

# Malek Fahd Islamic School



**2019**

**STAGE 5**

**Subject Information Handbook**

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## Malek Fahd Islamic School

**Course Name: Year 9 English**

### **Course Description:**

Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts

### **Main Topics Covered:**

- Path to Justice ( 12 Angry Men)
- Representation of our land ( Indigenous Perspective)
- Step into my Shoes ( The Happiest Refugee)
- What can you? ( The Rabbits and The Red Tree)
- Digital Natives
- Documentary (When We Were Kings)

**Course Name: Year 10 English**

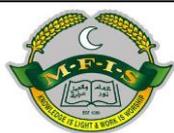
### **Course Description:**

Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts

### **Main Topics Covered:**

1. Propaganda and protest (Term 1)
2. Prejudice ( Term2)
3. Freedom Fighters ( Term 3)
4. Consequences – Shakespeare Romeo and Juliet (Term 4)



## Malek Fahd Islamic School

**Course Name: Stage 5.3 Year 9 Mathematics**

**Course Description:**

By the end of Year 9, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

**Main Topics Covered:**

Apply index laws to simplify expressions; Operate with algebraic fractions, expand binomial products and factorise monic quadratic trinomial expressions; Solve linear equations and use them to solve word problems; Determine the equations of straight lines and use the properties of parallel and perpendicular lines on the Cartesian plane; Solve problems involving the surface areas and volumes of right prisms and cylinders; Use trigonometric ratios to solve problems involving bearings and angles of elevation and depression; Deductive reasoning in numerical and non-numerical problems; Calculating interquartile range to analyse and compare data sets in appropriate data displays.

**Course Name: Stage 5.2 Year 9 Mathematics**

**Course Description:**

By the end of Year 9, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

**Main Topics Covered:**

Percentages, fractions and decimals, conversion of rates, direct proportion, and financial contexts related to compound interest and depreciation; Apply the index laws with integer indices, operate with algebraic fractions, expand binomial products and factorise monic quadratic trinomial expressions; Solve linear equations, linear inequalities and linear simultaneous equations; solve simple quadratic equations; draw and interpret graphs of straight lines, simple parabolas, circles and exponential graphs; Surface areas and volumes of right prisms, cylinders and related composite solids, Use trigonometric ratios to solve problems; Investigate bivariate data sets and use scatter plots to describe relationships between variables; Record and determine probabilities of events in multi-step chance experiments and examine conditional language.



## Malek Fahd Islamic School

**Course Name: Stage 5.3 Year 10 Mathematics**

**Course Description:**

By the end of Year 10, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

**Main Topics Covered:**

Operate with irrational numbers; Expanding the special binomial products and factorising non-monic quadratic expressions; Solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations; Generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles; Solve problems involving the surface areas and volumes of pyramids, cones and spheres; Determine exact trigonometric ratios for  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ , extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from  $0^\circ$  to  $360^\circ$ ; Apply the sine and cosine rules in non-right-angled triangles; Prove known properties of triangles, quadrilaterals and circles; Use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit.

**Course Name: Stage 5.2 Year 10 Mathematics**

**Course Description:**

By the end of Year 10, students will build on their skills and knowledge in the areas of number, algebra, statistics, probability, measurement and geometry. Students will also develop their skills in the areas of communication and reasoning of mathematical ideas.

**Main Topics Covered:**

Percentages, fractions and decimals, conversion of rates, direct proportion, and financial contexts related to compound interest and depreciation; Apply the index laws with integer indices, operate with algebraic fractions, expand binomial products and factorise monic quadratic trinomial expressions; Solve linear equations, linear inequalities and linear simultaneous equations; solve simple quadratic equations; draw and interpret graphs of straight lines, simple parabolas, circles and exponential graphs; Surface areas and volumes of right prisms, cylinders and related composite solids, Use trigonometric ratios to solve problems; Investigate bivariate data sets and use scatter plots to describe relationships between variables; Record and determine probabilities of events in multi-step chance experiments and examine conditional language.

<b>Course Name:</b>	<b>SCIENCE YEAR 9</b>
<b>STAGE 5 SCIENCE</b>	
<b>Course Description</b>	
This course is designed:	
<ul style="list-style-type: none"> <li>• To develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.</li> <li>• To develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens</li> <li>• To develop knowledge, understanding of and skills in applying the processes of Working Scientifically.</li> <li>• To develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science</li> </ul>	
<b>Main Topics Covered</b>	
1. Atoms – What’s the matter?	2. Good vibrations
3. Coordinated body systems	4. Reacting to chemistry
5. Electricity – Power to Australia	6. Ecosystems–A sustainable future?
7. Continents on the move!	8. Disease

<b>SCIENCE YEAR 10</b>	
<b>Course Description</b>	
This course is designed:	
<ul style="list-style-type: none"> <li>• To develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.</li> <li>• To develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens</li> <li>• To develop knowledge, understanding of and skills in applying the processes of Working Scientifically.</li> <li>• To develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science</li> </ul>	
<b>Main Topics Covered</b>	
1. On the move! Disease	2. The mysterious universe
3. Chemistry – The Inside Story	4. Genetics and Evolution.

**Course Name: Year 9 History****Course Description:**

The aim of the year 9 history course is to:

- Stimulate students' interest and enjoyment of exploring the past.
- To develop a critical understanding of the past and its impact on the present.
- To develop the critical skills of historical inquiry.
- To enable students to participate as active, informed and responsible citizens.

Students develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia. The main focus in year 9 will be the Industrial Revolution, Australia's involvement in World War 1 and World War 2. Throughout the course students will analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students will analyse the causes and effects of events and developments in the modern world and Australia. They explain the significance of events and developments by analyzing a range of primary and secondary sources. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

**Main Topics Covered:**

1) The Industrial Revolution    2) World War 1            3) World War 2

**Course Name: Year 10 History****Course Description:**

Students learn about the historical forces and factors that shaped the modern world and Australia. They learn to sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students will be required to complete a virtual site study.

**Main Topics Covered:**

- 1) Rights and freedom: The Australian and American civil rights movements.
- 2) Migration experiences
- 3) Gough Whitlam

**Course Name: Year 9 Geography****Course Description:**

'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

**Main Topics Covered:**

The mandatory Geography (Stage 5) Year 9 course has two main focus areas:

- Sustainable Biomes
- Changing Places

The following skills and processes are also integrated in the year 9 Geography course:

- Geographical Inquiry Questions
- Geographical Concepts
- Geographical Tools and Skills

**Course Name: Year 10 Geography****Course Description:**

A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments. The study of Geography develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. The study of Geography enables students to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning.

**Main Topics Covered:**

- Issues in Australian Environments.
- Australia in its Regional and Global Contexts.
- Future Challenges for Australia.

## Course Name: Year 9 PDHPE

### Course Description:

Personal Development, Health and Physical Education (PDHPE) is a compulsory part of Year 7 -10 and contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Content taught within PDHPE is relevant to and equips students with skills needed throughout high school and in their future lives, such as team work, resiliency, assertiveness and employment skills to name just a few.

The PDHPE program at MFIS is inclusive and sensitive to cultural diversity and Islamic ethos and aims to provide equal and valuable experiences to all students.

### Main Topics Covered:

1. The Reality of Drug use
2. Media Messages
3. Respectful relationships
4. Eat Smart
5. Athletics
6. Field Sports
7. Net/Court Games
8. Invasion Games
9. Fitness Choice

## Course Name: Year 10 PDHPE

### Course Description:

Personal Development, Health and Physical Education (PDHPE) is a compulsory part of Year 7 -10 and contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

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The PDHPE program at MFIS is inclusive and sensitive to cultural diversity and Islamic ethos and aims to provide equal and valuable experiences to all students.

### Main Topics Covered:

1. Obesity
2. Keeping young people safe
3. Active for life
4. On the road
5. Athletics
6. Net/court games
7. Invasion Games
8. Striking sports
9. Fitness choices



## Malek Fahd Islamic School

**Course Name: Year 9 Arabic**

**Course Description:**

Students should be able to develop all four skills; Speaking, Listening, Reading Comprehension and Writing.

**Main Topics Covered:**

- Family relationships
- Education
- Friendship
- Festivals
- Seasons and Weather

**Course Name: Year 10 Arabic**

**Course Description:**

Students should be able to develop all four skills; Speaking, Listening, Reading Comprehension and Writing.

**Main Topics Covered:**

- At Home
- At School
- The Environment
- Celebrations
- The World of Work



## Malek Fahd Islamic School

### Course Name: Year 9 Commerce

#### Course Description:

The Core of the Commerce course in Year 9 encourages students to become informed citizens, who understand consumerism, money matters, know their rights and duties in the commercial environment and who appreciate the commercial and legal aspects of employment issues.

In their studies of the commercial environment, students will be provided with opportunities to develop key competencies, which include skills in planning, collecting, analysing, organising and communicating ideas and information. Students will be engaged in a variety of Information and Communication Technologies such as word processing, spreadsheets, multimedia applications, graphics and electronic communications. An awareness of the relevance and importance of commerce in our business-oriented world is emphasised. As well, students will gain the ability to express themselves lucidly in a businesslike manner and develop an unprejudiced, tolerant, informed and questioning approach to commercial practices.

#### Main Topics Covered:

##### Core Topics

- Consumer Choice
- Personal Finance

##### Two Options

- Investing
- Political Involvement

### Course Name: Year 10 Commerce

#### Course Description:

Commerce provides a means whereby young people, through guidance, experience and action, can face the realities of the market place, the world of work and leisure, changing technology, the legal system and of government decisions and action.

The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

#### Main Topics Covered:

##### Core Topics

- Employment Issues
- Law and Society

##### Two Options

- Promoting and Selling
- Global Links: The Global Consumer



## Malek Fahd Islamic School

**Course Name: Year 9 Food Technology**

**Course Description:**

**Aussie Cuisine:** Migration has had a dramatic effect on the food eaten in Australia. Students will examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines. The influence of early European settlers together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students will plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine. This unit of work suitable for the beginning of Year 9 Food Technology as it focuses on Occupational health and Safety and incorporates fundamental practical skills

**Eating To live:** The health of communities is related to the nutritional content of the food eaten. Students will examine the role of food and its nutritional components in the body, explore the nutritional needs of individuals and groups, explain the effects of poor nutrition and investigate means of improving the nutritional status individuals and groups. Students will select, plan and prepare safe and nutritious foods to reflect national guides.



## Malek Fahd Islamic School

**Course Name: Year 9 and Year 10 French**

### **Course Description:**

By the end of Stage 5, students manipulate French in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or French to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken French. They understand an increasing range of verb forms, and elements of French grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on the French language.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

### **Outcomes**

#### **A student:**

- › manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LFR5-1C
- › identifies and interprets information in a range of texts LFR5-2C
- › evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LFR5-3C
- › experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences LFR5-4C
- › demonstrates how French pronunciation and intonation are used to convey meaning LFR5-5U
- › analyses the function of complex French grammatical structures to extend meaning LFR5-6U
- › analyses linguistic, structural and cultural features in a range of texts LFR5-7U
- › explains and reflects on the interrelationship between language, culture and identity LFR5-8U

**Course Name: Year 9 Information and Software Technology****Course Description:**

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

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.

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 chosen topics.

**Main Topics Covered:**

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 option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Internet and Website Development
- Software Development and Programming
- Robotics and Automated Systems

**Course Name: Year 10 Information and Software Technology****Course Description:**

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- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Internet and Website Development
- Software Development and Programming
- Robotics and Automated Systems

### **Objectives**

Students will develop knowledge, understanding and skills in the concepts of music through:

- performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- composing as a means of self-expression, musical creation and problem solving
- listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Students will value and appreciate the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

### **Main Topics Covered:**

In the Music Elective courses, students will study the concepts of music through the learning experiences of performing, composing and listening within the context of a range of styles, periods and genres.

Concepts of music includes duration, pitch, dynamics and expressive techniques such as tone colour, texture, and structure.

The elective course requires students to study one compulsory topic – Australian Music – as well as a number of other topics from two defined groups that aim to provide depth and breadth of musical study.

**Course Name: Year 9 and Year 10 Physical Activity and Sports Studies****Course Description:**

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. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. 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.

**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.

**Areas of Study**

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

<b>Areas of Study</b>	<b>Foundations of Physical Activity</b>	<b>Physical Activity and Sport in Society</b>	<b>Enhancing Participation and Performance</b>
<b>M O D U L E S</b>	<ul style="list-style-type: none"> <li>• Body systems and energy for physical activity</li> <li>• Physical activity for health</li> <li>• Physical fitness</li> <li>• Fundamentals of movement skill development</li> <li>• Nutrition and physical activity</li> <li>• Participating with safety</li> </ul>	<ul style="list-style-type: none"> <li>• Australia's sporting identity</li> <li>• Lifestyle, leisure and recreation</li> <li>• Physical activity and sport for specific groups</li> <li>• Opportunities and pathways in physical activity and sport</li> <li>• Issues in physical activity and sport</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting active lifestyles</li> <li>• Coaching</li> <li>• Enhancing performance – strategies and techniques</li> <li>• Technology, participation and performance</li> <li>• Event management</li> </ul>

**Course Name: Year 9 and Year 10 Visual Arts**

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills:

- to make artworks informed by their understanding of practice, the conceptual framework and the frames
- to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

**Main Topics Covered:**

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are Practice, the Conceptual Framework and the Frames. Practice relates to students' artmaking and critical and historical studies of art. Practice describes artistic activity demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Practice respects the different views that circulate and are exchanged in and about the visual arts. The Conceptual Framework identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld. The Frames – subjective, cultural, structural and postmodern – account for different points of view, values and belief in and about the visual arts.

2D forms	3D forms	4D forms/time-based works
<p><b>Drawing*</b> and any of the following:</p> <ul style="list-style-type: none"> <li>• painting including acrylic, oil, watercolour, and the use of mediums, gels and glazes</li> <li>• printmaking including lino block printing, silk screen printing, collographs, etching</li> <li>• photo and digital media including wet photography and digital media (still)</li> <li>• graphics including computer generated and enhanced</li> <li>• collage, frottage and montage</li> <li>• other 2D forms may also be included</li> </ul>	<p>Any of the following:</p> <ul style="list-style-type: none"> <li>• ceramics including hand built and thrown forms</li> <li>• sculpture including relief, in the round and conceptual works</li> <li>• installations</li> <li>• textiles</li> <li>• designed images, objects and environments including images, objects, interior and exterior environments, jewellery, wearables, and objects of body adornment</li> <li>• other 3D forms may also be included</li> </ul>	<p>Any of the following:</p> <ul style="list-style-type: none"> <li>• performance works</li> <li>• time-based installation works</li> <li>• video</li> <li>• digital animation</li> <li>• other 4D forms may also be included</li> </ul>

Across 2D, 3D and/or 4D forms particular opportunities to engage with Information and Communication Technologies (ICT) must be provided for students to have experience of:

- graphics-based programs to create and manipulate digitally generated images (including scanned images, digital camera, internet images, CD), video stills, animations and web page designs
- importing images (through scanning, internet, digital camera and CD) into graphics and word-processed documents.

**Course Name: Year 9 Islamic Studies****Course Description:**

This course is designed:

- To have a thorough understanding of Iman and the attributes of Allah
- To develop a great understanding of Islamic jurisprudence and fiqh of detailed purification and salah
- A study of Islamic civilization in Andalusia
- Selected stories from the Quran

**Main Topics Covered:**

1. Quran Chapters (Revision of Juzu Tabarak, Surah Al-Rahman, Surah Al-Hashr, Surah Al-Mumtahanah)
2. A Deeper study of Iman and the six articles of faith
3. Fiqh of the five pillars of Islam (Taharah, Wudhu, Salah, sawm zakah and Hajj in details)
4. Selected Hadiths on behaviour and developing character
5. Brief sorties of Prophets: Ibrahim, Musa and Isa (AS)

**Course Name: Year 10 Islamic Studies****Course Description:**

This course is designed:

- To build a stronger personality and character towards parents and neighbours
- To develop a great understanding of Islamic jurisprudence and fiqh of the importance of praying Salat al-fajr, Janazah (funeral), Zakah, Umrah, Hajj and ziyarah of Madinah
- To learn selected sorties of the Quran

**Main Topics Covered:**

1. Quran Chapters (Revision of Juzu Tabarak, Surah Al-Rahman, Surah Al-Hashr, Surah Al-Mumtahanah)
2. A Deeper study of Iman and the six articles of faith
3. Fiqh of the five pillars of Islam (Taharah, Wudhu, Salah, sawm zakah and Hajj in details)
4. Selected Hadiths on behaviour and developing character
5. Selected stories of the Quran: Luqman Al-Hakim, , people of the cave, Musa and Al-Khidr, Thulqarnayn