



MOAMA ANGLICAN GRAMMAR

CURRICULUM HANDBOOK

Stage 5 (Year 9 and 10)

2019-2020



STAGE 5 (YEAR 9 AND 10)
CURRICULUM HANDBOOK 2019
TABLE OF CONTENTS

Online Elective Selection Process	4
MATHEMATICS	6
AGRICULTURAL TECHNOLOGY	8
DRAMA	9
ENGLISH EXTENSION	10
ENRICHMENT MATHEMATICS AND BEYOND	11
FOOD TECHNOLOGY	12
FORENSIC SCIENCE	13
GRAPHICS - Interior/Packaging & Digital Media	14
GRAPHICS- Industrial/Promotional Design	15
HISTORY ELECTIVE	16
INTERNATIONAL STUDIES	17
JUSTICE MONEY & MARKETS	18
INDUSTRIAL TECHNOLOGY - Multimedia	19
INFORMATION & SOFTWARE TECHNOLOGY - Software Development and Programming / Robotics and Automated Systems	20
ITALIAN (Year 9) & ITALIAN CONTINUERS (Year 10)	21
LEARNING SUPPORT	22
MATERIALS	23
MUSIC (Year 9 and / or 10) and MUSIC EXTENSION (Year 10)	24
PHOTOGRAPHIC AND DIGITAL MEDIA	27
PSYCHOLOGY	28
VISUAL ARTS 1 (<i>2D Focus</i>)	29
VISUAL ARTS 2 (<i>3D Focus</i>)	30
TOURISM, TRAVEL & EVENTS (VET COURSE) – Year 10	31
PRIMARY INDUSTRIES (VET COURSE) – NEW in 2018 – Year 10	32

STAGE 5 CURRICULUM HANDBOOK 2018

INTRODUCTION

Welcome to the Stage 5 Curriculum Handbook for 2019. Moama Anglican Grammar aims to empower students with academic and life skills that will prepare them well for 21st Century current and future learning. We hope to produce independent learners who have initiative and integrity and who respect and value learning, their peers and the wider community. To this end, we offer a number of Pathways of study and this begins with our Elective program at Stage 5.

Stage 5 refers to Years 9 and 10 in accordance with the NSW Education Standards Authority (NESA) guidelines. Stage 5 is the first chance for students to select their own Elective subjects. The information in this handbook will help students and parents find out a little about each of the Stage 5 elective subjects that are offered at Moama Anglican Grammar in 2019. Elective subjects will run based on the number of students that choose any particular elective.

Record of School Achievement (RoSA).

At the end of Year 10 all students are eligible to receive their first formal school qualification – the Record of School Achievement (or RoSA).

The RoSA reports the assessment results of students in subjects studied at Years 9 and 10 (Stage 5) and Years 11 and 12 (Stage 6). (NOTE: Year 12 students who are not completing HSC external Examinations are eligible for a RoSA instead of the HSC). At Stage 5 all students in NSW undertake a range of Core and Elective units. All Core and Elective subjects in Stage 5 will be assessed internally (by the School) and the performance of students will be reported on their RoSA when they complete their schooling. There are no externally assessed examinations for students in Year 10. All assessment at Stage 5 is completed internally.

CORE SUBJECTS

Year 9 **ALL STUDENTS** study:

- | | | |
|----------------------|--------------------|------------------------------|
| • <i>English</i> | • <i>History</i> | • <i>Religious Education</i> |
| • <i>Mathematics</i> | • <i>Geography</i> | • <i>Career Education</i> |
| • <i>Science</i> | • <i>PDHPE</i> | • 3 Elective Subjects |

Year 10 **ALL STUDENTS** study:

- | | | |
|----------------------|--------------------|------------------------------|
| • <i>English</i> | • <i>History</i> | • <i>Religious Education</i> |
| • <i>Mathematics</i> | • <i>Geography</i> | • 3 Elective Subjects |
| • <i>Science</i> | • <i>PDHPE</i> | |

Every Year 10 student at Moama Anglican Grammar takes part in the *Morrisby Online Career Assessment* and receives a profile about their career interests and abilities. Students at this level will also attend a Careers Education Camp in Melbourne and will have the opportunity to take part in Work Experience at the end of the year.

SUBJECT SELECTION PROCEDURE

The overarching guidelines (**in order of preferred priority**) for subject selection are:

- Choose what you like.
- Choose what you are good at.
- Look at subject prerequisites for Stage 6 and beyond.

Factors **NOT** to be taken into account:

- What student's friends are doing.
- Who students think the teacher might be.

Our Careers Counsellor, Stuart Martin, teachers and Heads of Faculties are available for guidance on student Elective choices.

Online Elective Selection Process

The following steps outline how to enter your Elective subject preferences online.

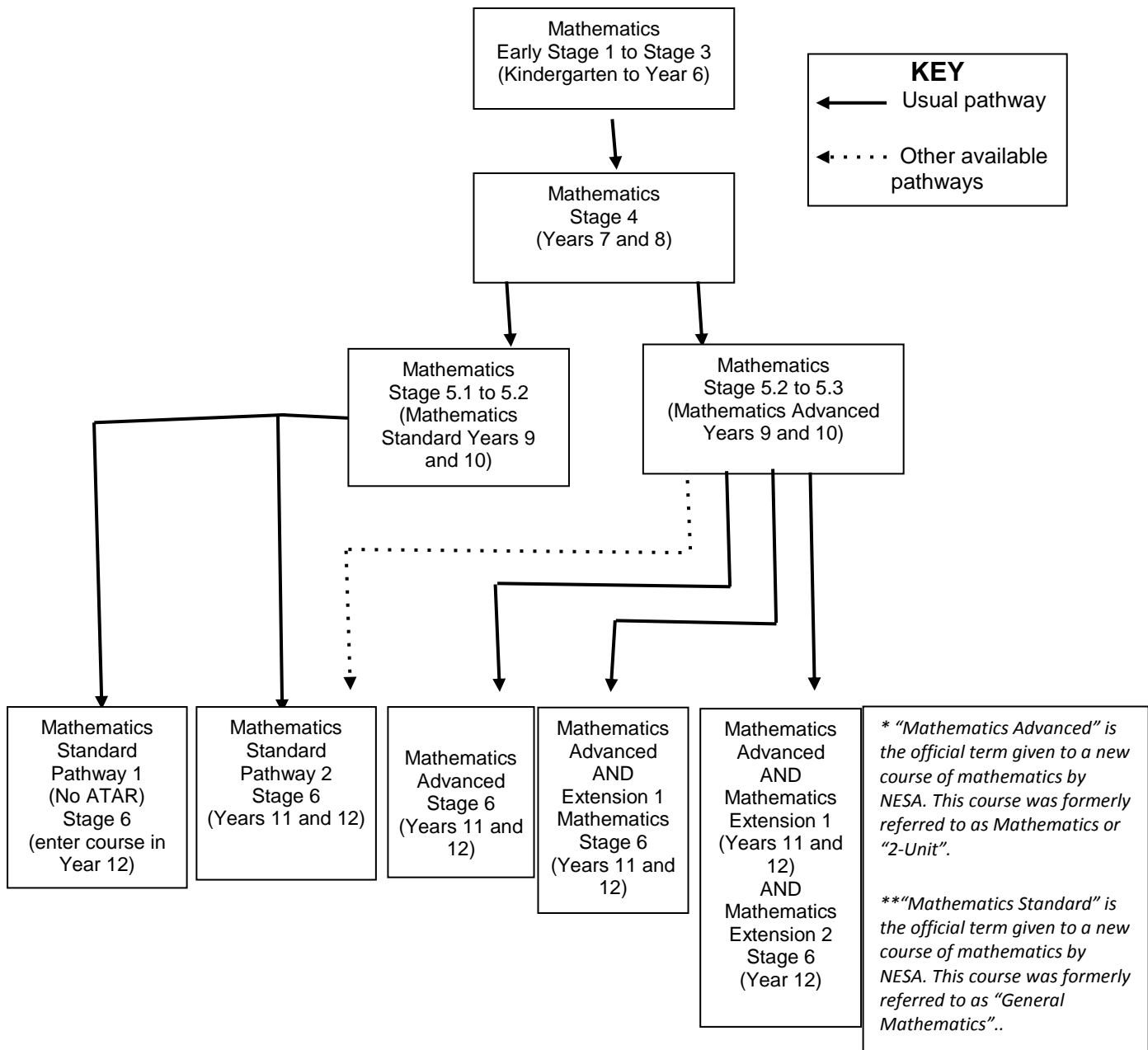
1. Internet Access: You will need a computer with an internet connection and a printer. We recommend using Google Chrome or Apple Safari.
2. Log in to www.selectmysubjects.com.au/student using the Student Access Code and Password shown on the Access Guide.
3. Home Page: To select/change your preferences, click "Add New Preferences" at the top right of the screen.
4. Preference Selection: Select your subjects from the drop down lists - you have 30 minutes to do so. Once complete, click "Proceed". **Note:** You are not finished yet.
5. If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.
6. Print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt".
7. To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences", otherwise exit by clicking "Log Out".
8. If you change your mind before the closing date – log back in, reselect your subjects and save them again.
9. Once the deadline for submission has passed a letter will be sent home for parents to sign confirming the subject choices that have been entered.
10. An interview time is made via the parent portal for discussion of subject choices with a senior member of staff at the school.

What happens next?

- Students will be placed in classes based on elective choices and a timetable constructed for next year.
- Every effort will be made to give students their 'High Priority' subjects.
- Students will normally be told of their elective subjects by the end of Term 3 or early Term 4 this year.
- Some courses will only run if there are sufficient numbers of students to form a class. If a course does not run here at school there may be an opportunity for the course to be studied by Distance Education.
- In a very small number of cases the demands of timetabling and staffing will limit the choice of subjects a student may take.

MATHEMATICS

Pathways in Mathematics at Moama Anglican Grammar



NOTES: A student studying Mathematics Advanced in Year 9 can choose to change to Mathematics Standard in Year 10. Similarly, a student studying Mathematics Advanced in Year 11 (Preliminary) can choose to change to Mathematics Standard in Year 12 (HSC).

Students who have studied a year of Mathematics Standard at Year 9 level would not change to Mathematics Advanced in Year 10. Similarly, a student who has studied Mathematics Standard* in Year 11 (Preliminary) level would not change to Mathematics Advanced** in Year 12 (HSC).

There are two other opportunities for students to change from Year 9 or 10 Mathematics Advanced to Year 9 or 10 Mathematics Standard and that is either in week 4, Term 1 or at the end of the Semester 1 assessments.

Any of these changes are only done after consultation with the student, teachers and parents/guardians.

SELECTING YOUR MATHEMATICS COURSE:

Mathematics in Stage 5 is split into two levels: Mathematics Advanced and Mathematics Standard. Both of these Mathematics courses lead onto Stage 6 Mathematics courses.

Year 9 Mathematics

Current Year 8 students who enjoy Mathematics and are capable Mathematics students who are planning to do the more difficult mathematics subjects in Years 11 and 12, should consider Mathematics Advanced. Year 8 students who find the abstract concepts (e.g. algebra) very difficult should consider Mathematics Standard for study in Stage 5.

Decisions about which Mathematics course a student should choose in Year 9 does not have to be made until the end of Year 8. The decision would be based on results and discussion with the student, their mathematics teacher and their parents/guardians.

Year 10 Mathematics

Students who have studied Mathematics Standard in Year 9 will go on to study Mathematics Standard in Year 10.

Students who studied Mathematics Advanced in Year 9 have the option of either continuing with Mathematics Advanced or changing to Mathematics Standard in Year 10. The decision would be based on assessment results and discussion with the student, their mathematics teacher and the student's parents/guardians.

AGRICULTURAL TECHNOLOGY

<p>Course Outline</p>	<p>The study of Agricultural Technology develops knowledge and understanding about a range of agricultural practices. It develops the ability to respond to human needs and emerging opportunities.</p> <p>It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products.</p> <p>The course develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences.</p> <p>Students investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water.</p>
<p>What will students learn about?</p>	<ul style="list-style-type: none"> ● Students will study FOUR different agricultural industries of local significance during the 100-hour course. ● Specifically in 2017, students will investigate the beef industry, orchard production, the sheep industry and the broad-acre grain industry over the course of the year. ● Students will participate in at least THREE excursions to working farms to assist in their understanding of these important industries.
<p>What will students learn to do?</p>	<ul style="list-style-type: none"> ● Students will undertake practical work at the school farm to develop skills associated with the units of work they are studying in class. ● Some of the activities students will undertake include caring for the school's fruit tree orchard, looking after the school's laying hens and establishment of a vegetable garden
<p>Assessment</p>	<p>Assessment tasks over the course of the year will be used to assess student progress.</p>

DRAMA

Course Outline	<p>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. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.</p>
What will students learn about?	<p>This syllabus draws on the contemporary drama and theatre practices of making, performing and appreciating drama. These practices are active, experiential, critical and reflective.</p> <p>Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.</p>
What will students learn to do?	<p>While students develop knowledge, understanding and skills that pertain to each of these practices, it is vital to integrate experiences in these areas in order to effectively realise the outcomes. In their appreciation of drama and theatre, students are aware of the collaborative contribution of actors, directors, playwrights, designers and technicians to productions. Manipulation of a wide range of technologies including traditional, electronic and digital applications helps students achieve particular dramatic intentions.</p>
Assessment	<p>Assessment tasks include:</p> <ul style="list-style-type: none"> ● Group Performance ● Movement Performance ● Written examination ● Monologue performance

ENGLISH EXTENSION

Course Outline	The course aims to enrich and extend students' ability to analyse and appreciate a range of texts from a range of composers. Students will develop written and verbal skills to enhance their ability to respond to different texts types, including: poetry, lyrics, short stories, plays, fiction, non-fiction and various media texts.
What will students learn about?	<p>Students will study TWO fundamental units. In Semester One, students will explore traditional and contemporary Australian literature. In Semester Two, students will examine literature from around the world, including classic texts and award-winning literature.</p> <p>Students will develop writing skills to explore concepts and texts, such as creative writing and analytical composition.</p>
What will students learn to do?	<p>Students will undertake writing workshops, collaborating with each other to develop writing strategies.</p> <p>Students will participate in both individual and group oral presentations, such as debates or short performances.</p> <p>Most importantly, students will develop an appreciation of texts and how composers share meaning and shape our world.</p>
Assessment	A total of three summative assessment tasks over the course of the year are used to formally assess student progress. However, a diverse range of formative assessment will be ongoing throughout the year. Formative assessment is aims to develop deep inquiry into texts and enhance skill development. Students will compose, craft, refine and reflect on their learning through both formative and summative assessment.

ENRICHMENT MATHEMATICS AND BEYOND

<p>Course Outline</p>	<p>“Mathematics, rightly viewed, possesses not only truth, but supreme beauty.” – <i>Bertrand Russell</i></p> <p>This course is being offered to cater for students who are very competent in mathematics and have a passion for studying and exploring mathematical concepts further. It will be an opportunity to extend, enrich and engage talented mathematics students and explore the beauty of mathematics.</p> <p>This course will also provide students who are interested in the Mathematics Advanced and Extension pathways, a rich background of mathematical skills and knowledge, in preparation for entry into those Preliminary & HSC courses.</p>
<p>What will students learn about?</p>	<p>Students will engage in investigative and research work that sees them further explore mathematical concepts covered in their core mathematics classes, as well as exploring exciting new content.</p> <p>Students will learn to apply some of the more challenging mathematical concepts to real life scenarios, such as the application of parabolas to the construction of roller coaster rides at theme parks.</p> <p>Students will explore techniques that explore the foundation of Calculus concepts studied in Years 11 and 12 Mathematics Advanced and Mathematics Extension 1.</p> <p>Students will study the works of the early mathematicians Gauss, Euler and Noether. For example, students will learn about the connections between Similar Triangles, Trigonometric Ratios and Pythagoras’ Theorem.</p> <p>It is also proposed that students taking this course will participate in the <i>Mathematics Challenge for Young Australians</i>, a program of The Australian Mathematics Trust.</p>
<p>What will students learn to do?</p>	<p>This course is designed so that students have the opportunity to study like mathematicians:</p> <p>Working from first principles and observable phenomena, they will discover mathematical patterns that allow them to deduce key formulae, concepts and models.</p> <p>They will explore proofs of mathematical concepts and ideas.</p> <p>Learning experiences will give depth to their current understanding of mathematics and extend their skills into new areas.</p> <p>There may also be an opportunity to engage in STEM cross-curricular work.</p>
<p>Assessment</p>	<p>A total of three summative assessment tasks will be used to assess student progress over the course of the year.</p> <p>Students will also engage in a variety of formative assessments throughout the course to inform their learning and informally measure student progress.</p>

FOOD TECHNOLOGY

Course Outline	<p>The study of Food Technology provides a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.</p>
What will students learn about?	<p>UNIT 1: Functions of food in the body including digestion, nutrition and factors influencing food habits. UNIT 2: Trends in food, dining and food service including food styling, marketing and photography, UNIT 3: The reasons new products are developed, Impacts of food product innovations in the past and present on society. UNIT 4: Different food service and catering ventures and their value to society including employment opportunities in the food/hospitality industry and operating a small food business.</p>
What will students learn to do?	<p>UNIT 1: Design and prepare foods to meet the needs of different groups including evaluating nutritional food guides and analysing the nutritional value of foods. UNIT 2: Identify and compare past and present food trends, discuss how the media promote new food trends, create an innovative marketing concept, produce an image of styled food using computer technology. UNIT 3: Explore the purpose, characteristics and diversity of new food products, analyse the success of a range of marketing and promotional techniques and apply these to a new product, design an innovative food product, Investigate the application of a new technology in food product development. UNIT 4: Examine the operations and contribution of different food service ventures, design, plan and prepare food for functions and create a proposal for a small food business</p>
Assessment	<p>Assessment tasks over the course of the year will be used to assess student progress.</p>

FORENSIC SCIENCE

Course Outline	Forensic Science is the application of scientific processes undertaken by police and forensic investigators to assist in criminal and civil law cases by providing evidence. The main fields of forensics will be studied, with a strong emphasis on scientific process and references to Australian Law.
What will students learn about?	<p>Students will gain an insight into Crime Scene Investigations and the analysis of physical evidence to solve crimes by studying:</p> <ul style="list-style-type: none"> ● History of Forensic Science ● Crime Scene Investigation processes ● Fingerprinting and other impressions used in identification ● Toxicology ● Serology, hair and fiber analysis ● Fraud analysis ● Forensic entomology
What will students learn to do?	<p>Students will develop skills in:</p> <ul style="list-style-type: none"> ● Making observations. ● Critically analyzing forensic processes presented in television drama's ● Applying first hand investigations and scientific process to solve problems in the laboratory.
Assessment	Students will complete a maximum of THREE Summative tasks for this course.

GRAPHICS - Interior/Packaging & Digital Media

Design & Technology Elective 1 (100 hours) - Focus Areas – Interior Design / Graphic Design / Packaging & Digital Media

<p>Course Outline</p>	<p>The study of Design and Technology (Graphics) helps students to develop and understanding of the processes used by professional designers in their daily work environments. Students investigate processes of design and technology in a responsible, safe, ethical and collaborative manner and in a range of design fields. Present and emerging technologies, innovation, enterprise and exploring preferred futures are considered in relation to their impact on society and environments.</p>
<p>What will students learn about?</p>	<ul style="list-style-type: none"> ● Students learn to use the design process, from initial ideas to final concept drawings to create the interior design of a new shop. ● They use computer graphics and 3-D modelling software to create the concept drawings for their client. ● Students also learn how to develop a logo design and corporate image for their new shop, applying their final design to their 3d model. ● Students learn how to create a 3d animated walkthrough of their shop. ● Student's later follow the process used by designers to create the surface graphics and design for a package design for a new food product on the market. ● Students work through the design process to create their package, learning how to use manual sketching skills as well as computer graphics and 3-D modelling software in the process.
<p>What will students learn to do?</p>	<ul style="list-style-type: none"> ● The major emphasis of the Design and Technology (Graphics) syllabus is on students actively planning, developing and producing quality graphical presentations. ● Students learn to design, prepare and present graphical presentations using both manual and computer based drawing technologies. ● Students learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.
<p>Assessment</p>	<p>The majority of assessment will be based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p>

GRAPHICS- Industrial/Promotional Design

Design & Technology Elective 2 (100 hours) - Focus Area – Industrial Design / Graphic Design / Promotional Design

<p>Course Outline</p>	<p>The study of Design and Technology (Graphics) helps students to develop and understanding of the processes used by professional designers in their daily work environments. Students investigate processes of design and technology in a responsible, safe, ethical and collaborative manner and in a range of design fields. Present and emerging technologies, innovation, enterprise and exploring preferred futures are considered in relation to their impact on society and environments.</p>
<p>What will students learn about?</p>	<ul style="list-style-type: none"> ● Students learn to use the design process, from initial ideas to final concept drawings to create the design of a product. ● Students create technical drawings and renderings of the product using both manual and computer aided drawing techniques. ● Students create a 3D prototype of their product using a 3D Printer. ● Students then work through the design process to create the promotional and marketing graphics to advertise their chosen product. ● Students learn to use computer graphics software such as Adobe Photoshop and Illustrator to create their final designs.
<p>What will students learn to do?</p>	<ul style="list-style-type: none"> ● The major emphasis of the Design and Technology (Graphics) syllabus is on students actively planning, developing and producing quality graphical presentations. ● Students learn to design, prepare and present graphical presentations using both manual and computer based drawing technologies. ● Students learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.
<p>Assessment</p>	<p>The majority of assessment will be based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p>

HISTORY ELECTIVE

Course Outline	History Elective allows students to explain the nature of history, heritage and archaeology, and explain their contribution to an understanding of the past. Students explain and use the methods of historical inquiry and develop critical thinking skills. They will look at a variety of topics to engage their understanding and knowledge of history. Throughout History Elective they will also develop skills to undertake the processes of historical inquiry and skills to communicate their understanding of history.
What will students learn about?	<ul style="list-style-type: none"> ● Topic 1: Constructing History e.g. Family history, Film as history, Historical fiction ● Topic 2: Ancient, Medieval and Early Modern Societies e.g. The Ottoman Empire ● Topic 3: Thematic Studies e.g. Heroes and villains, World myths and legends, Crime and punishment, Slavery, Terrorism
What will students learn to do?	<p>Students will develop:</p> <ul style="list-style-type: none"> ● a knowledge and understanding of history and historical inquiry ● a knowledge and understanding of past societies and historical periods ● skills to undertake the processes of historical inquiry ● skills to communicate their understanding of history. <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> ● history as a study of human experience ● the opportunity to develop a lifelong interest in and enthusiasm for history ● the nature of history as reflecting differing perspectives and viewpoints ● the opportunity to contribute to a just society through informed citizenship ● the contribution of past and present peoples to our shared heritage.
Assessment	<p>Assessment tasks will include:</p> <ul style="list-style-type: none"> ● Film As History in-class essay ● The Ottoman Empire research task ● Examination

INTERNATIONAL STUDIES

Course Outline	International Studies provides students with an opportunity to explore and recognize their own cultures, and appreciate the richness of multicultural Australia and the world. This course will equip them with the understanding and values to participate in, and contribute to building a cohesive and just world. Students will also learn important knowledge and skills that lead into further study with courses such as Society and Culture, Studies of Religion, and Community and Family Studies.
What will students learn about?	<p><i>Students will undertake:</i></p> <ul style="list-style-type: none"> ● Core study of 'Culture and cultural diversity in the contemporary world' <p><i>They will also study 3 of the following 10 topic areas:</i></p> <ol style="list-style-type: none"> 1. Culture and beliefs 2. Culture on the move 3. Culture and sport 4. Culture and the media 5. Culture and travel 6. Culture and food 7. Culture and gender 8. Culture, science, technology and change 9. Culture in film and literature 10. Culture and family life
What will students learn to do?	<p>Develop knowledge and understanding to:</p> <ul style="list-style-type: none"> ● recognize the complex, diverse and dynamic nature of cultures ● identify the increasing interconnectedness of cultures in the contemporary world <p>Develop skills to:</p> <ul style="list-style-type: none"> ● apply critical literacy in recognizing and challenging stereotypes ● develop effective tools for successful intercultural communication and understanding
Assessment	A total of three summative assessment tasks over the course of the year will be used to assess student progress. Students will complete assessments in Terms 2, 3 and 4.

JUSTICE MONEY & MARKETS

<p>Course Outline</p>	<p>Justice, Money and Markets provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, economic and legal issues.</p> <p>Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in a learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.</p> <p>Students will also learn important knowledge and skills that lead into further study with courses such as HSC Legal Studies, HSC Economics, HSC Business Studies and VET Tourism.</p>
<p>What will students learn about?</p>	<p><i>Students will undertake studies in the following five topic areas:</i></p> <ol style="list-style-type: none"> 1. Law and Society 2. Our Economy 3. Running a business 4. Investing in the share market 5. Travel
<p>What will students learn to do?</p>	<ul style="list-style-type: none"> • Develop a knowledge and understanding of finance, business, law, tourism and economics • Develop skills in decision-making and problem-solving in relation to financial, business, legal and economic issues • Develop skills in effective research and communication • Develop skills in working independently and collaboratively
<p>Assessment</p>	<p>A total of three summative assessment tasks over the course of the year will be used to assess student progress. Assessments may include tasks such as a research assignment, a business report, a promotional campaign for a unique product and in-class tests.</p>

INDUSTRIAL TECHNOLOGY - Multimedia

Elective 1 (100 hours) - Focus Areas – Multimedia

<p>Course Outline</p>	<p>Students can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate multimedia technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of multimedia technology will require lifelong learning.</p>
<p>What will students learn about?</p>	<ul style="list-style-type: none"> ● The study of Multimedia Industrial Technology assists students to develop the knowledge, understanding and skills to solve problems in real life and industry contexts. ● Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating multimedia based solutions. ● In this course students learn about the different digital media types used in multimedia product design. These include <ul style="list-style-type: none"> ○ Digital Text ○ Digital Graphics ○ Digital Photography ○ 2D and 3D Animation ○ Video Production ○ Audio and Music Production ● Students learn about the types of software used to create and manipulate these types of media, and learn how to author these into a multimedia product. ● Students learn about the following multimedia and digital media software applications, <ul style="list-style-type: none"> ○ Adobe Photoshop ○ Adobe Illustrator ○ Adobe Premiere ○ 2D and 3D animation software.
<p>What will students learn to do?</p>	<ul style="list-style-type: none"> ● Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. ● Through approaches such as modelling and prototyping, and other student-centred activities, students will develop knowledge and understanding of both practical and theoretical concepts of the course.
<p>Assessment</p>	<p>The majority of assessment will be based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p>

INFORMATION & SOFTWARE TECHNOLOGY - Software Development and Programming / Robotics and Automated Systems

Elective 2 (100 hours) - Focus Areas – Software Development and Programming/ Internet and Website Development

<p>Course Outline</p>	<p>Students can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.</p>
<p>What will students learn about?</p>	<ul style="list-style-type: none"> ● In this course students learn about the process of software development, including basic programming concepts, algorithms and functions of programming languages. ● This option provides the possibility to design, produce and evaluate a range of projects based around automated control, from traffic lights to computer assembly and probes to other planets. It allows students the opportunity to explore a range of automated systems and robots.
<p>What will students learn to do?</p>	<ul style="list-style-type: none"> ● Students will learn to use a number of programming, scripting and coding tools. ● Students will examine the code of an existing software program to describe the input, processes and output. ● Students will design, produce and evaluate a simple project for a real-world computer application. ● Students will develop and conduct a study of industrial and domestic robots ● Students will learn about the purpose of robots and the roles they perform. ● Students will investigate and evaluate the use of robots in a range of situations ● Students will design and construct a robot for a particular purpose
<p>Assessment</p>	<p>The majority of assessment will be based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p>

ITALIAN (Year 9) & ITALIAN CONTINUERS (Year 10)

<p>Course Outline</p>	<p>The students will focus on being able to communicate not only in the present tense, but also in the past (<i>passato prossimo</i> and <i>imperfetto</i>), using regular and irregular verbs. This is the level at which students will be challenged to learn and apply their knowledge consistently and to be self motivated. If they complete this level successfully they will be eligible for Stage 6 at Year 11 and 12 (HSC). The outcomes for the Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Stage 6.</p> <p>Students should note that the course is designed to fit into two years. They are not obliged to continue in Year 10, but commencing the study of Italian in Year 10 is extremely difficult without having studied the course in Year 9.</p> <p>The outcomes for Stages 1 – 4 (Years 7 & 8) will be incorporated into the teaching and learning programmes for students commencing their language study in Stage 5 (any students commencing their language study in Stage 5 will require significant private study and tutoring to achieve a meaningful level of language development in Italian).</p>
<p>What will students learn about?</p>	<ul style="list-style-type: none"> ● Italy's culture and geography ● Youth of Italy today ● Lifestyle in Italy, including family, friends, school, careers, the environment and the future ● the metalanguage necessary to understand the more complex language and grammar structures (metalanguage is not examined or tested) ● the Italian film industry ● communication and its value in society ● languages in the world, especially Latin (Romance) languages and English, and where the two language systems meet
<p>What will students learn to do?</p>	<p>Students who apply themselves to the learning should be able to:</p> <ul style="list-style-type: none"> ● use reflexive verbs. ● use the present perfect (<i>il passato prossimo</i>) Year 9. ● understand and use possessive adjectives. ● understand and use articulated prepositions. ● use the imperfect forms of verbs (<i>l'imperfetto</i>) Year 10. ● use the future forms of verbs (<i>il futuro</i>). ● write and talk about their infancy and childhood. ● write and talk about recent events of the past. ● read and listen for meaning using key words in texts of a longer duration than Years 7 and 8. ● read and listen to others talking about the past and understand more deeply written and spoken texts. ● to talk about new things and learn new vocabulary. ● gain a deeper understanding of modal verbs. ● gain more familiarity with irregular verbs.
<p>Assessment</p>	<p>Assessment takes the form of two tasks per semester, reinforcing the structures that the course teaches, including a film evaluation in Year 10. There is an Italian exam at the end of each semester. The assessment tasks encompass the elements of reading, writing, listening and speaking, both in Italian and English.</p>

LEARNING SUPPORT

<p>Course Outline</p>	<p>Learning Support is not a course of study in itself, although is timetabled as is any other subject. Students use Learning support classes to work on organisational skills and get extra one-on-one assistance with set learning tasks, assessment tasks and homework given in other subjects.</p> <p>Learning Support is available to specific students at Stage 5 (Years 9 & 10) who need support and assistance in completing homework and other assignment tasks. Typically, students who will be candidates for this course will have undertaken English workshop in Year 8.</p> <p>Students who wish to undertake Learning Support as one of their electives should select it in their subject list. Staff will then check the students who have selected Learning Support to ensure they are suitable candidates for the subject.</p>
<p>What will students learn about?</p>	<p>Students will have three periods a week working with support staff to assist them in completing set subject tasks and assisting with strategies to help organise their time. Specific support will be given to assist students in the most appropriate manner.</p>
<p>What will students learn to do?</p>	<p>Students will be assisted in developing and enhancing literacy and organisation skills.</p>
<p>Assessment</p>	<p>There is no formal assessment for this subject. Students and parents will still receive a report from the teacher outlining student progress in the subject.</p>

MATERIALS

Design & Technology Elective 3 (100 hours) - Focus Areas – Timber, Metal & Acrylic Product Design & Manufacture

<p>Course Outline</p>	<p>Design & Technology (Materials) develops in students' knowledge and understanding of timber, metal and acrylic materials and processes. Related knowledge and skills are developed through a specialised approach to 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.</p>
<p>What will students learn about?</p>	<p>Students develop:</p> <ul style="list-style-type: none"> ● knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices ● knowledge, skills and an appreciation of quality in the design and production of practical projects ● knowledge and understanding of the relationship between the properties of materials and their applications ● skills in communicating ideas, processes and technical information with a range of audiences ● an appreciation of the relationship between technology, leisure and lifestyle activities and further learning ● the ability to critically evaluate manufactured products in order to become a discriminating consumer ● knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.
<p>What will students learn to do?</p>	<p>Core modules develop knowledge and skills in the use of materials, tools and techniques related to construction materials. Practical projects undertaken should reflect the nature of the focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to technologies. These may include:</p> <ul style="list-style-type: none"> • furniture items • decorative timber products • storage and transportation products • small stepladders or similar • storage and display units. <p>Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.</p>
<p>Assessment</p>	<p>Students complete a range of practical projects throughout the year and complete a short report on each project. Students also complete other assessment tasks during the course of the year.</p>

MUSIC (Year 9 and / or 10) and MUSIC EXTENSION (Year 10)

NB: Music is offered as a standalone 100-hour course for students in either Years 9 OR 10. There is also an additional 100-hour Music Extension course offered for Year 10 students who have completed the Year 9 Music course and wish to undergo further studies in music.

Course Outline	Students will study through the learning experiences of performing, composing, musicology and listening, within the context of a range of styles, periods and genres.
What will students learn about?	<p>Some units that students study in years 9 and 10 include:</p> <ul style="list-style-type: none"> ● At the Movies: Music for Stage and Screen. ● Australian Art Music ● Baroque and Classical Music. ● Magic Chords: Composing with popular progressions. ● Minimalism, Indeterminacy and 20th Century ideas. ● Rhythm, Blues and the art of Improvisation. ● Songwriting and Beat Making: Popular trends in the 21st Century. ● The Song Thiefs: Popular Music Borrowed from Historical Sources. <p>While engaging in units students will engage utilise:</p> <p><u>The Concepts of Music:</u> Duration, Tone colour and Timbre, Pitch, Texture, Dynamics and expressive techniques, Structure.</p> <p><u>Writing Analytically:</u> Students will view a live Music performance in Melbourne and write a critical review</p> <p><u>Music Technology:</u> Students will use Modern Technology throughout this course. This includes learning how to use software to manipulate music notation, looping, recording and editing (audio and music videos).</p>
What will students learn to do?	<p>Performing, Listening and Composing</p> <p>Students will develop and consolidate the concepts of music through learning experiences that encompass performing, listening and composing.</p> <p>Performing:</p> <p>Students will: perform a range a repertoire including their own compositions and those of their peers. Students will have the opportunity to perform repertoire characteristic of the topics studied. Students will perform as a soloist and as part of ensembles on their main instrument.</p> <p>Listening:</p> <p>Students will: listen to a range of repertoire will use learn how to use accurate terminology to explain how music is used and manipulated to convey character, evoke emotion, depict a time or place, or assert a mood or atmosphere. Students will reflect on how different types of music influence their feelings and will consider how they can then use music to communicate persuasively in their own compositions and performance practice.</p> <p>Composing:</p> <p>Students will: improvise, arrange and create compositions using a variety of sound sources that align with topics studied. Students will be introduced to a range of technology which will assist with their compositional and creative process.</p>
Assessment	Students will complete a range of assessments that may include the following: Research Assignment, Composition Portfolio, Performance Skills Assessment, Solo/Ensemble Performances, Musicianship and Aural Exam, Critical Review of a musical performance

PHYSICAL ACTIVITY and SPORTS STUDIES (PASS)

Course Outline	Physical Activity and Sports Studies is a practical Physical Education based subject. It can be studied for one year (PASS) or for two years (PASS Extension). The course content will cover some of the concepts covered in Year 11 and Year 12 so would be beneficial for students looking to study PDHPE at a HSC level. It will include a two night "Journey" where students will Mountain Bike and Canoe around the local area.
What will students learn about?	<ul style="list-style-type: none"> · Body systems and energy for physical activity · Physical fitness · Nutrition and physical activity · Participating in Outdoor Education activities mainly Canoeing and Mountain Biking. · Enhancing performance – strategies and techniques · Event management
What will students learn to do?	<ul style="list-style-type: none"> ● Develop an understanding of how aspects of anatomy and physiology contribute to performing fundamental movement skills. ● Improve practical performance through the application of practice and effort. ● Investigate and participate in a variety of Outdoor Education activities.
Assessment	<p>Will include the following:</p> <ul style="list-style-type: none"> · End of Semester exams · Planning and undertaking an Outdoor Education activity/trip. · Coaching.
Special Requirements	<p>Due to the nature of this subject, selection into it could be dependent on students' previous performance in PDHPE classes, camps, excursions and sporting days.</p> <p>Students will be undertaking a Camp during this unit which will have a cost of approximately \$60</p>

PHYSICAL ACTIVITY and SPORTS STUDIES Extension (PASS EX)

Course Outline	Physical Activity and Sports Studies Extension is a practical Physical Education based subject. It extends on the content covered in PASS. The course content continues to cover the concepts covered in Year 11 and Year 12 so would be extremely beneficial for students looking to study PDHPE at a HSC level. It will include a three night Surfing and Outdoor camp to Lorne as well as local excursions
What will students learn about?	<ul style="list-style-type: none"> · 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 · Coaching · Enhancing performance – strategies and techniques · Technology, participation and performance · Event management
What will students learn to do?	<ul style="list-style-type: none"> ● Investigate and recognizes the importance of fundamental movement analysis as a vital training tool through coaching swimming. ● Develop an understanding of and participates in a range of world games. ● Improve practical performance through the application of practice and effort. ● Investigate and participate in a variety of Outdoor Education activities. ● Improve practical performance through the application of practice and effort.
Assessment	<p>Will include the following:</p> <ul style="list-style-type: none"> - Examination - Coaching. - Practical
Special Requirements	<p>Due to the nature of this subject, selection into it could be dependent on students' previous performance in PDHPE classes, camps, excursions and sporting days.</p> <p>Students will be undertaking a three day surf and outdoor camp to Lorne during this unit which will have a cost of approximately \$300.</p>

PHOTOGRAPHIC AND DIGITAL MEDIA

<p>Course Outline</p>	<p>The aim of the Photographic and Digital Media course is to enable students to:</p> <ul style="list-style-type: none"> ● develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works ● understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.
<p>What will students learn about?</p>	<p>Students will develop knowledge, understanding and skills:</p> <ul style="list-style-type: none"> ● in using the manual settings, compositional and creative curation of an image ● to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames ● to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.
<p>What will students learn to do?</p>	<p>The Photographic and Digital Media course assigns value to the development of students' intellectual, artistic and practical autonomy, critical judgement and reflective actions in making and interpreting photographic and digital media works. In this syllabus students can explore reality, illusion and simulation through photographic and digital media, and the investigation of emergent technologies.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Aperture/Depth of Field ● Shutter speed ● Lighting (Studio/Natural) ● Portraiture (Face painting, makeup, special effects) ● Appropriation
<p>Assessment</p>	<p>Assessment for this course will involve a combination of group and individual project tasks and a formative examination held at the end of the year.</p>

PSYCHOLOGY

Course Outline	Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students will gain insights into a range of psychological health issues in society.
What will students learn about?	<p>This course will focus on multiple fields within the Science of Psychology, including but not limited to:</p> <ul style="list-style-type: none"> ● History, Experimentation and Ethics in Psychology ● Sleep and dreaming ● The brain, its structures and how it influences our world ● Sports Psychology ● Personality and associated disorders ● Perception and experimentation
What will students learn to do?	<p>Students will develop skills in:</p> <ul style="list-style-type: none"> ● Research and application of knowledge ● Problem solving ● Discussion of thoughts and ideas ● Experimentation and planning of appropriate investigations to collect data
Assessment	Students will complete a maximum of THREE Summative tasks for this course.

VISUAL ARTS 1 (2D Focus)

NB: The two Visual Arts courses at Stage 5 can be completed either concurrently (study both at the same time) or sequentially (study one in Year 9 followed by the other in Year 10). They can be completed in any order.

<p>Course Outline</p>	<p>Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students.</p> <p>A gallery visit to Melbourne, which introduces the students to the role of curators and galleries and the influences they have on the public's perceptions of art and how it is viewed by an audience.</p>
<p>What will students learn about?</p>	<p>The study of Visual Arts 1 (2D) students will explore and create works in a variety of mediums and techniques. Students are introduced to 20th Century Art Movements such as; Expressionism, Fauvism, Cubism, Surrealism, Abstract expressionism, Pop art and complete an extensive research project and artworks relating. The focus of their artmaking is two-dimensional with an installation for the school community, again looking at the interaction of the artist and the audience. Printmaking and digital artworks are investigated and used to create works.</p>
<p>What will students learn to do?</p>	<p>Investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the artworld and power. Students build their research, approaches to experimentation, procedures, skills and strategies and develop judgment in the practical action of using diaries and making of artworks while developing subjective, structural, cultural and postmodern approaches to making artworks.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● One Point and Two Point Perspective observational drawings. ● Rendering objects using a variety of media. ● Art Installation ● Lino Prints ● Pour Painting – abstract ● Geometric Forms ● Analyse artworks based on the Art Elements and Principles. ● Art analysis through a variety of case studies ● Research Art Movements, Artists and their work.
<p>Assessment</p>	<p>The majority of assessment is based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p>

VISUAL ARTS 2 (3D Focus)

NB: The two Visual Arts courses at Stage 5 can be completed either concurrently (study both at the same time) or sequentially (study one in Year 9 followed by the other in Year 10). They can be completed in any order.

<p>Course Outline</p>	<p>Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students.</p> <p>The conceptual framework proposes ways to understand and investigate relations between and amongst the agencies of the artist – artwork – world – audience. These functions or agencies when considered in the light of the structural, subjective, postmodern and cultural frames generate content for making and studying artworks.</p> <p>A gallery visit to Melbourne introduces the students to variety of ways art is presented to an audience including artworks exhibited in galleries, commissioned artworks and non-commissioned art installations in the everyday environment.</p>
<p>What will students learn about?</p>	<p>The study of Visual Arts 2 (3D) will introduce students to three-dimensional art techniques and artists. Students are introduced to Ancient 3D art techniques such as Mosaics, Rock carving, soapstone and create artworks responding to given themes. Students also study contemporary 3D techniques such as casting techniques and manipulation with Adobe Photoshop. Students learn how to develop artworks using the design process, which includes: brainstorming, collecting artistic inspiration, developing observational sketches and creating mock ups prior the creation of their 3D pieces of work.</p>
<p>What will students learn to do?</p>	<p>Investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the artworld and power</p> <p>Students build their research, approaches to experimentation, procedures, skills and strategies and develop judgment in the practical action of using diaries and making of artworks while developing subjective, structural, cultural and postmodern approaches to making artworks.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Ancient art making techniques including mosaics. ● Carving and construction with the focus on using clay and soapstone. ● Modelling and Casting techniques using plaster. ● Observational drawing. ● Art installations and Contemporary 3D artworks. ● Artists who work with 3D mediums. ● The Art Elements and Principles. ● The Art Frameworks. ● Research Artists and their work. ● Analyse artworks based on the Art Elements and Principles. ● Art analysis through a variety of case studies
<p>Assessment</p>	<p>The majority of assessment will be based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p>

TOURISM, TRAVEL & EVENTS (VET COURSE) – Year 10

Course: VET TOURISM – This course is an early commencement course for the HSC	
2 units for each of Preliminary and HSC studies	Exclusions: Nil
<p>This course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC exam in Travel, Tourism and Events and have the mark sitting on their transcript ready or them to complete the rest of their HSC.</p>	
<p>Course Description</p> <p>The Tourism, Travel and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>SIT Tourism, Travel and Hospitality Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain a qualification of SIT30116 Certificate III in Tourism.</p> <p>Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within tourism in Australia. Students will learn about workplace health and safety, excellent customer service, selling products and services, workplace communication, interaction, organisation and teamwork, providing information to customers, booking products and services for customers, and Australian tourism destinations.</p> <p>This course is designed to give students hands on experience in the skills and competencies required to work in customer service and tourism related activities, which incorporates the tourism-related activities of businesses and organisations in allied industries including education and training, hospitality, retail, sport and recreation and transport.</p> <p>Attainment of the qualification SIT30116 Certificate III in Tourism requires students to meet competency requirements for 15 units of work, being:</p> <ul style="list-style-type: none"> ● SITTIND001 Source and use information on the tourism and travel industry ● SITXCCS006 Provide service to customers ● SITXCOM002 Show social and cultural sensitivity ● SITXWHS001 Participate in safe work practices ● SITTTSL002 Access and interpret product information ● SITTTSL006 Prepare quotations ● SITTTSL008 Book supplier services ● SITTTSL009 Process travel related documentation ● SITXCCS002 Provide visitor information ● HLTAID003 Provide first aid (provided externally) ● SITTTSL004 Provide advice on Australian destinations ● BSBSUS201 Participate in environmentally sustainable work practices ● SITTTSL005 Sell tourism products and services ● SITTTSL001 Operate an online information system ● BSBWOR203 Work effectively with others 	
<p>Course Structure</p> <p>This course consists of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <ul style="list-style-type: none"> ▪ Five mandatory focus areas addressing six units of competency - Australian destinations (SITTTSL004 Provide advice on Australian destinations), Safety (SITXWHS001 Participate in safe work practices), Sustainability (BSBSUS201 Participate in environmentally sustainable work practices), Working in the industry (SITTIND001 Source and use information on the tourism and travel industry), and Working with customers (SITXCCS006 Provide service to customers & SITXCOM002 Show social and cultural sensitivity) ▪ Tourism and Travel (containing three associated units of competency SITTTSL002 Access and interpret product information, SITTTSL005 Sell tourism products and services, & SITTTSL006 Prepare quotations) ● Non – examinable content (5 elective units to complete the Certificate III in Tourism Qualification) 	

- 70 hours work placement

Pathways and Careers

The SIT30116 Certificate III in Tourism qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage and any small tourism business requiring multi-skilled employees.

Possible job titles relevant to this qualification include:

- attraction or theme park attendant
- booking agent
- inbound tour coordinator
- operations consultant for a tour operator
- visitor information officer
- sales consultant

After achieving SIT30116 Certificate III in Tourism, individuals could progress to SIT40216 Certificate IV in Travel and Tourism, or to Certificate IV qualifications in any service industry field.

Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- practical tasks
- skills tests
- competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

Tourism, Travel and Events HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour (2 year) course.

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. This may consist of one off events (such as Southern Eighty), industry exposure trips (Gold Coast SeaWorld) and work placement during the June/July holidays in Year 11.

It is important to note that as the Gold Coast, Sea World work placement is optional. It is planned to run during the school holidays at an approximate cost of \$1,200.

HLTAID003 Provide First Aid is provided by an external provider at a cost of approximately \$100.

External Assessment	Weighting
<p>A 2 hour written examination consisting of:</p> <p>Multiple Choice 15 marks Short answer questions 30 marks Extended Response 15 marks Tourism and Travel Elective questions 20 marks</p>	
	80

PRIMARY INDUSTRIES (VET COURSE) – NEW in 2018 – Year 10

Course: VET PRIMARY INDUSTRIES - This course is an early commencement course for the HSC	
2 units for each of Preliminary and HSC studies	Exclusions: Nil

This course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC exam in Primary Industries (Agriculture) and have the mark sitting on their transcript ready or them to complete the rest of their HSC.

Course Description

The Primary Industries Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain a qualification of **AHC20116 Certificate II in Agriculture**.

Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within primary industries in Australia. This qualification provides an entry level occupational outcome in agriculture.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This qualification is suitable for an Australian Apprenticeship.

Job roles vary across different industry sectors and may include:

Assistant animal attendant/stockperson
 Assistant Farm or Station hand
 Assistant Farm or Station worker
 Assistant Farm or Station labourer

Attainment of the qualification Certificate II in Agriculture requires students to meet competency requirements for 18 units of work being:

- AHCWHS201 Participate in work health and safety processes
- AHCCHM201 Apply chemicals under supervision
- AHCINF201 Carry out basic electric fencing operations
- AHCINF202 Install, maintain and repair farm fencing
- AHCPMG201 Treat weeds
- AHCWRK204 Work effectively in the industry
- AHCBIO201 Inspect and clean machinery for plant, animal and soil material
- AHCLSK206 Identify and mark livestock
- AHCPMG202 Treat plant pests, diseases and disorders
- AHCLSK202 Care health and welfare of livestock
- AHCLSK211 Provide feed for livestock
- HLTAID003 Provide first aid
- AHCLSK204 Carry out regular livestock observation
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK209 Monitor water supplies
- AHCWRK201 Observe and report on weather
- AHCWRK205 Participate in workplace communications
- AHCWRK209 Participate in environmentally sustainable work practices

Course Structure

This course consists of 18 units in total, made up of:

- HSC Examination Content
 - FIVE mandatory units of competency, with the following focus areas:
Chemicals (AHCCHM201), Safety (AHCWHS201), Sustainability (AHCWRK209), Weather (AHCWRK201), and Working in the industry (AHCWRK204)
 - **Livestock health and welfare** stream containing ONE unit of competency (**AHCLSK202**)
- Non – examinable content (12 elective units to complete the Certificate II in Agriculture Qualification)
- 70 hours work placement

Pathways and Careers

The AHC20116 Certificate II in Agriculture qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

This course provides an entry level occupational outcome in agriculture. It enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.

Further training pathways from this qualification include, but are not limited to:

- Certificate III in Agriculture
- Certificate III in Horticulture

Further training can also involve a traineeship or further studies at TAFE or University.

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. Students are required to supply work boots and work pants when participating in the practical component of the course. Students must purchase a school Primary Industries work shirt at a cost of approximately \$60. The unit HLTAID003 is provided to the students by an external provider at a cost of approximately \$100. Students are required to purchase an online text from Rural Skills Online (organised by the school) at a cost of approximately \$145 to cover the 2 year course.

Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- practical tasks
- skills tests
- competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

Primary Industries HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour (2 year) course.

External Assessment	Weighting
<p>A 2 hour written examination consisting of:</p> <p>Section I – objective response questions Section II – short-answer questions Section III – one extended response question Section IV – one structured extended response question for the stream focus area</p> <p>The Primary Industries HSC examination is based on the HSC Content (focus areas):</p> <p>Sections I, II and III are based on the mandatory focus areas Section IV is based on the stream focus area and can also draw from the mandatory focus areas.</p>	<p>15 marks 35 marks 15 marks 15 marks</p>
	80



MOAMA
ANGLICAN
GRAMMAR

2 Kirchhofer Street, Moama NSW 2731
P: 03 5480 5900
info@moamagrammar.nsw.edu.au
www.moamagrammar.nsw.edu.au