



Clarence Valley
ANGLICAN SCHOOL

CURRICULUM HANDBOOK

STAGE 4
Years 7 & 8

2009-2010

INTRODUCTION

This booklet has been prepared in order to provide students and their parents with information about subjects taught and procedures in place during Stage 4 (Years 7 and 8) at CVAS.

As students, you have now finished your Primary years of schooling and you are starting on your Secondary education. It can be difficult, at first, to make the necessary changes. I encourage you to take this opportunity to make new friends, to exert a positive influence on others, to contribute to the co-curricular life of the School and, most importantly, to start your studies with enthusiasm, involvement and in an organised manner. Listen to your teachers, participate in class, do all your homework thoroughly and prepare fully for (and well in advance of) your exams. The habits you form now will become the foundation for successful study for the School Certificate (in Year 10) and the Higher School Certificate (in Year 12). Remember that **only effort earns success.**

Take full advantage of the support structures in place (your teachers, your tutor, Heads of Department) if you require extra advice and help. I wish you all the best in every aspect of your first two years of Secondary schooling at CVAS. By being hard-working students and involved in sports, Music, Drama, Debating and other such activities, you will help us to improve our growing reputation.

T M Grosser
Director of Curriculum

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CVAS CURRICULUM YEARS 7 – 12

KEY LEARNING AREAS	STAGE 4		STAGE 5		STAGE 6	
	Year 7	Year 8	Year 8	Year 9	Year 11	Year 12
English	English	English	English	English	English Standard (2U) English Advanced (2U) English Extension (1U)	English Standard (2U) English Advanced (2U) English Extension (1U)
Mathematics	Mathematics	Mathematics	Mathematics <i>Advanced (5.3)</i> <i>Standard (5.1)</i>	Mathematics <i>Advanced (5.3)</i> <i>Standard (5.1)</i>	General Mathematics (2U) Mathematics (2U) Mathematics Extension 1 (1U)	General Mathematics (2U) Mathematics (2U) Mathematics Extension 1 (1U)
Science	Science	Science	Science	Science	Physics (2U) Chemistry (2U) Biology (2U) Senior Science (2U)	Physics (2U) Chemistry (2U) Biology (2U) Senior Science (2U)
Human Society & Its Environment	History Geography	History Geography	History Geography Commerce (<i>Elective</i>)	History Geography Commerce (<i>Elective</i>)	Modern History (2U) Ancient History (2U) Geography (2U) Economics (2U) Business Studies (2U) Legal Studies (2U)	Modern History (2U) Ancient History (2U) Geography (2U) Economics (2U) Business Studies (2U) Legal Studies (2U)
Languages Other Than English	French					
Technological & Applied Sciences	TAS	TAS	Design Technology Information Technology Agriculture Food Technology (<i>Electives</i>)	Design Technology Information Technology Agriculture Food Technology (<i>Electives</i>)	Industrial Technology (2U) Agriculture (2U) Food Technology (2U)	Industrial Technology (2U) Agriculture (2U) Food Technology (2U)
Creative Arts	Visual Arts Music Drama	Visual Arts Music Drama	Visual Arts Music Drama (<i>Electives</i>)	Visual Arts Music Drama (<i>Electives</i>)	Visual Arts (2U) Music (2U) Drama (2U)	Visual Arts (2U) Music (2U) Drama (2U)
Christian Studies	Christian Studies	Christian Studies	Christian Studies	Christian Studies		
Personal Development, Health & Physical Education	PDHPE	PDHPE	PDHPE	PDHPE	PDHPE (2U)	PDHPE (2U)
Vocational Education & Training (VET)					Information Technology Accounting Entertainment Retail Operations Tourism Aged Care Work Animal Care Automotive – Mechanical Beauty Therapy Horse Industry Skills Music Skills Seafood Industry – Aquaculture (<i>All External</i>)	Information Technology Accounting Entertainment Retail Operations Tourism Aged Care Work Animal Care Automotive – Mechanical Beauty Therapy Horse Industry Skills Music Skills Seafood Industry – Aquaculture (<i>All External</i>)

A Checklist for Success at CVAS

- Set realistic and attainable goals
- How will you make sure that you reach your potential?
- Read widely
- Be organised
- Be prepared to seek help
- Do you know that study is beyond homework?
- Be involved in sport and co-curricular activities
- Manage your time in a balanced way

Assessment Expectations

- Apply diligence and sustained effort in each course
- Students to take an active role in their learning
- Prepare adequately and well in advance
- Adhere to deadlines
- To approach work honestly
- To actively seek feedback from teachers
- To make a serious and full attempt at all set tasks
- To come to class fully prepared for each lesson
- Due dates are strictly enforced
- Plagiarism will not be tolerated

Types of Assessment

Formative (or diagnostic) assessment

This will contribute towards a classmark. Formative assessment includes things like: topic tests, assignments, spelling tests, speeches, etc. This will be held for all subjects and will happen continually throughout each semester.

Summative assessment

These are usually tasks of a more structured nature (eg. Major projects, Examinations).

Subject Entry Criteria for Year 11

These apply to subjects with different levels and to highly specialised subjects.

Why?

- Less flexible subject choice imposed by new HSC
- Few outcomes in common to different levels across a course
- Compulsory 2 Units of English
- Loosening of university entry requirements
- Best fit for each student

English

Entry to Extension English (3U)	85% in Year 10 English
Entry to Advanced English (2U)	75% in Year 10 English

Students will be placed in their English class for Year 11 by the Head of English. Students who wish to attempt a higher level of English than directed must apply in writing to the Head of English for consideration by the end of Term 1.

In Term 2, those students placed in a level of English on a Provisional basis must then achieve within these percentages of the year group by the end of Term 2 to remain at the higher level.

Mathematics

Entry to Mathematics Extension 1 (3U)	85% in Year 10 Mathematics
Entry to Mathematics (2U)	75% in Year 10 Mathematics

Students entering a level of Mathematics on a Provisional basis and must gain at least 60% on all class tests in Term 1. During Year 11, any student who was not on the provisional list at the beginning of the year and is not achieving the minimum achievement of 60% on each assessment task in his/her course of study, they will be placed on the provisional list for the next term.

Science

Entry to Physics	75% in Year 10 Science
	75% in Year 10 Mathematics
Entry to Chemistry	75% in Year 10 Science

Students entering these subjects on a Provisional basis must gain at least 60% in theory tests and demonstrate satisfactory completion of all practical tasks in Term 1.

Music

Elective Music in Year 10.

HOMEWORK POLICY

CVAS acknowledges that many of our students are actively involved in a range of co-curricula activities after school hours. Many of these activities are very beneficial to their personal development and we strongly encourage them to remain involved in their activities as it creates balance to their lives. However, within this busy schedule CVAS does require our students to find an appropriate amount of time to complete the homework set by their class teachers.

The regular and consistent completion of homework is an important part of each student's academic programme. It fosters habits of self discipline, organisation, preparation and independent work early in our student's lives as well as reinforcing, consolidating and revising work that has been covered in class.

Purposes of this Policy

The purposes of this policy are to:-

- Convey to students, parents, staff the School's beliefs and expectations regarding the setting and completion of homework;
- Foster a partnership between all involved in ensuring that quality homework is produced;
- Convey to students the importance of effort and resilience to academic success;
- Emphasise the importance of encouragement and support by teachers, parents, staff in student's efforts to complete homework;
- Give teachers guidelines on setting the appropriate type and amount of homework at different levels.

Aims of Homework

- To reinforce/consolidate/revise what has been covered in class;
- To develop independent study/research techniques and/or develop individual organisational skills;
- To allow time for students to work in solitude, to encourage personal reflection and self evaluation, and to associate learning with an environment other than the classroom.
- To extend the curriculum into wider areas than class time allows;

Expectations

Each student is expected to:

- Work their hardest during the school day and at their homework;
- Take an orderly and self-directed approach to their homework, which should be seen as a necessary extension of the school day;
- Plan their time, by completing an assignment or preparing for a test over a number of nights rather than leaving this until the last available night;

- Keep details of homework set each day in their diary;
- Produce quality work on the day for which it is set;
- Do homework at home, at Homework Club or in supervised study periods.
- With the assistance of their Tutor develop a homework/study timetable that works for them.

Types of Homework

Homework is set for the purposes of PRACTICE, PREPARATION and/or EXTENSION.

The types of homework generally set include:-

- Exercises, worksheets, assignments or projects set by the teachers along with corresponding requirements, such as due date, format, length, etc
- Assessment tasks;
- Reading for meaning /enjoyment /note-taking /comprehension /interpretation /awareness;
- Learning of content, including rote-learning of verses, spelling language, vocabulary, grammatical rules;
- Revision to prepare for a test or to ensure mastery;
- Extension work and/or practical work;

Time Guidelines

Years 7 – 8 1 1/2 hours or about 10 – 20 minutes per subject per day

Years 9 – 10 2 hours or about 15 – 25 minutes per subject per day

Years 11 – 12 3 hours or about 30 – 45 minutes per subject per day

- If no homework has been set, students are expected to use the time available for revision, working ahead, and/or preparation for the next test.
- If a student spends the required amount of time on a subject but does not complete the task set, one of their parents should write a note on his homework.

Staff Guidelines

- It is the **expectation of the School that all teachers set regular homework.**
- Regularly check **student diaries** to ensure that they are serious about recording homework. If homework is not set on a particular day, they should write 'NIL' as the entry for that subject in their diaries. Ensure that students in Years 7 – 10 write homework entries in their School diaries. Recommend this for students in Years 11 – 12.
- Homework may be **short term** (overnight) or **long term** (more than one night). In order to provide students in Junior years with appropriate structure, it is recommended that homework be predominantly short term in nature. For long term work, the following are useful:-

- Reminders about due date
 - Reminders to break work up over a number of nights
 - Progress checks – these could be built into an assessment scheme
-
- **Check** homework regularly, especially at the beginning of the year.
 - Keep **records** of homework checked. Consider building a homework mark into your assessment system.
 - Always give students **advice** about the requirements of the type of homework set.
 - Give the students the **purpose** of any homework set.
 - **Avoid holiday work** in the junior years; if students have worked hard each term, they deserve a break.
 - Insist on **quality** work being submitted. Ensure that there are consequences if this is not the case.
 - Insist on **correct spelling and grammar** as appropriate.
 - Avoid setting homework based on new work in the week prior to any examination. Instead, help provide students with some structure, requiring them to make study notes, make mind maps, do revision sheets and do past papers. Do not set projects or assignments in **Years 7 – 10 two weeks prior to examinations.**

SUBJECT DESCRIPTIONS

Christian Studies

Christian Studies at Clarence Valley Anglican School has the purpose of introducing students to the breadth of tradition and meaning in both the Old and New Testaments commonly called the Hebrew and Christian Scriptures.

The Stage 4 programme involves an introduction to basic skills in navigating through the Bible with a focus on the major stories in both Testaments. In doing so, students will also be exploring images of God in themes such as justice, hope, freedom, forgiveness, and hospitality. It is intended that students will gain the skills and insights to understand these themes for contemporary culture as well as having meaning for their own personal relationships.

All of the topics in Christian Studies are taught with an emphasis on developing an understanding of God revealed as Creator, Christ and Holy Spirit.

Drama

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

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.

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, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

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.

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

English

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

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

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

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

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

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

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

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

Geography

The Geography (Mandatory) course must be studied substantially in each of Years 7–10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge,

understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

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

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

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and the responses to them including appropriate methods of citizenship for their management.

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

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

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

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

History

The History (Mandatory) course must be studied substantially in each of Years 7–10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

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

Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are

studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact history is also examined.

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

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

Particular Course Requirements

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

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

LOTE – French

French is taught in Year 7, covering the mandatory 100 hours in a consecutive 12-month period in which a student is to study LOTE.

In today's modern society, young people need to be prepared for living and learning in a world that is more technologically focused, globally connected and internationally competitive. Through their study of French, young people develop skills that equip them for participation in a range of work settings in an increasingly globalised world and workforce. Learning French broadens the employment opportunities for young people and enables them to become more effective and valuable members of the workforce. Through the study of French, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students learn about the different viewpoints, customs and traditions in French-speaking communities, as well as characteristics that are common to all people. The study of French fosters the ideals of respect for others and of appreciation and acceptance of diverse points of view, beliefs, attitudes and values.

Through the study of French, students gain skills, knowledge and understanding that will equip them to participate in the global community. They learn about what it means to have a sense of identity within the environment of multicultural Australia.

In the 100-hours mandatory study, skills to be learnt and developed include:

- recognising the importance of culture and cultural awareness
- recognising how culturally appropriate behaviour and language are used in diverse contexts.
- recognising and identifying the contributions of French-speaking communities to the world of work
- applying knowledge of French language and culture to work opportunities.

Mathematics

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

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

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

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

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

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

Music

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course must be studied for 100 hours in Stage 4 (Years 7 and 8). This is a requirement for eligibility for the award of the School Certificate. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

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.

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.

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

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

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.

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

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

PDHPE

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

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

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

All students study the following four modules:

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

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

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

Science

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

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

Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based

conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

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

Technology

Technology develops an understanding of the process of design and enables the student to develop their problem solving and thinking skills through practical processes. Technologies assume increased importance when they are applied to solve real problems and used to create ideas and solutions for the real world. Through practical experience technology leads students to develop, select and apply technological skills involved in designing and producing.

Technology (Mandatory) will enable students to contribute in to the world in a positive and effective way, to function safely in a working environment and to come to terms with rapid technological change. Having a capacity to solve problems, generate ideas and work competently with technology will enable students to perform competitively in a global society.

Students will study four focus areas in Technology (Mandatory) during Year Seven; plastics, electronics, textiles and computing. Each of these units will run for a period of ten weeks. During Year Eight students will complete twenty weeks each of woodwork and food technology.

Visual Art

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course must be studied for 100 hours in Stage 4 (Years 7 and 8). This is a requirement for eligibility for the award of the School Certificate. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

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.

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 artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art making and critical and historical studies.

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 judgments. 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.

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

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

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

APPENDIX 1: A GLOSSARY OF KEY TERMS

Students must familiarise themselves with these terms:

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

from NSW Board of Studies (2000): The New HSC: Assessment Support Document

APPENDIX 2: PLAGIARISM POLICY

Honest behaviour is expected of all students at CVAS. The purpose of this policy is to create and maintain an ethical academic atmosphere.

1. What is plagiarism?

Plagiarism is the use of another person's ideas or arguments, without acknowledgement, and involves **reproducing, paraphrasing, summarising or otherwise presenting them in altered form**. Plagiarism includes submitting work prepared by another author, including another student, as one's own.

Plagiarism is not just the act of copying information from another author, but is also when you use someone else's ideas – even in a summarised or paraphrased form without acknowledgement. Not only is it therefore unethical but it is akin to academic theft, a matter which the School and the wider community takes seriously.

2. From which sources do student (often unknowingly) plagiarise?

- Encyclopedias
- Textbooks
- The Internet (homework sites, online essay sites)
- Literary criticisms – both print and online – such as Excel Notes and Spark Notes
- Autobiographies, biographies
- Past and present students

3. Acceptable behaviour in the writing process

- Discussing the assignment with others for clarification
- Exchanging drafts of papers for critical peer response

4. Quick Q & A

Q: Is copying out a few pages from a book I borrowed on Hitler for my History assignment plagiarism?

A: Yes. You should never simply copy large chunks of material and then claim them as your own. Try instead to extract only the useful bits of information, use inverted commas when quoting and cite in the text and bibliography where the information came from.

Q: Is downloading a free online essay from the Internet for my English assignment plagiarism?

A: Definitely. Again, you are cheating if you copy out someone else's work and pass it off as your own.

Q: Is handing in an ex-student's assignment plagiarism?

A: Yes, for the same reasons above.

Q: Is downloading a graph from the Internet for my Geography assignment plagiarism?

A: Check the copyright details to see if you are freely able to use information from the site for educational purposes. Then, if you are, make sure you acknowledge the website in your bibliography or within the text (see below to find out how to write this).

Q: Am I in trouble for plagiarism if I give my assignment to another student to copy?

A: Yes. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.

Q: If my parent or older sibling does part or all of my assignment in this also considered plagiarism?

A: Yes.

5. So, how can I avoid plagiarising?

- By avoiding cheat sites on the Internet that allow you to download ready made essays.
- If you use ideas from another writer or quote another person's work directly in your essay or assignment you must acknowledge this: you must say where the idea or information came from. This could be from a written source, a map, data, diagram or website.
- By avoiding simply copying out large chunks of material from the Internet or books. Set out a clear plan. Know the sort of information you want. Extract only the useful information, jotting down main points and important details. Write notes in your own words.
- By carefully citing or footnoting all information and ideas you have taken from another author within your text. There are two ways you might like to do this. See the information on Quotations and Textual References (section 7).
- By not using past or present students' essays and claiming them as your own.
- By carefully checking the copyright information each time you use information or ideas from a website. You need to check two things:

a) Is there an open licence to use the material?

If so, you might read a statement like this:

"The images on this site may be freely used for personal, educational, and most non-commercial purposes."

b) Are there any limitations on use?

You might find a statement such as this:

"Commercial use is prohibited. Use within educational setting must include acknowledgement of the art room as the source of the material."

6. What is bibliography and how do I set one out?

Put simply, a bibliography is a list of the texts you have consulted during your research. Texts are listed alphabetically according to the author's surname. Include the following information in order:

- a) Author's surname followed by initial or given name
- b) Year of publication
- c) Title of publication (in italics if word processed, underlined if handwritten)
- d) Title of series (if applicable)
- e) Volume number (if applicable)
- f) Edition (if applicable)
- g) Publisher
- h) Place of publication (name of the city or suburb)
- i) Page number or numbers if applicable

For example:

1. Gray, Martin 1992 *A Dictionary of Literary Terms*, 2nd ed, Essex: Addison, Wesley, Longman Ltd.
2. Spurr, Barry Dr 1997 *The Poetry of Bruce Dawe*, Sydney: Pascal Press.
3. Tascot, James 1982 *The Fungi on Our Mouldy Earth*, New York: Hardy & Sons.

Citing or quoting sources from the Internet

When you are quoting sources from the Internet the usual order which follows the Harvard method for writing the source is: **author, date, title, URL**.

Example: Smith, M.K. 1997 *Referencing the Informal Education Homepage*, viewed 12 June 1998: <http://www.infed.org>

7. QUOTATIONS AND TEXTUAL REFERENCES

A. So, how do I set out footnotes?

Footnotes should be used where a numbering system is used immediately after the reference or quotation, more details are given at the foot of the page and full details are given in the bibliography. Footnotes are very easy to include whilst handwriting or wordprocessing your document. When you have taken an idea or piece of information from a particular text, you write a number at the end of the sentence which indicated that the idea is not your own.

On **Microsoft Word** this is done by:

Clicking on Insert

Clicking on Footnote

Typing in your reference at the bottom of the page

Microsoft Word will automatically number your footnotes.

For example: "Archaeology is a tool to understanding ourselves, the lantern we shine into the grey dawn of the future."²

When you type your reference at the bottom of the page you do so in the same order as the bibliography. When you have two references in a row from the same text you can use the abbreviation *ibid* and then simply record the page number.

For example: "Forensics; memories; the law; but in the end they're all just matches we're striking in the darkness"³

B. Footnoting is too hard! What is an easier way to acknowledge references throughout a document?

Citing in the text is an easier way of recording where your quotes and ideas came from. When a reference is made to an author or you include a quote from one of your sources you can either write the author and date of publication immediately after the reference or quotation [eg. (Churchill, 1945, p26)] or you can integrate the details into your sentence as set out below: Biddulph (1994) argued...

8. Why is all of this important?

Avoiding plagiarism is important because taking someone's ideas without crediting the person is just like stealing. It is unethical. When a person composes something (eg a song, an essay or a website), it is morally and by law his/her intellectual property, and people who use it should acknowledge where it came from. This is not just a consideration for school students and teachers. Plagiarism and breaches of copyright come with heavy fines (a staggering \$93,500 for

companies and \$60,500 for individuals). You will also need to be aware of these issues if you study at university or you are in the workplace.

9. Consequences of plagiarism:

When a teacher detects that a student has plagiarised part (or all) of an assignment, the teacher will evaluate the nature and extent of the plagiarism and inform the student that one of the following penalties will apply:

- A letter to the parents with a brief statement of the circumstances and the punishment
- A mark reduction (possibly to zero) for the assignment
- The student must resubmit the work, using his own ideas and style

These penalties also apply to any person(s) who knowingly assists another person with plagiarism. It is the School's view that both parties are equally culpable in the act of plagiarism.

² Bradley, J 1997 *Wrack*, Random House, Sydney, p108.

³ *ibid*, p34.

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