses to study because the pattern they have selected cannot be accommodated or subjects they have chosen do not run.

Year 8

Students need to select two courses to study in Year 9. At the end of Year 9, students will have the opportunity to select two courses for study in Year 10.

Year 9

Students need to select two courses to study in Year 10. These courses must not be the same as the courses they are currently studying in Year 9.

CONTRIBUTIONS & SPECIAL REQUIREMENTS

YEAR 9 & 10 – 2026 – ELECTIVE SUBJECTS		
SUBJECT	SUBJECT FEES	SPECIAL REQUIREMENTS
Child Studies	\$20	
Commerce	\$5	
Critical Thinking	\$10	
Dance	\$10	
Drama	\$5	
Food Technology	\$80	Closed in leather shoes
Graphics Technology	\$10	
History (Elective)	\$5	
Industrial Technology (Timber)	\$60	Closed in leather shoes
Music	\$20	
Physical Activity & Sports Studies	\$10	Sports uniform
Psychology	\$5	
Visual Arts	\$30	Closed in leather shoes
Visual Design	\$30	Closed in leather shoes
Work Education	\$5	

CHILD STUDIES

Child Studies Content Endorsed Course Years 7 – 10 is an elective course that may be studied in Stage 5 for 100 or 200 hours for the Record of School Achievement. While the syllabus can be taught at any time in Years 7 – 10, its outcomes and content have been designed at a Stage 5 standard.

Course Description

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

What Will Students Learn About?

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules should be between 15 and 30 hours duration.

The syllabus modules are:

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

What Will Students Learn To Do?

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

- Support a child's development from pre-conception through to and including the early years.
- Positively influence the growth, development and wellbeing of children.
- Consider the external factors that support the growth, development and wellbeing of children.
- Research, communicate and evaluate issues related to child development.

Record of School Achievement

Satisfactory completion of 100 hours of study in *Child Studies Content Endorsed Course Years 7 – 10* during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



COMMERCE

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

Course Description

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

What Will Students Learn About?

Students undertaking a 100 hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and one option. Students undertaking a 200 hour course will study Core Part 1 and Core Part 2 and a minimum of five options.

Options may be studied for 15 – 25 indicative hours each.

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

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

Students will also study optional topics selected from:

- Investing
- Promoting & Selling
- E-Commerce
- Global Links
- Towards Independence
- Political Involvement
- Travel
- Law in Action
- Our Economy
- Community Participation
- Running a Business
- A School-Developed Option

What Will Students Learn To Do?

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

Record of School Achievement

Satisfactory completion of 100 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



CRITICAL THINKING

Critical Thinking is a Stage 5 NSW Department of Education approved elective course. Students may undertake either 100 hours of study (core units + minimum 2 additional option units) or 200 hours of study (core units + minimum 4 option units).

Course Description

Critical thinking is a form of purposeful thinking that emphasises evidence and reasoning. 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. It 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, analyse, synthesise and reconstruct ideas while emphasising evidence and reasoning. Those skills are part of every toolkit for success in educational and professional arenas.

What Will Students Learn About?

The critical thinking course emphasises the fundamental attributes of critical thinkers and gives students a wide range of opportunities to transfer these skills across multiple disciplines. The course structure encourages students to think about thinking and transcend factual learning.

The core units introduce students to the key features of critical thinking, including how critical thinking is distinguished from other models of thinking. Students will learn about the process of argumentation and apply it to evaluate claims. Students will also gain practical research skills to collect information from various sources and evaluate their credibility.

A choice from the available options engages students in various areas of interest to reinforce the skills learnt from the core units. In addition, the options allow students and teachers to delve deeper into specific scenarios of interest. They will be guided to ask probing questions to strengthen their critical thinking skills and challenge their perceptions of the world around them.

The core units of study are:

- Critical thinking in action
- Research skills to support the critical mind

The options are:

- Strategies used in business and ware.
- Predicting the future: How certain can we be?
- Conspiracy theories: Where are the facts?
- Strategies and innovations in sports: The path to victory.
- Advertising: Have they got your attention?
- Solving problems of today and the future.
- Recreating the human mind: The future of artificial intelligence (AI).
- Blind justice: You've been selected for jury duty.
- School developed option.

What Will Students Learn To Do?

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. These skills are valuable for learning in Stage 6. Critical and creative thinking is a general capability in most Stage 6 courses. By applying their critical thinking skills, students will deepen their understanding of content and skills across many disciplines.

Record of School Achievement

Students, parents and carers need to understand that the course will not be listed on the Record of School Achievement (RoSA).



DANCE

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

Course Description

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

What Will Students Learn About?

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

What Will Students Learn To Do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Record of School Achievement

Satisfactory completion of 100 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



DRAMA

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

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 both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What Will Students Learn About?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include:

- Improvisation
- Mime
- Script
- Puppetry
- Small screen drama
- Physical Theatre
- Street theatre
- Mask
- Comedy
- Shakespeare

Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What Will Students Learn To Do

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

Record of School Achievement

Satisfactory completion of 100 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



FOOD TECHNOLOGY

Food technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

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 and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What Will Students Learn About?

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

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

What Will Students Learn To Do?

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

Record of School Achievement

Satisfactory completion of 100 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



GRAPHICS TECHNOLOGY

Graphics technology is an elective course that may be studied for 100 or 200 hours for Stage 5

Course Description

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What Will Students Learn About?

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Course Requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Graphics Technology Years 7-10 may be studied as a 100 or 200 hour course in Stage 4/5.

100 hour course

Students undertaking the 100 hour course are required to complete:

- Core Module 1 AND
- Core Module 2 AND
- ONE or TWO option modules.

200 hour course

Students undertaking the 200 hour course are required to complete:

- Core Module 1 AND
- Core Module 2 AND
- FOUR to SIX option modules.

Option modules

Students can select from a range of option modules:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer-Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project.

Record of School Achievement

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

HISTORY (Elective)

History (Elective) is an elective course that can be studied for 100 or 200 hours at any time during Years 7 – 10.

Course Description

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

What Will Students Learn About?

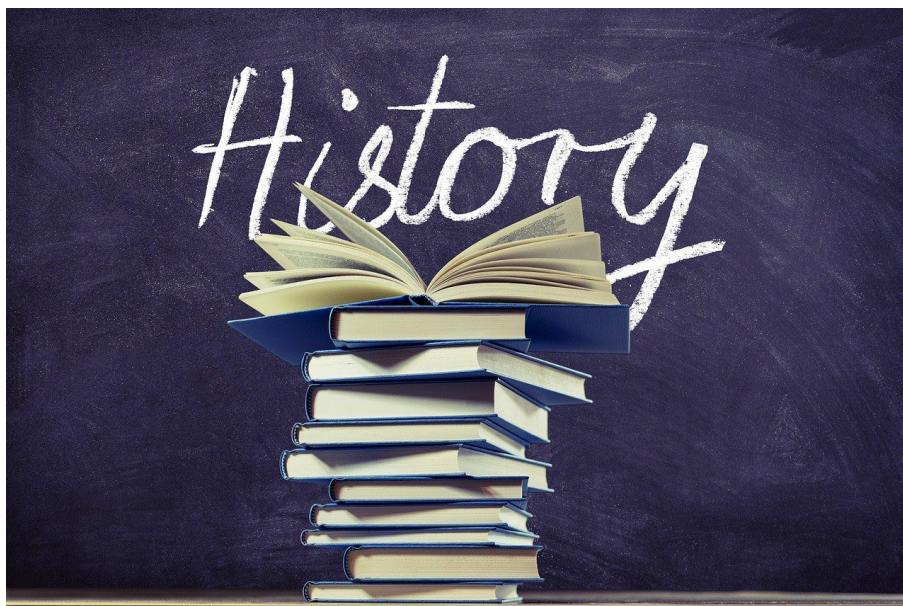
Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history,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

What Will Students Learn To Do?

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

Record of School Achievement

Satisfactory completion of 100 hours of study in History (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



INDUSTRIAL TECHNOLOGY (TIMBER)

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7 – 8 Syllabus*.

Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

What Will Students Learn About?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They

will also learn about design and designing including the communication of ideas and processes.

What Will Students Learn To Do?

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

Record of School Achievement

Satisfactory completion of 100 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. This may occur in up to two courses.



MUSIC

The Music Years 7 – 10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Course Description

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

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 an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What Will Students Learn To Do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, means and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Course Requirements

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

Record of School Achievement

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

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



PHYSICAL ACTIVITY & SPORTS STUDIES

Physical Activity and Sports Studies is an elective content endorsed course that may be studied for 100 or 200 hours for the Record of School Achievement. The syllabus can be taught at any time in Years 7 – 10 however, its outcomes and content have been designed at a Stage 5 standard.

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 and how to enhance quality and enjoyment of movement.

What Will Students Learn About?

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

Foundations of Physical Activity

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

Physical Activity and Sport in Society

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

Enhancing Participation and Performance

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

What Will Students Learn To Do?

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

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

Record of School Achievement

Satisfactory completion of 100 hours of study in Physical Activity and Sports Studies CEC during Stage 5 (Years 9 and 10) will be recorded with a grade on the Student's Record of School Achievement.



PSYCHOLOGY

Psychology is a Stage 5 NSW Department of Education approved elective course. Students may undertake either 100 hours of study (core topics + minimum 2 option units) or 200 hours of study (core topics + minimum 6 option units).

Course Description

Psychology provides the knowledge and understanding of human nature by asking scientific questions and by undertaking studies into the fields of neuroscience, cognitive sciences and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

What Will Students Learn About?

The course includes core units of study as well as optional units of study:

The core units of study are:

- What is psychology?
- Research methods in psychology

The option units are:

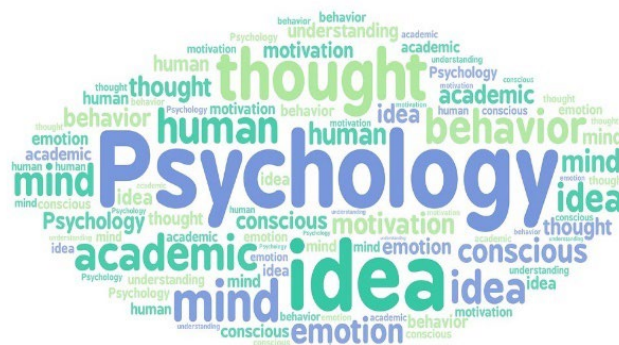
- Biological bases of behaviour
- Intelligence and creativity
- Personality and self
- Forensic psychology
- Psychology and society
- Psychology and gender
- Psychological disorders and constructs of normality
- Psychology of success
- School-developed option

What Will Students Learn To Do?

The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

Record of School Achievement

Students, parents and carers need to understand that the course will not be listed on the Record of School Achievement (ROSA).



VISUAL ARTS

The Visual Arts Years 7 - 10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

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, understand and 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/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

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

What Will Students Learn To Do?

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

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

Course Requirements

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

Record of School Achievement

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

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



VISUAL DESIGN

Visual Design is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100 hour mandatory course.

Course Description

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

What Will Students Learn About?

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

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

What Will Students Learn To Do?

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

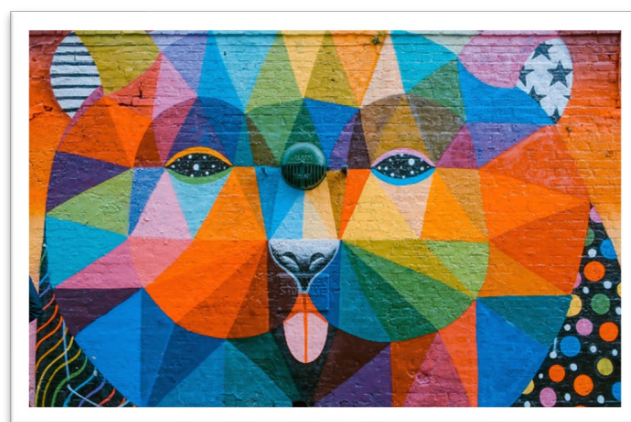
They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist/designer – artwork – world – audience to make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

Course Requirements

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

Record of School Achievement

Satisfactory completion of 100 hours of study in Visual Design during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.



WORK EDUCATION

Work Education is an elective course that can be studied for 100 or 200 hours in Stage 5.

Rationale

The Work Education syllabus provides students with an opportunity to develop knowledge and understanding of the world of work, the diverse groups within the community, and the roles of education, employment and training. They develop an understanding of the world of work as dynamic, how and why it may change, and what this may mean for their future.

Through their study of Work Education, students prepare for the working world by developing an understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, employer expectations and the diversity of work opportunities. This process is assisted by students developing self-evaluation, goal-setting and decision-making skills. They develop employability skills and the capacity to prepare for and adapt to multiple transitions throughout their lives, including post-school pathways. Work Education provides opportunities for students to transfer their knowledge, understanding and skills to a range of work-related contexts.

Through exposure to work-related learning, students develop self-knowledge, contemporary work skills, entrepreneurial behaviours and

resilience. They develop an appreciation of the role of collaboration, creativity and analytical skills in workplaces and the importance of diversity and ethical practices. Work Education encourages students to be self-motivated learners and to develop career management skills to navigate the new economies and be productive citizens. Research and communication skills are a key feature of the syllabus, and students are provided with opportunities to apply these to various theoretical and practical contexts.

Aim

The aim of the Work Education Syllabus is to engage students in learning about the world of work and develop their capacity to manage career planning, change and transition. Through the study of different contexts, students develop transferable work-related and interpersonal skills, and entrepreneurial behaviours. Work Education encourages students to be self-aware and to develop an appreciation of lifelong learning.

Record of School Achievement

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



HSC MINIMUM STANDARD

NSW Education Standards Authority



Reading, writing and numeracy — skills for everyday life



The HSC minimum standard has been introduced to ensure students have the reading, writing and numeracy skills needed for everyday life, work and further study.

What this means for students

Students need to meet the HSC minimum standard to receive the HSC. To show they meet this standard, students need to achieve Level 3 in short online reading, writing and numeracy tests. Schools will help students to decide when they are ready to take each test. Students get four chances a year to sit each test, from Year 10 up to five years after starting their first HSC course.

Only students who meet the HSC minimum standard will receive an HSC testamur.

Provisions and exemptions

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

Provisions are available for some students with disability. Some students with a disability studying Life Skills courses may also be exempt from meeting the minimum standard to receive their HSC testamur.

Find out more at
educationstandards.nsw.edu.au/HSCminimumstandard





www.thomasredd-h.schools.nsw.edu.au