LINDISFARNE
Anglican Grammar School

Curriculum Manual
Year 10 2026

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ABN 91 552 839 641 | **CRICOS** No. 03803G

Introduction

The information provided in the following pages is designed to assist parents and students to better understand the nature of the courses offered to students in Year 10. Included is material from the NSW Education Standards Authority (NESA) which is subject to change but correct at the time of publishing. The information provided in these pages is not prescriptive or exhaustive but is rather intended as a guide.

Since January 2010 the school leaving age in NSW has been 17 years old, unless they have arranged for more than 25 hours of permanent work or training per week.

Since 2012, eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

Some of the key elements of the RoSA are:

- Cumulative: showing a student's achievement until the time they leave school.
- Results: from school-based assessment.
- Comparable: between students across NSW.

Crucial to the student's success are:

- Effort from the student.
- Home study organisation.
- Progress guided and monitored by the school and home.

Teachers at Lindisfarne Anglican Grammar School have high expectations for their students and seek to help them to strive for excellence within a caring and supportive environment.

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Stage 5: Rules And Procedures

NESA Mandatory Curriculum Requirements

Over the four years Year 7 - Year 10 students need to have studied the following courses:

English – studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10.

Mathematics – studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10.

Science – studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment – studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 and 8 and 100 hours each of History and Geography in Years 9 and 10.

Creative Arts – studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies – studied for 200 hours consisting of the Technology course. At least 50 hours of the course must be devoted to learning about and using computers.

Personal Development, Health and Physical Education – studied in each of Years 7 to 10 with 300 hours to be completed by the end of Year 10.

Languages Other Than English – studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7 and 8.

If you do not think you will meet these requirements by the end of Year 10, you should speak to the Dean of Studies.

Additional Studies (Elective Courses)

Lindisfarne students are required to complete two elective courses in each of Year 9 and Year 10. Students are advised to choose carefully as they will not be permitted to change elective courses after **Week 3** of **Term 1.**

Satisfactory Course Completion Requirements

For the satisfactory completion of a course, it is your responsibility to:

1. follow the course developed or endorsed by NESA;
2. apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by attendance and level of involvement in class, assignments, homework, etc. completed and your level of achievement.
If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned, in writing, so that the student can correct the problem and satisfactorily complete the course.

If a student is deemed not to have completed a course, an 'N' determination will be awarded for that course. The course will be listed as 'Not Completed' on the Record of Achievement and this may mean that the student may not be eligible to begin Year 11.

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The Common Grade Scale

The Common Grade Scale is to be used to assign grades for students in Stage 5 (Years 9 and 10) courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses.

The Common Grade Scale describes performance at each of the five grade levels.

- **A.** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- **B.** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- **C.** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- **D.** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- **E.** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Minimum Standard of Literacy and Numeracy

Students sitting the Higher School Certificate examinations will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.

- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.

- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Further information is provided on the following websites:

- http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/what-is-the-standard
- http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/what-is-the-standard/skill-level-required

Students will sit the first round of the HSC minimum standard tests in March 2026

Assessment Tasks

At the beginning of Year 10, students will be given access online to the scheduling information of Assessment Tasks which contains detailed information about:

- The School's Assessment Tasks policies and procedures; and
- Assessment Task schedules, which detail the requirements for each subject, including:
    - outcomes assessed for each task;
    - dates tasks are due; and
    - task weightings.

It is in the student's best interest to complete all Assessment Tasks to the highest possible standard.

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Elective Courses on Offer Year 10 2026

Agriculture

Course description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.
Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

What students learn
The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises.
Students will undertake a range of practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

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.

100-hour course
Students undertaking the 100-hour course are required to complete Core A:
Core A
- Introduction to Agriculture AND
- Plant Production 1 AND
- Animal Production 1.

200-hour course
Students undertaking the 200-hour course are required to complete Core A AND Core B:
Core A
- Introduction to Agriculture AND
- Plant Production 1 AND
- Animal Production 1

Core B
- Agricultural Systems and Management AND
- Plant Production 2 AND/OR
- Animal Production 2

Additional Course Levy will apply

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Commerce

Course Description

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political 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 may undertake either 100 or 200 hours of study in Commerce in Stage 4 and/or Stage 5. Each option builds on the essential learning of the core and allows teachers and students to extend core learning.

Core Study

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

Options

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

What will students learn to do?

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

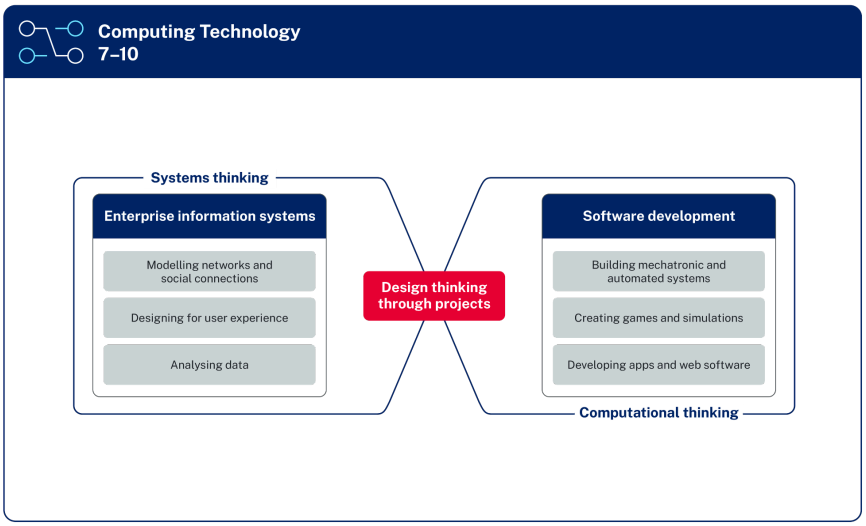
Computer Technology

Computing Technology offers students the opportunity to acquire specific skills in applying computing technologies and developing digital solutions that can be implemented across a range of contexts, including industrial, commercial, and recreational domains. The subject aims to foster skills in computational, design, and systems thinking, as well as data analysis and programming (Python coding). Students will develop the necessary knowledge and skills to engage with and contribute to an increasingly technology-focused world.

The curriculum of Computing Technology is designed to enable students to analyze data, design user experiences, connect people and systems, develop websites and apps, build mechatronic systems, and create simulations or games. Students will learn to use hardware and software to manage and secure data while also exploring the social, ethical, and legal responsibilities that come with creating digital solutions. Privacy and cybersecurity principles will also be addressed in this context.

The course provides opportunities for students to transfer their knowledge to new situations, build on technical skills and experiences, and develop project-management skills through planning, collaboration, communication, and designing solutions.

Course Description



This content is framed into two streams. There are 3 focus areas in each stream.

Enterprise information systems (with an emphasis on systems thinking), which includes:

- modelling networks and social connections
- designing for user experience
- analysing data.

Software development (with an emphasis on computational thinking), which includes:

- building mechatronic and automated systems
- creating games and simulations
- developing apps and web software.

Focus areas can be combined to enable substantial, engaging projects within and across the two streams.

The practical application of knowledge and skills is embedded within the outcomes and content to support the foundation for learning computing technology through projects.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the School. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The topics to be studied within this course include:

- User Interface Design
- Software Development and Programming
- Networking and Cyber-security
- Internet and Website Development..
- Game Development
- Database Design
- Robotics and Automated Systems.

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats. Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the topics.

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Dance

Course Description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. Dance is studied through the 3 practices:

Performance: the roles, responsibilities and practices of the performer in expressing and communicating intent in dance. It involves knowing how to dance and the application of technique(s) to dance performance of different styles and contexts.

Composition: the roles, responsibilities and practices of the composer in creating and structuring movement to communicate an idea and intent. It involves building a movement vocabulary in a personal style in response to different stimuli and the ability to refine the expression of an idea and intent.

Appreciation: the roles and responsibilities of the viewer in being able to describe, analyse and make informed judgements about dance works. It involves combining students' previous engagement with performance and composition together with their understanding of context (artistic, cultural, social and personal) to appreciate dance works.

Please Note:

Dance is a performance-based subject. Students will therefore be expected to perform as required. This includes class performances and school events.
Uniform – leggings or bike pants, form fitting shirt, foot thongs (optional)

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Design and Technology

Course Description

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

What will students learn about?

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

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.

Record of School Achievement

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

Additional Course Levy will apply

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Drama

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works.
Students learn to make, perform and appreciate dramatic and theatrical works.
For each 100 hours of elective study, students are required to make, perform and appreciate:

- at least one group-devised performance
- at least one scripted work.

Students will explore Drama through the interrelated the focus areas of:

Making: the roles, responsibilities and approaches of the maker when creating dramatic work. It involves exploration and dramatic play with dramatic conventions, processes and elements to shape intention, experience and meaning. Makers generate, interpret and shape original works and the works of others.

Performing: the roles, responsibilities and approaches of performers when staging and performing dramatic work. Performers craft narrative, sensory, emotional and aesthetic journeys and experiences for an audience by applying elements of drama, performance and production to different forms and styles.

Appreciating: the roles, responsibilities and approaches of the dramatic practitioner and audience. Appreciators describe, analyse and make informed judgements about works of drama and theatre, both in progress and as finished products. They develop understanding of their own and others' perspectives to strengthen aesthetic knowledge and reflective practice.

The content within the focus areas of Making, Performing and Appreciating is organised into 3 content groups: Dramatic Contexts, Dramatic Processes and Dramatic Elements.

Please Note:

Drama is a performance-based subject. Students will therefore be expected to perform as required.

Food Technology

Food Technology is an elective course that may be studied for 100 or 200 hours for Stage 5 (Years 9 and 10). It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7 to 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 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.

Additional Course Levy will apply

Industrial Technology: Timber

Industrial Technology: Timber is an elective course that may be studied for 100 or 200 hours for Stage 5 (Years 9 and 10). It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 to 8 Syllabus.

Course Description

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

What will students learn about?

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

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:

- Decorative timber products
- Furniture item
- Storage units
- Storage and transportation products

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

What will students learn to do?

The Timber unit develops knowledge and skills in the use of tools, materials and techniques related to general timber work. These are enhanced and further developed through the study of specialist modules.

The practical projects will reflect the nature of the timber area of focus and provide opportunities for students to develop specific knowledge, understanding skills associated with timber-related technologies.

Additional Course Levy will apply

Languages

The Elective language courses offered in Year 10 2026 at Lindisfarne are Japanese and French

Course Description

Language courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

What will students learn to do?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language. Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and language.

Other languages can be studied by Distance Education - please note that there is an additional cost.

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Marine And Aquaculture Technology

Course description

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology. These include: Biology, Ecology, Leisure, Aquaculture, Employment, Management and General Interest.

The Marine and Aquaculture Technology Years 7 to 10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

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.

Marine and Aquaculture Technology is studied as a 100-hour course or as a 200-hour course in Stage 5.

Students undertaking the 100-hour course are required to complete:

- Core 1 AND any five option modules.

Students undertaking the 200-hour course are required to complete:

- Core 1, Core 2 AND six option modules additional to those in the first 100 hours.
- Core 1 is to be studied at the beginning of the course and Core 2 is to be studied at the beginning of the second 100 hours of the course.

Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Additional Course Levy will apply

Music

Exclusions: Students must have completed the mandatory Music course (Stage 4 outcomes and content) before starting this elective course.

Course Description
As an artform, 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.

Focus areas
In Music knowledge, understanding and skills are developed through the 3 interrelated focus areas: Performing, Listening and Composing.

Content groups
The content within the focus areas of Performing, Listening and Composing is organised into 3 content groups: Music in Practice, Music in Context and Elements of Music.

Students are required to undertake a **depth study**. Students draw on content studied in class, and apply knowledge, understanding and skills in an area of individual interest. Depth studies may be completed individually or collaboratively. Students may choose to specialise in one or more of the focus areas: Performing, Listening and Composing.

Please Note:

Music is a performance-based subject. Students will therefore be expected to perform as required.

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Photographic And Digital Media

Exclusions: Students must have completed the mandatory Visual Arts course (Stage 4 outcomes and content) before starting this elective course.

Course Description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works 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 photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, filmmakers, computer/digital and performance artists make photographic and digital media works. Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – 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 photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT. Students will build a Photographic and Digital Media portfolio 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 Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Additional Course Levy will apply

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Physical Activity And Sports Studies

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 the quality and enjoyment of movement. The Physical Activity and Sports Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

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

Students develop knowledge, understanding and 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; and
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

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Textiles Technology

Textiles 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 to 8 Syllabus.

Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects:

- Apparel.
- Textile arts.
- Furnishings.
- Non-apparel.
- Costume.

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

What will students learn to do?

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.
Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Additional Course Levy will apply

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Visual Arts

Visual Arts is an elective course that may be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Exclusions: Students must have completed the mandatory Visual Arts course (Stage 4 outcomes and content) before starting this elective course.

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 artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking 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 artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld 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.

Additional Course Levy will apply

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Student Interest Project

Student Interest Project

The Stage 5 Student Interest Project (SIP) is a Stage 5 100-hour elective course. In 2025 Lindisfarne was invited to take part in the 2025 pilot programme run by the NSW Education Standards Authority (NESA).

Course Description

This subject aims to enable students to become engaged, independent and responsible learners through the opportunity to complete a project in an area of each student's interest.

The Student Interest Project supports students to develop, extend and apply their knowledge and skills and focuses on the practical application of disciplinary content. Students further their knowledge in their chosen area of interest and develop skills in researching, project management and self-management, digital literacy, communication and collaboration.

What will students learn about?

The pilot course consists of 4 interrelated focus areas:

- Developing a concept
- Investigating
- Managing a project and ways of working
- Communicating knowledge

What will students learn to do?

For example, students will identify an area of interest and set goals about what they would like to learn about and conduct research to deepen and expand their knowledge in the area of interest. They will use project-management skills to keep their learning on track, manage their learning such as using time management skills and strategies to build resilience and adaptability, work collaboratively with the teacher, peers and if relevant others such as community members, and produce and present a product which showcases their learning.

Course Requirements

Students will complete a project in an area of interest and will showcase the end product.

Additional Course Levy will apply

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Accelerated Courses

Studies Of Religion 1 (Year 11 Subject)

Students who choose this course will complete the Year 11 Course in Year 10 and take the HSC in Year 11.

Course Description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

What will students learn about in the Preliminary Course?

- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Two Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam and Judaism.
    - Origins.
    - Principal beliefs.
    - Sacred texts and writings.
    - Core ethical teachings.
    - Personal devotion/expression of faith/observance.

What will students learn about in the HSC Course?

- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spirituality and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam and Judaism
    - Significant people and ideas.
    - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics.
    - Significant practices in the life of adherents.

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Mathematics Extension 1 (Year 11)- New Syllabus 2026

1 Unit Of Study In Year 11

Board Developed Course

1 Unit Of Study In Year 12 if you are **not** enrolled in Extension 2 Mathematics **(HSC)**
2 Units Of Study In Year 12 if you are enrolled in Extension 2 Mathematics **(HSC)**
Board Developed Course

Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard course.

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

Mathematics Extension 1 focuses on the development of students' mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.
Through the study of Mathematics Extension 1, students:

- develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

Content

Year 11
Area of Study: Functions
- Further Work with Functions.
- Polynomials.

Area of Study: Trigonometric Functions
- Further Trigonometric

Area of Study: Combinatorics
- Permutations and combinations
- The binomial theorem

Year 12
Area of Study: Proof
- Proof by Mathematical Induction.

Area of Study: Vectors
- Introduction to vectors

Area of Study: Trigonometric Functions
- Inverse trigonometric functions

Area of Study: Further Calculus
- Further Calculus Skills.
- Further applications of Calculus.

Area of Study: Statistical Analysis
- The binomial distribution and sampling distribution of the mean

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Years 5 to 12
Mahers Lane Campus
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