



NEW ENGLAND GIRLS' SCHOOL

STAGE 5 ADDITIONAL (ELECTIVES) STUDIES

SUBJECT SELECTION GUIDELINES

2016

Stage 5 Additional Studies Information for Parents and Students

Course Pattern

All students at NEGS must study during Years 9 and 10:

English	200 hours
Mathematics	200 hours
Science	200 hours
History / Geography	200 hours
Additional Studies	400 hours
Christian Studies	100 hours
Computing Studies	100 hours
Personal Development, Health and Physical Education	100 hours

Record of School Achievement (ROSA)

Students who are leaving at the end of Year 10 (or before they complete the HSC) receive a Record of School Achievement from BOSTES which shows:

- The Grades approved by BOSTES allocated to each student in English, Mathematics, Science, Geography and History as determined by the School's Assessment Program;
- The Grades approved by BOSTES allocated to each student for all 200 hour and 100 hour Additional Studies Courses undertaken in Years 9 and 10, determined by the School's Assessment Program;
- A Statement of Satisfactory experience in:
 - Design and Technology*
 - Music*
 - Visual Arts*
 - Physical Education*
 - Australian History*
 - Australian Geography*at some stage over the Years 7-10 at the School.

Students who complete Year 12 will receive the HSC credential.

Assessment

Students receive an Assessment Handbook at the beginning of Year 10 that outlines the number, nature of and weight of Assessment Tasks to be completed in each subject.

At the conclusion of the Assessment Program, each student is allocated a grade such that:

A	=	Excellent Achievement
B	=	High Level Achievement
C	=	Substantial Achievement
D	=	Satisfactory Achievement
E	=	Elementary Achievement
N	=	Not Satisfactorily Completed

These grades are based on guidelines provided by BOSTES for each subject.

Transferring Students

Students who complete a minimum of 100 hours of an Additional Studies Course (often in Year 9) and then transfer to another school where they are unable to continue with that Course, can be awarded a grade in that course on their 'Record of Achievement'.

Additional Studies (Electives)

During Years 9 and 10 students can study up to 6 different electives. They can choose to do an elective for both Years 9 and 10 (200 hours) or in either Year 9 or Year 10 (100 hours).

The courses on offer for Years 9 and 10 are:

<i>Line 1</i>	<i>Line 2</i>	<i>Line 3</i>
Agriculture	Commerce	Design and Technology
Drama	Textiles	Equi-Skills
Physical Activity & Sports Studies	Visual Arts	French
	Equi-Skills	Music
Extra curricular	Extra curricular (excluding riding)	Extra curricular (excluding riding)

* Students choose 3 different electives – one from each line.

Prerequisites

With the exception of languages, none of the subjects offered is mandatory for selecting those subjects for continuation into Years 11 and 12. If students wish to study languages in Year 11 they would need to do a language for 200 hours (2 years).

The Equi-Skills course, is designed for students who are interested in the care of horses and who are riders. An assessment of all students selecting the course will be conducted once they are enrolled.

Extra curricular line

In 2016 girls who do extra curricular lessons or special programs at NEGS will be able to elect to have one of the 3 elective lines free to be able to work on these courses.

The extra curricular elective may be utilised by students who are having extra curricular lessons in Equestrian, Music or Drama or other special courses including the Scholars program, Learning Support or a Distance Education course.

There are 7 periods that are devoted to each elective line (usually comprising 2 doubles and 3 singles) and these would be available to the student for extracurricular lessons/ special courses or study periods.

The **conditions** for selecting ONE extra curricular elective are as follows:

1. Students must be intending to study an extra curricular subject /special course at NEGS for the whole year.
2. Students will slot in at least ONE extra curricular lesson PER WEEK in the times on the free elective line.
3. Students not having a designated lesson in any of the remaining periods will sign in at the library for a study period.
4. Students who wish to practise music in the Music block in one of the study periods will need to have the written permission of the Head of Music.
5. Equestrian students will NOT be able to go to the Equestrian Centre unless they have a designated riding lesson.
6. If the extra curricular teachers are not available in any of the 7 periods the student will need to select another elective on that line.
7. The students doing the special courses (Distance Education, Scholars or Learning Support) will also need to negotiate lesson times with the appropriate teachers.
8. Any abuse of the system would result in the student losing the right to the extra curricular elective.
9. **All students who wish to be considered for this option will complete an application which will need to be signed by the parent, the relevant HOD and the Year Advisor.**

**Please note: the booklet containing subject information is available on the NEGS website.

AGRICULTURAL TECHNOLOGY - COURSE 1 AND 2

Introductory Course Description

The study of Agricultural Technology develops a knowledge and understanding about a range of agricultural practices. This course also develops the students' ability to respond to human needs and emerging opportunities and develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products.

Course Content

Agricultural Technology will include the following topics completed in a year A / B rotation.

Year A

Beef Cattle Production
Horses
Vegetables
Pigs and Poultry

Year B

Sheep Production
Property Planning Competition
Soils and Pasture
Dairy Cattle/Goats

Agricultural Technology includes a minimum of 50% practical activity. Students are also involved in the daily running of the school farm. Additional practical skills include supervised tractor and quad bike riding and fencing.

Extra curricula activities for this subject include visits to local farms, livestock competitions, property planning competition, university (UNE) agriculture facilities and field days such as Gunnedah Agquip.

Skills Developed

Students studying Agricultural Technology will develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing cooperative and safe work practices in agricultural contexts.

Assessment Overview

Tasks of equal weighting will occur throughout the course and will assess knowledge, understanding and practical skills. Students will be assessed both theoretically and practically.

Future Directions in the Senior Years

This course leads into Stage 6 Agriculture and provides a well-developed background for this Senior Studies Course.

COMMERCE

Commerce can be taken as a 100 or 200 hours course. The course is broken into two strands that run in alternate years.

Commerce I (100 hours)	Commerce II (100 hours)
<ol style="list-style-type: none">1. Consumer Choice2. Personal Finance3. Investing4. Law in Action5. Travel	<ol style="list-style-type: none">1. Law and Society2. Employment Issues3. Promoting and Selling4. Running a Business5. Political Involvement

Commerce provides the knowledge, skills, understanding and values that form the foundation for students to make sound decisions about consumer, financial, business, legal and employment issues. It develops an understanding of the 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. It emphasises the use of information and communication technology and promotes social responsibility.

Skills Developed

Commerce draws on a wide variety of skills outcomes.

Assessment Overview

Assessments include inquiry-based research assignments and projects, problem solving and simulation activities such as the Stock Market game, Master of the Mall and mock trials, practical activities such as the construction of spreadsheets for the analysis of personal budgets, evaluation of effective legal measures and remedies in a range of commercial transactions and work environments, fieldwork activities and presentations such as role plays and PowerPoint presentations.

Future Directions in the Senior Years

Students who have completed Commerce have a pathway into Stage 6 HSIE, including Business Studies, Legal Studies and Economics

DESIGN AND TECHNOLOGY - COURSES 1 and 2

Introductory Course Description

Design and Technology Courses 1 and 2 provide students with the opportunity to apply the design process to a range of practical design briefs and to use related knowledge and skills to solve problems. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop higher order thinking. The design process caters for a variety of student needs, abilities and interests.

Note: Course 1 is 100 hours and it is recommended that students further develop skills by also completing Course 2, which is a further 100 hours.

Course Content

- A strong emphasis is placed on practical projects and the documentation of their development.
- The Core Content Areas such as Activity of Designers and Design Processes will be integrated into each work unit.
- 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.
- There are 25 possible focus areas that may be selected for projects. Each school chooses the focus areas that are relevant to students' needs and interests, school resources and teaching expertise. Information and Communication Technologies (computing) tasks will be integrated.

Skills Developed

The skills developed in Design and Technology are useful in a wide variety of career choices. Key skills developed in the course include:

- Problem solving
- Producing quality design solutions
- Managing resources
- Communications
- Skills in innovation, creativity and enterprise.

Course Projects

Students undertake a number of practical design projects based on solving design briefs, through the application of the design process, knowledge and skills. Each practical project is supported by documentation of the problem solving process in a process diary/folio. Design briefs will be selected to enhance student-learning experiences and may include projects based on: Promotional Material, Interior Design Project, Food Marketing or Materials Technology such as wood, mosaics and desk top publishing.

Assessment Overview

- The practical process of solving Design Briefs forms the basis of the assessment program.
- Documentation of the processes will be assessed in the folio/diary that supports each practical project.
- Each unit of work also has a body of theoretical content that will be assessed formally in a test.
- Self-evaluation by the student is required for each of their projects. The syllabus outcomes are assessed through a wide variety of assessment procedures such as: Practical projects, written and oral reports, experiment reports, fieldwork and aesthetic design tasks.
- To enable each student to demonstrate their knowledge and skills.

Future Directions in the Senior Years

Design and Technology is offered at NEGS as both a Preliminary and HSC 2 unit course. The HSC Design and Technology course places a strong emphasis on practical skills evident in the Major Design Project. This project accounts for 60% of the student's HSC score, and the HSC exam is worth 40%

DRAMA

Introductory Course Description

Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture. Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this art form engages students in a creative process of sharing, developing and expressing emotions and ideas. In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences.

Course Content

The Drama syllabus draws on the contemporary drama and theatre practices of making, performing and appreciating drama. These practices are active, experiential, critical and reflective. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

Assessment Overview

The Drama course is 60% practical/performance and 40% theoretical/written.

Assessment tasks include:

Monologues

Duologues

Group Devised Performance/s

Individual Project - script writing, costume design, set design, film and lighting design.

Analytical response to a play/performance

End of year exam focusing on practitioners and theatre styles

Drama in the Senior Years

Students intending to complete the 2 Unit HSC Drama Course are encouraged to participate in Stage 5 Drama as the skills are transferable and relevant and provide a well-developed foundation for this highly specialised course.

FRENCH

Introductory Course Description

The aim of the French course is to enable students to achieve sufficient linguistic skills to allow them to communicate in a functional, effective manner in French. Initial emphasis will be on speaking skills and then students will consolidate knowledge by completing functional French in other modes.

Course Content

The receptive skills of viewing, listening and reading, and the productive skills of speaking, writing and representing will be developed throughout the course. All four skills will be studied within a cultural context so that the students' educational experience will be further enhanced by knowledge of French-speaking societies.

In addition, relevant information will be taken from an eclectic range of texts. The course includes oral/aural practice, study and use of grammatical structure, French magazines, songs, videos and cuisine.

Skills Developed

Students studying French Continuers will:

- Learn to listen to, speak, read and write in French
- Gain an understanding of the culture of France and French speaking communities
- Gain greater precision in actual language use through increasing mastery of the grammatical system
- Develop a better understanding of their own language and how language works

Assessment Overview

Assessments will be conducted on a regular basis as outlined in the programme. The types of assessments will vary from collaborative tasks, independent research tasks to the more traditional written tests.

Future Directions in the Senior Years

Students who have completed French to a satisfactory standard in Stage 5 will be eligible to enrol in the Continuers course in the Higher School Certificate.

MUSIC

100 HOURS AND 200 HOURS

Introductory Course Description

Students are required to study:

- Concepts (duration, pitch, dynamics and expressive techniques, tone colour, structure)
- Learning Experiences - Performing, Composing, Listening

Contexts in the Stage 5 elective course

In the Music elective course, students are required to develop further knowledge, understanding and skills in a range of musical contexts through the studies of a compulsory topic and additional topics.

Students undertaking a 100-hour course in Music must study the compulsory topic, Australian Music, and at least one topic from each of the groups of topics below.

Students undertaking a 200-hour course in Music must study the compulsory topic, Australian Music, and at least two topics from each of the groups of topics below.

Compulsory topic – Australian Music

Students must study Australian art music as well as a range of repertoire from the following suggestions:

- music of a particular composer
- traditional and contemporary music of Aboriginal and Torres Strait Islander peoples within a cultural context
- jazz
- rock
- popular music
- music of an artist/group
- folk music
- theatre music
- music for radio, film, television and multimedia
- the impact of technology
- the role of improvisation.

Students may revisit this topic, focusing on a different aspect of Australian Music. For example, one unit will focus on Australian art music while others may focus on aspects such as popular music, or Aboriginal music.

Group 1

- Baroque Music
- Classical Music
- Nineteenth-century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20th and 21st Centuries
- Music of a Culture
- Music for Small Ensembles (Group 1)
- Music for Large Ensembles (Group 1)

Group 2

- Popular Music
- Jazz
- Music for Radio, Film, Television and Multimedia
- Theatre for Music
- Music of a Culture (different from Group 1)
- Music for Small Ensembles (Group 2)
- Music for Large Ensembles (Group 2)
- Rock Music
- Music and Technology

Skills Developed

Students will develop skills in Composition, Performance and Listening (Understanding of Music)

Course Project

Not applicable

Assessment Overview

The skills of Performance, Composition and Listening (Understanding of Music) will be assessed throughout each course. There is equal weighting on these 3 areas.

Future Directions in the Senior Years

Students undertaking music as an additional study will have the option to continue studying Music in Years 11 and 12 in the Board of Studies Music 1, Music 2 and Music Extension courses.

EQUESTRIAN NSW EQUI-SKILLS PROGRAM

Introductory Course Description

This ENSW Equi-skills Introductory course provides knowledge and skills to safely handle and work with horses with a view to understanding and developing competencies to work within any area which may involve horses. Students learn to apply workplace health and safety, animal ethics and are made aware of environmental responsibilities. Through this course students work towards nationally recognised certificates. The two areas being delivered are:

Horse Management

Riding

Course Content

The course covers the following units:

- General horsemanship and safety
 - o Travelling
- Saddlery
 - o Lunging the Horse
- Horse Care
 - o Riding
 - o Flatwork
 - o Riding over poles
 - o Riding in open spaces
 - o Health and fitness
 - o Feeding
 - o Hoof Care
 - o Grooming

Skills Developed

Upon successful completion of the course the students:

- Will have started to acquire skills, knowledge and attitudes required by professionals in the horse industry to care for horses in a variety of environments
- Will be able to recognise a variety of saddlery, look after it and able to correctly fit working gear for the purpose required
- Will be able to recognise and discuss a variety of illnesses and injuries and understand when further intervention is required
- Will recognise a variety of healthy and poisonous feeds, understand their basic properties and apply basic feeding rules
- Will be able to care for and groom a horse safely
- Will be able to prepare a horse for transport
- Will be able to identify an appropriate area to lunge a horse as well as safely tack up and lunge a horse
- Will be able to work in the industry as an individual and a team, relating to roles, rights and responsibilities and professional behaviour
- Will be able to ride with control and safety in a variety of environments and have developed a balanced seat in both 2 and 3 point positions

Assessment Overview

Evidence is collected throughout the year to determine a student's competence. It is made up of direct, indirect and supplementary evidence which may be in the form of oral questioning, written questions, assignments, projects, case studies and personal statements.

Future Directions in the Senior Years

Students who have completed the Equi-Skills course have a pathway into Certificate II in Primary Industries, and the NCAS EA Level 1 Horse Management and Riding certificates. At 18 students may wish to enrol in the Coaching component of this course.

PHYSICAL ACTIVITY AND SPORTS STUDIES

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This syllabus promotes the concept of learning through movement. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

PASS 100 OR 200 HOUR COURSE

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
M O D U L E S	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

As the course at NEGS is a Year 9/10 combined course the selection of units run on a 2 year cycle.

The cycle for 2016 will be as follows:

- Nutrition and Physical Activity
- Physical Fitness
- Coaching
- Event Management
- Opportunities and Pathways in PE

The cycle for 2017 will be as follows:

- Body Systems
- Fundamentals of Movement skill development
- Australia's Sporting Identity
- Issues in Physical Activity and Sport
- Technology, Participation and Performance

Aim

The aim of the *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Objectives***Knowledge, understanding and skills***

Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

Values and attitudes

Students will:

- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

Future directions in senior years

This course is a pathway into the Stage 6 PDHPE course.

TEXTILES TECHNOLOGY

Introductory Course Description

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work that includes investigation and experimentation will enable student to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

Course Content

There are three Areas of Study:

Design, Properties and Performance of Textiles as well as Textiles and Society. In addition students will undertake a selection of practical projects from the following Focus Areas:

Apparel - includes clothing and accessories such as shoes, hats, jewellery and belts.

Furnishings - includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags.

Costume - includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costume and dance costumes.

Textile Arts - includes wall hanging, fabric-based artworks, embroidery, wearable design.

Non-apparel - includes book covers, toys, bags, umbrellas, tents, backpacks, sleeping bags.

Focus Areas provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

Skills Developed

Students will complete a textile item for each unit of work, thereby developing practical skills in designing, constructing/producing and evaluating. Theoretical work will be integrated into each unit.

Course Projects

There are two key components of project work including the development of practical skills to produce textile items and the related documentation of student work, which may include research components. Students are required to supply construction materials for practical projects. Projects may be based on any of the fine focus areas.

Assessment Overview

Students will be assessed on performance in a range of tasks, both practical and theoretical based on the attainment of the syllabus outcome and bands of performance.

Future Directions in the Senior Years

Students may have the opportunity to elect a senior option in either Textiles and Design or by completing a Textiles related Major Design Project in the Design and Technology Course.

VISUAL ARTS - COURSES 1 & 2

Introductory Course Description

Visual Arts provides learning opportunities designed to encourage students to understand their visual world. This subject fosters interest and enjoyment in the making and studying of art. It builds understanding of the role of art, in all forms of media, in a variety of contexts including contemporary and historical cultures. It encourages the creative and confident use of technologies including traditional and modern art forms and emerging applications in Information and Communication Technologies (ICT) and digital media.

Course Content

Students will develop knowledge, understanding and skills to make artworks informed by their understanding of Art Practice, the Conceptual Framework and the Frames.

<p style="text-align: center;">VISUAL ARTS ONE</p> <p>Art Practices:</p> <p>Art Styles & Movements:</p>	<p style="text-align: center;">Classical and Modern Traditions</p> <p>Painting</p> <p><u>Traditional Painting Conventions</u></p> <ul style="list-style-type: none"> • Renaissance Painting - Raphael • Impressionist Painting - Monet • The French Academy and Le Salon • Surrealist painting – Salvador Dali 	<p style="text-align: center;">C20th Architecture</p> <p>Drawing and Design</p> <p><u>Modernist Architecture</u></p> <ul style="list-style-type: none"> • Arts & Crafts Movement • Impact of the Industrial Revolution • Art Nouveaux • The influence of the Bauhaus • Chicago School & the Skyscraper • International Style • Postmodern Architecture: Introduction
<p style="text-align: center;">VISUAL ARTS TWO</p> <p>Art Practices:</p> <p>Art Styles & Movements:</p>	<p style="text-align: center;">Digital Environment</p> <p>Photography and Video</p> <p><u>Contemporary Digital Media</u></p> <ul style="list-style-type: none"> • Photography Conventions - Modernism - Harold Cazneaux & Max Dupain • Contemporary Australian Photographers • The Beginning of Video Art - Nam June Paik • Contemporary Practice - Shaun Gladwell 	<p style="text-align: center;">Re-printing the Boundaries of Art</p> <p>Silk-screen printing</p> <p><u>Modern Printing Practices</u></p> <ul style="list-style-type: none"> • German Expressionism - Kathe Kollwitz • Pop Art - Andy Warhol & Robert Rauschenberg • Feminist Art - Barbara Kruger • Graffiti Art – Banksy • Postmodern Art – Mike Parr

Students will use their Visual Arts Process Diary as they explore ideas and interests, experiment with new ways to formulate ideas for artworks and become practiced in selecting and using appropriate materials for making artworks.

Skills Developed

Skills will be developed in a range of art forms according to the students' interests, teachers' expertise and available resources. These will be in the following:

- 2D forms of drawing, oil and acrylic painting, mixed media, printmaking, photo and digital media (wet photography and digital forms), computer generated graphics etc.
- 3D forms include ceramics, sculpture including relief, in the round, installation and conceptual works.
- 4D forms include time-based works such as video, time-based installation works and other 4D forms.

Assessment Overview

Each unit of work will be assessed in accordance with:

50% Artmaking which includes Artmaking tasks, Visual Arts Process Diary, development of ideas, planning and preparation for tasks, Conceptual Framework and Frames.

50% Critical and Historical studies - Gallery Reports, Historical research, Conceptual Framework and Frames analysis.

Units of work will be assessed during and at the completion of each unit. Written and verbal feedback will be provided to each student.

Future Directions in the Senior Years

Visual Arts is currently offered in Years 11 and 12 as a discrete HSC course. Students follow a prescribed course gradually working towards more independent interests and learning.

The Higher School Certificate course focuses on 50% Artmaking, which includes creating a Body of Work for external assessment, and 50% Critical and Historical studies, which concludes in an external examination. Regular assessment occurs throughout the Preliminary and HSC course. Work in the Visual Arts Process Diary (VAPD) underpins all explorations leading up to the Body of Work.