



# MOAMA ANGLICAN GRAMMAR

COMPASSION | RESPECT | INTEGRITY

## CURRICULUM HANDBOOK

Stage 5 (Year 9 and 10)

**2023**



**STAGE 5 (YEAR 9 AND 10)**  
**CURRICULUM HANDBOOK 2023**

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## STAGE 5 CURRICULUM HANDBOOK 2023

### INTRODUCTION

Welcome to the Stage 5 Curriculum Handbook for 2023. Moama Anglican Grammar aims to empower students with academic and life skills that will prepare them well for 21<sup>st</sup> 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. At Moama Anglican Grammar, Stage 5 enables 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 2023.

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.

Students should consider subjects that they enjoy as well as subjects that will develop skills required for Year 11 and 12. 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). 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. There are no externally assessed examinations for students at Stage 5. All assessment at Stage 5 is completed internally.

## CORE SUBJECTS

	Core Subjects	Elective
Year 9	<ul style="list-style-type: none"> <li>● English</li> <li>● Mathematics</li> <li>● Science</li> <li>● History and Geography (HSIE)</li> <li>● PDHPE</li> <li>● Religious and Values Education</li> </ul>	<p><b>3 Elective subjects are chosen, which run as a year course:</b></p> <ul style="list-style-type: none"> <li>● Languages- Italian</li> <li>● Mathematics- Enrichment and Beyond</li> <li>● Music</li> <li>● Drama</li> <li>● Agriculture</li> <li>● Commerce</li> <li>● Design &amp; Technology</li> <li>● Food Technology</li> <li>● Forensic Science</li> <li>● History Elective</li> <li>● Industrial Technology- Multimedia</li> <li>● Industrial Technology- Timber</li> <li>● International Studies</li> <li>● Physical Activity &amp; Sports Studies (PASS)</li> </ul> <p><b>Student Interest Modules (SIMs)</b></p> <p>Next year students will have the opportunity to undertake seven five-week modules. These will be selected at the end each semester for the following semester.</p> <p>These will include activities such as</p> <ul style="list-style-type: none"> <li>● Astronomy</li> <li>● Commercial cooking</li> <li>● Musical performances</li> <li>● Debating</li> <li>● Sundial construction</li> <li>● Community activities</li> <li>● Duke of Edinburgh award</li> <li>● Sports training</li> </ul> <p>However, SIMs will be guided by Student interests.</p>

<p>Year 10</p>	<ul style="list-style-type: none"> <li>● English</li> <li>● Mathematics</li> <li>● Science</li> <li>● History and Geography (HSIE)</li> <li>● PDHPE</li> <li>● Religious and Values Education/Careers</li> </ul>	<p><b>3 Elective subjects are chosen, which run as a year course:</b></p> <ul style="list-style-type: none"> <li>● Agriculture</li> <li>● Child Studies</li> <li>● Commerce</li> <li>● Drama</li> <li>● English Extension</li> <li>● Food Technology</li> <li>● History Elective</li> <li>● Industrial Technology- Multimedia</li> <li>● Industrial Technology- Timber</li> <li>● Languages-Italian (must complete Year 9 course)</li> <li>● Mathematics- Enrichment and Beyond</li> <li>● Music</li> <li>● Photographic and Digital Media</li> <li>● Physical Activity &amp; Sports Studies (PASS)</li> <li>● Psychology</li> <li>● Visual Arts</li> </ul> <p><b>Student Interest Modules (SIMs)</b></p> <p>Next year students will have the opportunity to undertake seven five-week modules. These will be selected at the end each semester for the following semester.</p> <p>These will include activities such as</p> <ul style="list-style-type: none"> <li>● Astronomy</li> <li>● Barista training</li> <li>● Commercial cooking</li> <li>● Musical performances</li> <li>● Debating</li> <li>● Sundial construction</li> <li>● Community activities</li> <li>● Duke of Edinburgh award</li> <li>● Sports training</li> </ul> <p>However, SIMs will be guided by Student interests</p> <p><b>Stage 6 VET courses (Commence in Year 1, conclude in Year 11):</b></p> <ul style="list-style-type: none"> <li>● Construction- Certificate II</li> <li>● Primary Industries- Certificate II</li> <li>● Tourism, Travel and Events- Certificate III</li> </ul>
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<p>Year 11</p>	<p>English is the only mandatory subject in Stage 6.</p> <ul style="list-style-type: none"> <li>● English Advanced (2U)</li> <li>● English Extension (1U)</li> <li>● English Standard (2U)</li> </ul>	<p>Students choose a pattern of study that is 12 units (U) in total, this includes 2U of English:</p> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>● Mathematics Advanced (2U)</li> <li>● Mathematics Extension 1 (1U)</li> <li>● Mathematics Standard 2 (2U)</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>● Biology (2U)</li> <li>● Chemistry(2U)</li> <li>● Investigating Science (2U)</li> <li>● Physics (2U)</li> </ul> <p><b>HSIE:</b></p> <ul style="list-style-type: none"> <li>● Ancient History</li> <li>● Business Studies (2U)</li> <li>● Economics (2U)</li> <li>● Legal Studies</li> <li>● Modern History</li> <li>● Society &amp; Culture (2U)</li> <li>● Studies of Religion (1U)</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Agriculture (2U)</li> <li>● Design &amp; Technology (Graphics) (2U)</li> <li>● Food Technology (2U)</li> <li>● Industrial Technology (Multimedia) (2U)</li> </ul> <p><b>PDHPE:</b></p> <ul style="list-style-type: none"> <li>● Community &amp; Family Studies (2U)</li> <li>● PDHPE (2U)</li> </ul> <p><b>Creative and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>● Drama (2U)</li> <li>● Music 1 (2U)</li> <li>● Visual Arts (2U)</li> </ul> <p><b>Languages:</b></p> <ul style="list-style-type: none"> <li>● Italian Continuers (2U)</li> </ul> <p><b>VET</b>  <i>Students who undertake a VET course in Year 10 are able to continue this course as part of their pattern of study for the HSC</i></p>
<p>Year 12</p>	<p><i>Students continue with their Pattern of Study from Year 11, they are able to reduce their academic load to 10 units of study in the HSC.</i></p>	

## 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
- Consider what subjects you would like to do at Stage 6 (Years 11 and 12)

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

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

Our Careers Advisor, Mr Curtis Townrow, the Year Level Coordinators, teachers, and Heads of Faculties, Mr Greg Cadd the Head of Senior School and Mrs Hayley Catt the Head of Teaching and Learning are all available for guidance on student Elective choices.

Parents and students are encouraged to ask questions if they have any concerns or enquiries about subjects or the process of selecting subjects.

## ONLINE ELECTIVE SELECTION PROCESS

The following steps outline how to enter your Elective subject preferences online. The password and login details have been emailed to both students and parents.

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](http://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.

## What happens next?

- Students will be placed in classes based on elective choices and preferences and a timetable constructed for next year.
- The Web Preference system places students into subjects based on their Preference Order. **Please ensure you place your first choice as Preference 1.**
- Students should be informed of their elective subjects by Term 3.
- Some courses will only run if there are sufficient numbers of students to form a class.
- In a very small number of cases the demands of timetabling and staffing will limit the choice of subjects a student may take.



## Contacts

If you have further questions about any subjects on offer your first point of contact would be the Head of Faculty for that subject. The Heads of Faculty can be contacted if you have any questions about any subject and their details are below.

Additionally, you are encouraged to contact the Head of Teaching and Learning (Secondary) to discuss any questions you may have.

### Head of Teaching and Learning (Secondary)

Mrs Hayley Catt

[hcatt@moamagrammar.nsw.edu.au](mailto:hcatt@moamagrammar.nsw.edu.au)

(03) 5480 5900

<p><b>Head of English</b> Ms Vanessa Bush <a href="mailto:vbush@moamagrammar.nsw.edu.au">vbush@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>English Extension</li> </ul>	<p><b>Head of VET (Vocational Educational and Training)</b> Mrs Kim McFadden <a href="mailto:kmcfadden@moamagrammar.nsw.edu.au">kmcfadden@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>VET Construction</li> <li>VET Primary Industries</li> <li>VET Tourism, Travel and Events</li> <li>School Based Apprenticeship</li> <li>TAFE courses</li> </ul>
<p><b>Head of Mathematics</b> Mr Phillip Campbell <a href="mailto:pcampbell@moamagrammar.nsw.edu.au">pcampbell@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>Enrichment Mathematics</li> <li>Enrichment Mathematics and Beyond</li> </ul>	<p><b>Head of Creative and Performing Arts</b> Ms Codie Ellis <a href="mailto:cellis@moamagrammar.nsw.edu.au">cellis@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>Drama</li> <li>Music</li> <li>Photographic and Digital Media</li> <li>Visual Arts</li> </ul>
<p><b>Head of Science</b> Mrs Felicity Williams <a href="mailto:fwilliams@moamagrammar.nsw.edu.au">fwilliams@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>Forensic Science</li> <li>Psychology</li> </ul>	<p><b>Head of PDHPE</b> Mrs Brianna Brewis <a href="mailto:bbrewis@moamagrammar.nsw.edu.au">bbrewis@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>PASS</li> <li>Child Studies</li> </ul>
<p><b>Head of HSIE</b> Mr Matthew Nolan <a href="mailto:mnolan@moamagrammar.nsw.edu.au">mnolan@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>Commerce</li> <li>History Elective</li> </ul>	<p><b>Head of Religion and Values Education</b> Mr Tim Bowles <a href="mailto:tbowles@moamagrammar.nsw.edu.au">tbowles@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>International Studies</li> <li>Studies of Religion 1</li> </ul> <p><b>Head of Languages</b> Mrs Lucy Polvere <a href="mailto:lpolvere@moamagrammar.nsw.edu.au">lpolvere@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>Italian</li> </ul>
<p><b>Head of Technologies</b> Mr Danny Hindson <a href="mailto:dhindson@moamagrammar.nsw.edu.au">dhindson@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>Agriculture</li> <li>Design and Technology (Graphics)</li> <li>Industrial Technology (Timber)</li> <li>Food Technology</li> <li>Design and Technology (Multimedia)</li> </ul>	<p><b>Head of Student Diversity</b> Mr Kevin Turner <a href="mailto:kturner@moamagrammar.nsw.edu.au">kturner@moamagrammar.nsw.edu.au</a></p> <ul style="list-style-type: none"> <li>Student Learning Programs</li> <li>Differentiation (Extension and Support)</li> </ul>

# Stage 5 - Year 9 Elective opportunities:

## AGRICULTURAL TECHNOLOGY YEAR 9 (100 HOUR)

<p><b>Course Outline</b></p>	<p><b>Core A</b></p> <ul style="list-style-type: none"> <li>● Introduction to Agriculture</li> <li>● Plant Production 1</li> <li>● Animal Production 1</li> </ul> <p>Introduction to Agriculture provides a broad overview of plant and animal-related concepts to encourage students to develop an appreciation of the complexity of agriculture. Students have opportunities to investigate the industries involved in agriculture, how plants and animals are produced and to follow Work Health and Safety (WHS) guidelines. Plant Production provides students with opportunities to develop an understanding of plant production in the context of plant-based enterprises. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of plant enterprises. Students are provided with opportunities to gain firsthand practical experiences in growing, tending, harvesting and processing of plants in the context of agricultural enterprises.</p>
<p><b>Course Content</b></p>	<ul style="list-style-type: none"> <li>● Introduction to Agriculture provides a broad overview of plant and animal-related concepts to encourage students to develop an appreciation of the complexity of agriculture. Students have opportunities to investigate the industries involved in agriculture, how plants and animals are produced and to follow Work Health and Safety (WHS) guidelines.</li> <li>● Plant Production 1 provides students with opportunities to develop an understanding of plant production in the context of plant-based enterprises. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of plant enterprises. Students are provided with opportunities to gain firsthand practical experiences in growing, tending, harvesting and processing of plants in the context of agricultural enterprises.</li> <li>● Animal Production 1 provides students with opportunities to develop an understanding of animal production in the context of animal-based enterprises. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of animal enterprises. Students are provided with opportunities to gain firsthand practical experiences in raising and managing animals in the context of agricultural enterprises.</li> </ul>
<p><b>Assessment</b></p>	<p>Students will complete 2 Formal Assessment Tasks for this course. These tasks are in the form of a practical task with a supporting portfolio for research and development work. Various informal assessments are also used throughout the course to help assess the students level of achievement.</p>

## COMMERCE - YEAR 9

<p><b>Course Outline</b></p>	<p>Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.</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 have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.</p> <p>A major component of the Year 9 Commerce course is the \$20 Boss Program. The program, run in hundreds of schools across Australia, encourages entrepreneurship in young people and gives students the experience of setting up and operating their own micro-enterprises. The program culminates in a series of exciting lunchtime markets at the school where the students seek to out-compete their classmates to raise the most money for a charity nominated by the students.</p> <p>Please note: students will have the option of continuing their studies in Commerce in Year 10, making it into a two-year course.</p>
<p><b>What will students learn about?</b></p>	<p>Students will undertake studies in the following five topic areas in the Year 9 course:</p> <ol style="list-style-type: none"> <li>1. Law, society and political involvement</li> <li>2. Consumer and financial decisions</li> <li>3. Running a business</li> <li>4. Promoting and selling</li> <li>5. Travel</li> </ol>
<p><b>What will students learn to do?</b></p>	<ul style="list-style-type: none"> <li>● Develop a knowledge and understanding of finance, business, law, tourism and economics</li> <li>● Develop skills in decision-making and problem-solving in relation to financial, business, legal and economic issues</li> <li>● Develop skills in effective research and communication</li> <li>● Develop skills in working independently and collaboratively</li> </ul>
<p><b>Assessment</b></p>	<p>A range of formal and informal 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 plan, a promotional campaign for a unique product, in-class tests and an examination.</p>

## DRAMA - YEAR 9

<p><b>Course Outline</b></p>	<p>The study of Drama provides an opportunity for students to work practically, collaboratively and creatively in practical workshops using theatrical forms, styles, conventions and techniques to make, perform and appreciate a variety of performances.</p> <p><b>There are no prerequisites for this course.</b></p>
<p><b>What will students learn about?</b></p>	<p>The following topics are offered and can be studied in year 9 and/or 10:</p> <ul style="list-style-type: none"> <li>● Movement, Physical Theatre and Mask</li> <li>● The Performance Styles of Commedia dell' Arte and/or Greek Tragedy and how to adapt these for a contemporary audience</li> <li>● The study of modern Australian plays</li> <li>● Live Professional Theatre experiences</li> <li>● The opportunity to prepare a Major Group Production</li> </ul>
<p><b>What will students learn to do?</b></p>	<p>Students will learn to develop:</p> <ul style="list-style-type: none"> <li>● skills in expressive movement, voice and characterisation</li> <li>● an understanding of theatre styles and how to adapt these for a modern audience</li> <li>● their ability to analyse, perform and evaluate professional theatre playscripts</li> <li>● expertise throughout the year to create a final group production for a selected audience</li> </ul>
<p><b>Assessment</b></p>	<p>Student skills are developed, and progress monitored, through practical and written workshops and class activities. These formative tasks culminate in the assessment of three polished Summative assessments.</p>

## DESIGN & TECHNOLOGY - GRAPHICS - YEAR 9

### (Architectural Design Packaging & Digital Media)

Design & Technology Elective 1 (100 hours)

Focus Areas – Architecture / 3D modelling/animation / Graphics / Packaging

<b>Course Outline</b>	The study of Design and Technology (Graphics) helps students to develop an 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.
<b>What will students learn about?</b>	<ul style="list-style-type: none"> <li>● Students learn to use the design process, from initial ideas to final concept drawings to create the architectural &amp; interior design of a new building.</li> <li>● They use computer graphics and 3D modelling software to create the concept drawings for their client.</li> <li>● Students learn how to create a 3D animated walkthrough of their architectural design.</li> <li>● 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.</li> <li>● Students work through the design process to create their package, learning how to use manual sketching skills as well as computer graphics and 3D modelling software in the process.</li> </ul>
<b>What will students learn to do?</b>	<ul style="list-style-type: none"> <li>● The major emphasis of the Design and Technology (Graphics) syllabus is on students actively planning, developing and producing quality graphical presentations.</li> <li>● Students learn to design, prepare and present graphical presentations using both manual and computer based drawing technologies.</li> <li>● 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.</li> </ul>
<b>Assessment</b>	Students will complete 2 Major Formal Assessment Tasks for this course. These tasks are in the form of a practical task with a supporting portfolio for research and development work. Various informal assessments are also used throughout the course to help assess the students level of achievement.

## ENRICHMENT MATHEMATICS – YEAR 9

<p><b>Course Outline</b></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>Students should consult with their current classroom teacher as to whether they are suited to this course.</p>
<p><b>What will students learn about?</b></p>	<p>Students will engage in problem solving, investigation 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 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><b>What will students learn to do?</b></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. Learning experiences will give depth to their current understanding of mathematics and extend their skills into new areas.</p>
<p><b>Assessment</b></p>	<p>A total of two 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 informal measure student progress.</p>

## FORENSIC SCIENCE- YEAR 9

<b>Course Outline</b>	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.
<b>What will students learn about?</b>	<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"> <li>● History of Forensic Science</li> <li>● Crime Scene Investigation processes</li> <li>● Fingerprinting and other impressions used in identification</li> <li>● Toxicology</li> <li>● Serology, hair and fibre analysis</li> <li>● Fraud analysis</li> <li>● Forensic entomology</li> </ul>
<b>What will students learn to do?</b>	<p>Students will develop skills in:</p> <ul style="list-style-type: none"> <li>● Making observations.</li> <li>● Critically analysing forensic processes presented in television drama's</li> <li>● Applying first hand investigations and scientific processes to solve problems in the laboratory.</li> </ul>
<b>Assessment</b>	Students will complete a maximum of TWO Formal tasks for this course.

## FOOD TECHNOLOGY- YEAR 9

<b>Course Outline</b>	<p>Focus Areas Covered in this Course include:</p> <ul style="list-style-type: none"> <li>● Food Selection and Health</li> <li>● Food Trends</li> <li>● Food Service and Catering</li> <li>● Food Product Development</li> </ul>
<b>Course Content</b>	<p>In Food Technology students begin by studying 'Food Selection and Health' and 'Food Trends', with a major focus on the role that food plays in the body. Students investigate the functions and sources of food nutrients, nutritional needs and factors that influence health. Students examine how changes in society, technological developments and beliefs about food can also have a strong influence on our eating habits and food trends. Students then learn about Food Product Development and the Food Service and Catering Industry, with a major focus on food product innovations and new food ideas. Students investigate reasons for developing food products and the steps involved in new product development. Students examine the different food service and catering establishments in society, employment opportunities, rights and responsibilities of employers and employees, menu planning and recipe development.</p>
<b>Assessment</b>	<p>Students will complete 2 Major Formal Assessment Tasks for this course. These tasks are in the form of a practical task with a supporting portfolio for research and development work. Various informal assessments are also used throughout the course to help assess the students level of achievement.</p>



## INDUSTRIAL TECHNOLOGY- TIMBER- YEAR 9

### Industrial Technology Elective 1 (100 hours)

<p><b>Course Outline</b></p>	<p>In this course students will develop their knowledge and skills in the Timber Industry. Students will learn skills in using various tools, techniques and materials to create timber products for community needs. Students will work from design briefs that outline clients needs for timber products and will work through the design process to develop appropriate solutions to these needs through research and drawing solutions. Students will then produce the final timber products using the skills and knowledge of tools and techniques that they have developed.</p>
<p><b>What will students learn about?</b></p>	<p>Students develop:</p> <ul style="list-style-type: none"> <li>● knowledge of and competence in applying Work Health &amp; Safety (WHS) risk management procedures and practices</li> <li>● knowledge, skills and an appreciation of quality in the design and production of practical projects</li> <li>● knowledge and understanding of the relationship between the properties of materials and their applications</li> <li>● skills in communicating ideas, processes and technical information with a range of audiences</li> <li>● an appreciation of the relationship between technology, leisure and lifestyle activities and further learning</li> <li>● the ability to critically evaluate manufactured products in order to become a discriminating consumer</li> <li>● knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.</li> </ul>
<p><b>What will students learn to do?</b></p>	<p>Core modules develop knowledge and skills in the use of materials, tools and techniques related to construction materials.</p> <p>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"> <li>● furniture items</li> <li>● decorative timber products</li> <li>● storage and transportation products</li> <li>● small step ladders or similar</li> <li>● storage and display units</li> </ul> <p>Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.</p>
<p><b>Assessment</b></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>

## ITALIAN- YEAR 9

<p><b>Course Outline</b></p>	<p>The Year 9 course is designed to provide a solid structure and a well-paced approach for students who have already acquired two years of Italian learning in Stage 4 (Years 7 and 8). Students will be able to build their language skills with confidence, while developing their intercultural competence. The students will focus on being able to communicate not only in the present tense, but also in the past (<i>passato prossimo</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 Year 10 Italian.</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><b>What will students learn about?</b></p>	<ul style="list-style-type: none"> <li>● Italy's geography and demographics</li> <li>● Youth of Italy today</li> <li>● Lifestyle in Italy, including family, friends, home, school, sports and leisure activities</li> <li>● Means of transport in Italy</li> <li>● the metalanguage necessary to understand the more complex language and grammar structures (metalanguage is not examined or tested)</li> <li>● the language of Italian recipes</li> <li>● communication and its value in society</li> <li>● languages in the world, especially Latin (Romance) languages and English, and where the two language systems meet</li> </ul>
<p><b>What will students learn to do?</b></p>	<p>Students who apply themselves to the learning should be able to:</p> <ul style="list-style-type: none"> <li>● use reflexive verbs</li> <li>● use the present perfect (<i>il passato prossimo</i>)</li> <li>● understand and use possessive adjectives</li> <li>● understand and use articulated prepositions</li> <li>● use comparatives and superlatives</li> <li>● use direct object pronouns</li> <li>● write and talk about their interests and activities</li> <li>● write and talk about recent events of the past</li> <li>● read and listen for meaning using key words in texts of a longer duration than Years 7 and 8</li> <li>● read and listen to others talking about the past and understand more deeply written and spoken texts</li> <li>● to talk about new things and learn new vocabulary</li> <li>● gain a deeper understanding of modal verbs</li> <li>● gain more familiarity with irregular verbs</li> </ul>
<p><b>Assessment</b></p>	<p>Assessment takes the form of two tasks per semester, reinforcing the structures that the course teaches. There is an Italian examination at the end Semester 2. The assessment tasks encompass the elements of reading, writing, listening and speaking, both in Italian and English.</p>

## INTERNATIONAL STUDIES- YEAR 9

<b>Course Outline</b>	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, History, Studies of Religion, and Community and Family Studies.
<b>What will students learn about?</b>	<p>Students will learn about the study of 'Culture and cultural diversity in the contemporary world'.</p> <p>They will also study 3 of the following 10 topic areas:</p> <ol style="list-style-type: none"> <li>1. Culture and beliefs</li> <li>2. Culture on the move</li> <li>3. Culture and sport</li> <li>4. Culture and the media</li> <li>5. Culture and travel</li> <li>6. Culture and food</li> <li>7. Culture and gender</li> <li>8. Culture, science, technology and change</li> <li>9. Culture in film and literature</li> <li>10. Culture and family life</li> </ol>
<b>What will students learn to do?</b>	<p>Students will have the opportunity to explore the cultures of the world and their diversity. Our globe is full of rich and complex cultures that increasingly interconnect with each other. Through team based and interactive experiences students will explore the dynamic interplay of cultural diversity.</p> <p>Through inquiry and collaborative learning activities such as international video calls, global perspective excursion, critical cultural analysis, completing cultural surveys and creating travel guides students will develop their critical thinking and intercultural communication and understanding.</p>
<b>Excursion</b>	Global Religions and Beliefs Tour - Buddhist Stupa, Islamic Mosque, Chinese Temple (including multicultural cuisine)
<b>Assessment</b>	Two formal assessment tasks over the course of the year will be used to assess student progress.

## HISTORY ELECTIVE- YEAR 9

<b>Course Outline</b>	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.	
<b>What will students learn about?</b>	<ul style="list-style-type: none"> <li>● <b>Topic 1:</b></li> <li>● <b>Topic 2:</b></li> <li>● <b>Topic 3:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Constructing History e.g. Family history, Film as history, Historical fiction</li> <li>● Ancient, Medieval and Early Modern Societies e.g. The Ottoman Empire</li> <li>● Thematic Studies e.g. Heroes and villains, world myths and legends, Crime and punishment, Slavery, Terrorism</li> </ul>
<b>What will students learn to do?</b>	<p>Students will develop:</p> <ul style="list-style-type: none"> <li>● A knowledge and understanding of history and historical inquiry</li> <li>● A knowledge and understanding of past societies and historical periods</li> <li>● Skills to undertake the processes of historical inquiry</li> <li>● Skills to communicate their understanding of history.</li> </ul> <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> <li>● History as a study of human experience</li> <li>● The opportunity to develop a lifelong interest and enthusiasm for history</li> <li>● The nature of history as reflecting differing perspectives and viewpoints</li> <li>● The opportunity to contribute to a just society through informed citizenship</li> <li>● The contribution of past and present peoples to our shared heritage.</li> </ul>	
<b>Assessment</b>	<p>Assessment tasks may include:</p> <ul style="list-style-type: none"> <li>● Timed assessment within class</li> <li>● Research project</li> </ul>	

## PHYSICAL ACTIVITY and SPORTS STUDIES- YEAR 9

<b>Course Outline</b>	Physical Activity and Sports Studies (PASS) is a practical Physical Education based subject. The course modules are a pathway to introduce concepts studied in Year 11 and HSC PDHPE. The course includes a two night "Journey" where students Mountain Bike and Canoe around the local area. Students will also be involved in off-site activities during their class time throughout the year.
<b>What will students learn about?</b>	<ul style="list-style-type: none"> <li>● Water Safety- inclusive of LSV Bronze Medallion Award</li> <li>● Lifestyle, leisure and recreation</li> <li>● Body Systems and Energy for movement</li> <li>● Physical Fitness</li> </ul>

	<ul style="list-style-type: none"> <li>● Nutrition</li> <li>● Event Management</li> </ul>
<b>What will students learn to do?</b>	<ul style="list-style-type: none"> <li>● Develop an understanding of how aspects of anatomy and physiology contribute to performing fundamental movement skills</li> <li>● Improve practical performance through the application of practice and effort-specifically in swimming, canoeing and mountain bike riding</li> <li>● Investigate and participate in a variety of Outdoor Education activities</li> <li>● Work collaboratively with others to enhance participation, enjoyment and performance</li> <li>● Develop management and planning skills to achieve personal and group goals</li> </ul>
<b>Assessment</b>	<p>Will include the following:</p> <ul style="list-style-type: none"> <li>● Bronze Medallion Water Safety</li> <li>● Training Program Analysis for the Journey</li> <li>● Examination</li> </ul>
<b>Special Requirements</b>	<p>Due to the nature of this subject, selection into PASS will consider students' previous performance and participation in PDHPE classes, camps, excursions and sporting days.</p> <p>Students will need to demonstrate basic water safety to ensure they are capable to participate in the water based activities and camp.</p> <p>Students will be undertaking a Camp during this unit which will have a cost of approximately \$70</p>

## MUSIC- YEAR 9

<b>Course Outline</b>	Students will study through the learning experiences of performing, composing, musicology and listening, within the context of a range of styles, periods and genres.
<b>What will students learn about?</b>	<p>Some units that students study in years 9 include:</p> <ul style="list-style-type: none"> <li>● World Music</li> <li>● Soundscapes</li> <li>● Rock and Pop</li> <li>● Becoming a Band</li> </ul>

	<p>While engaging in units students will utilise:  <u>The Concepts of Music</u>: Duration, Tone colour, Pitch, Texture, Dynamics and Expressive Techniques, Structure.</p> <p>Students will have the opportunity to view live music and theatre performances in Melbourne and tour a variety of music venues.</p> <p>Students will learn to use production and recording technology throughout this course. This includes learning how to use software to manipulate music notation, looping, recording and editing.</p> <p>Students will be involved in songwriting and performance opportunities including booking their own live gig.</p> <p><b>There are no prerequisites for this course however prior instrumental or vocal tuition is strongly encouraged.</b></p>
<p><b>What will students learn to do?</b></p>	<p><b>Performing, Listening and Composing</b></p> <p>Students will develop and consolidate the concepts of music through learning experiences that encompass performing, listening and composing.</p> <p><b>Performing:</b></p> <p>Students will perform a range of 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><b>Listening and Analysis:</b></p> <p>Students will listen to a range of repertoire and 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><b>Composing:</b></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>
<p><b>Assessment</b></p>	<p>Students will complete a range of tasks and assessments that may include the following:</p> <p>Research Assignment, Composition Portfolio, Performance Skills Assessment, Solo/Ensemble Performances, Musicianship and Aural Exam and Reviews of musical performances.</p>

## VISUAL ART- YEAR 9

<p><b>Course Outline</b></p>	<p>Visual Art 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 Art plays an important role in the social, cultural and spiritual lives of students.</p> <p>Gallery excursions to Melbourne, introduces students to the role of curators and museums and the influences they have on the public's perceptions of art and how art is viewed by audiences.</p>
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<p><b>What will students learn about?</b></p>	<p>Year 9 Visual Art students explore and create works using 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. The focus of their artmaking is technique based around the Art Movements. A group installation is designed 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><b>What will students learn to do?</b></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, techniques, skills and strategies and develop judgement 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"> <li>● Rendering objects/subjects using a variety of media</li> <li>● Modelling and Casting techniques.</li> <li>● Mosaics</li> <li>● Printmaking</li> <li>● Textiles</li> <li>● Fluid Painting/Alcohol Ink</li> <li>● Geometric Forms</li> <li>● Photography</li> <li>● Art analysis through a variety of case studies</li> <li>● Research Art Movements, Artists and their work</li> </ul>
<p><b>Assessment</b></p>	<p>The majority of assessment is based on class work and Assessment Tasks.</p>

# Stage 5 - Year 10 Elective opportunities:

## AGRICULTURAL TECHNOLOGY- YEAR 10 (200 HOUR)

Students must have completed the Core A units offered at year 9 (100 Hour) in order to do this course.

<p><b>Course Outline</b></p>	<p>At year 10 students will complete the following units in order to achieve a 200 Hour course result.</p> <p><b>Core B</b></p> <ul style="list-style-type: none"> <li>○ Agricultural Systems and Management</li> <li>○ Plant Production 2 and/or</li> <li>○ Animal Production 2</li> </ul>
<p><b>Course Content</b></p>	<ul style="list-style-type: none"> <li>● Agricultural Systems and Management provides students with opportunities to develop a more in- depth appreciation of the complexity of agriculture. Students investigate the industries involved in agriculture, how plants and animals are produced and marketed, and related Work Health and Safety (WHS) requirements.</li> <li>● Plant Production 2 provides students with opportunities to gain a more in-depth understanding of plant production in the context of plant-based enterprises. Students investigate environmental sustainability, financial viability, available technologies and ethical considerations of plant enterprises. Students are provided with opportunities to gain first-hand practical experiences in growing, tending, harvesting and processing of plants in the context of agricultural enterprises.</li> <li>● Animal Production 2 provides students with opportunities to gain a more in-depth understanding of animal production in the context of animal-based enterprises. Students investigate environmental sustainability, financial viability, available technologies and ethical considerations of animal enterprises. Students are provided with opportunities to gain first-hand practical experiences in raising and managing animals in the context of agricultural enterprises.</li> </ul>
<p><b>Assessment</b></p>	<p>Students will complete 2 Major Formal Assessment Tasks for this course. These tasks are in the form of a practical task with a supporting portfolio for research and development work. Various informal assessments are also used throughout the course to help assess the students level of achievement.</p>

## CHILD STUDIES- YEAR 10

<p><b>Course Outline</b></p>	<p>The Child Studies course aims to develop knowledge, understanding and skills to positively influence the wellbeing and development of children (0-8 years of age).</p> <p>The course would be beneficial for students looking to study CAFS at a HSC level as the modules introduce concepts studied in Year 11 and 12.</p>
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<p><b>What will students learn about?</b></p>	<p>Students will study a range of the following modules:</p> <ul style="list-style-type: none"> <li>● Preparing for parenthood</li> <li>● Conception to birth</li> <li>● Family interactions</li> <li>● Newborn care</li> <li>● Growth and development</li> <li>● Play and the developing child</li> <li>● Health and safety in childhood</li> <li>● Food and nutrition in childhood</li> <li>● The diverse needs of children</li> <li>● Media and technology in childhood</li> <li>● Childcare services and career opportunities</li> </ul>
<p><b>What will students learn to do?</b></p>	<ul style="list-style-type: none"> <li>● Develop knowledge and understanding of child development from preconception to and including the early years</li> <li>● Develop knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children</li> <li>● Enhance skills in researching, communicating and evaluating issues related to child development.</li> <li>● Value the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing</li> </ul>
<p><b>Assessment</b></p>	<p>Students will complete THREE assessment tasks for this elective inclusive of an examination.</p>
<p><b>Special Requirements</b></p>	<p>Students will be required to care for one of the CAFS babies during this course. This will include overnight stay in the family home where care is provided by the student.</p>

## COMMERCE - YEAR 10

<p><b>Course Outline</b></p>	<p>Commerce focuses on the understanding of relationships between consumers, businesses and governments in the overall economy. Students will have the ability to investigate these relationships and apply problem-solving strategies to solve real life business issues. Whilst studying Commerce, students will also develop their critical thinking and reflective learning skills whilst being given the opportunity to participate within the wider community.</p>
<p><b>What will students learn about?</b></p>	<p>Students will undertake studies in the following five topic areas in the Year 10 course:</p> <ol style="list-style-type: none"> <li>1. Law in action</li> <li>2. The economic and business environment</li> <li>3. Our economy</li> <li>4. Investing</li> <li>5. Employment and work future</li> </ol>
<p><b>What will students learn to do?</b></p>	<ul style="list-style-type: none"> <li>• Develop a knowledge and understanding of finance, business, law, economics and employment matters</li> <li>• Develop skills in decision-making and problem-solving in relation to financial, business, legal and economic issues</li> <li>• Develop skills in effective research and communication</li> <li>• Develop skills in working independently and collaboratively</li> </ul>
<p><b>Assessment</b></p>	<p>Three Formal assessments including essay writing, businesses reports and in class test</p>

## DRAMA - YEAR 10

<p><b>Course Outline</b></p>	<p>The study of Drama provides an opportunity for students to work practically, collaboratively and creatively. Students explore performance skills in practical workshop activities using theatrical forms, styles, conventions and techniques to make, perform and appreciate a variety of performances.</p> <p><b>There are no prerequisites for this course.</b></p>
<p><b>What will students learn about?</b></p>	<p>The following topics are offered and can be studied in year 9 and/or year 10:</p> <ul style="list-style-type: none"> <li>● Movement, Physical Theatre and Mask</li> <li>● The Performance Styles of Commedia dell' Arte and Greek Tragedy and how to adapt these to a contemporary audience</li> <li>● The study of modern Australian plays</li> <li>● Live Professional Theatre experiences</li> <li>● The opportunity to prepare a Major Group Production</li> </ul>
<p><b>What will students learn to do?</b></p>	<p>Students will learn to develop:</p> <ul style="list-style-type: none"> <li>● skills in expressive movement, voice and characterisation</li> <li>● an understanding of theatre styles and how to adapt these for a modern audience</li> <li>● their ability to analyse, perform and evaluate professional theatre playscripts</li> <li>● expertise throughout the year to create a final group production for a selected audience</li> </ul>
<p><b>Assessment</b></p>	<p>Student skills are developed, and progress monitored, through practical and written workshops and class activities. These informal tasks culminate in the assessment of three polished Formal assessments.</p>

## ENGLISH EXTENSION- YEAR 10

<b>Course Outline</b>	The course aims to enrich and extend students' ability to analyse and appreciate a range of texts from a variety of composers. The course aims to further develop student's English writing and reading skills for preparation for Years 11 and 12. Students will develop their skills in the context of a Genre Study and Special Research Project.
<b>What will students learn about?</b>	In Semester 1 students will learn about the Crime Writing genre. They will study iconic and contemporary texts. In Semester 2 students will undertake a Special Research Project. This will allow students to select a genre or aspect of literature that appeals to them and a focus question that interests them.
<b>What will students learn to do?</b>	Students will undertake writing workshops, collaborating with each other to develop writing strategies.  Students will participate in both individual and group oral presentations, such as debates or short performances.  Most importantly, students will develop an appreciation of texts and how composers share meaning and shape our world. They will develop their skills in critical thinking and analytical writing. In the Special Research Project they will learn to plan a project according to milestones and criteria.
<b>Assessment</b>	Students undertake three formal assessments including a multimodal presentation, a Special Research Project and an examination. A range of informal assessments will provide students with the opportunity to demonstrate their skills and knowledge.

## ENRICHMENT MATHEMATICS AND BEYOND – YEAR 10

<p><b>Course Outline</b></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 the Year 11 and Year 12 courses.</p> <p>Students should consult with their current classroom teacher as to whether they are suited to this course.</p>
<p><b>What will students learn about?</b></p>	<p>Students will engage in problem solving, investigation 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><b>What will students learn to do?</b></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. Learning experiences will give depth to their current understanding of mathematics and extend their skills into new areas.</p>
<p><b>Assessment</b></p>	<p>A total of two 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 informal measure student progress.</p>

## FOOD TECHNOLOGY- YEAR 10

<p><b>Course Outline</b></p>	<p>Focus Areas Covered in this Course include:</p> <ul style="list-style-type: none"> <li>● Food in Australia</li> <li>● Food Equity</li> <li>● Food for Specific Needs</li> <li>● Food for Special Occasions</li> </ul>
<p><b>Course Content</b></p>	<p>In Food Technology students begin by studying 'Food in Australia' and 'Food Equity'. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations.</p> <p>Students then learn about Food for Special Needs and the Food for Special Occasions. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.</p>
<p><b>Assessment</b></p>	<p>Students will complete 2 Major Formal Assessment Tasks for this course. These tasks are in the form of a practical task with a supporting portfolio for research and development work. Various informal assessments are also used throughout the course to help assess the students level of achievement.</p>

## DESIGN TECHNOLOGY- MULTIMEDIA & DIGITAL MEDIA- YEAR 10 Multimedia & Digital Media

Elective 2 (100 hours) - Focus Areas – Multimedia / 3D modelling/animation / Graphics

<p><b>Course Outline</b></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><b>What will students learn about?</b></p>	<ul style="list-style-type: none"> <li>● The study of Multimedia Design &amp; Technology assists students to develop the knowledge, understanding and skills to solve problems in real life and industry contexts.</li> <li>● Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating multimedia based solutions.</li> <li>● In this course students learn about the different digital media types used in multimedia product design. These include             <ul style="list-style-type: none"> <li>○ Digital Text</li> <li>○ Digital Graphics</li> <li>○ Digital Photography</li> <li>○ 2D and 3D Animation</li> <li>○ Video Production</li> <li>○ Audio and Music Production</li> </ul> </li> <li>● 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.</li> <li>● Students learn about the following multimedia and digital media software applications,             <ul style="list-style-type: none"> <li>○ Adobe Photoshop</li> <li>○ Adobe Illustrator</li> <li>○ Adobe Premiere</li> <li>○ 2D and 3D animation software.</li> </ul> </li> </ul>
<p><b>What will students learn to do?</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
<p><b>Assessment</b></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- YEAR 10

<b>Course Outline</b>	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.	
<b>What will students learn about?</b>	<b>Topic 1:</b>	Constructing History e.g. Family history, Film as history, Historical fiction
	<b>Topic 2:</b>	Ancient, Medieval and Early Modern Societies e.g. The Ottoman Empire
	<b>Topic 3:</b>	Thematic Studies e.g. Heroes and villains, world myths and legends, Crime and punishment, Slavery, Terrorism
<b>What will students learn to do?</b>	<p>Students will develop:</p> <ul style="list-style-type: none"> <li>● A knowledge and understanding of history and historical inquiry</li> <li>● A knowledge and understanding of past societies and historical periods</li> <li>● Skills to undertake the processes of historical inquiry</li> <li>● Skills to communicate their understanding of history.</li> </ul> <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> <li>● History as a study of human experience</li> <li>● The opportunity to develop a lifelong interest and enthusiasm for history</li> <li>● The nature of history as reflecting differing perspectives and viewpoints</li> <li>● The opportunity to contribute to a just society through informed citizenship</li> <li>● The contribution of past and present peoples to our shared heritage.</li> </ul>	
<b>Assessment</b>	<p>Assessment tasks may include:</p> <ul style="list-style-type: none"> <li>● Times assessment within class</li> <li>● Research project</li> </ul>	



## ITALIAN - YEAR 10

<b>Course Outline</b>	The Year 10 course features contemporary language and culture, with ample opportunities for intercultural investigations and reflections on how languages work and relate to each other. The students will be exposed to a wide variety of texts and tasks aimed at developing linguistic and intercultural skills, placing the student's identity at the centre of their language and intercultural acquisition. 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> ) and in the future ( <i>futuro</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 Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Stage 6.
<b>What will students learn about?</b>	<ul style="list-style-type: none"> <li>● Italy's culture - Customs, Traditions, History, Art, Architecture,</li> <li>● Youth of Italy today</li> <li>● Lifestyle in Italy, including family, friends, school, careers, the environment and the future</li> <li>● the metalanguage necessary to understand the more complex language and grammar structures (metalanguage is not examined or tested)</li> <li>● the Italian film industry</li> <li>● communication and its value in society</li> </ul>
<b>What will students learn to do?</b>	<p>Students who apply themselves to the learning should be able to:</p> <ul style="list-style-type: none"> <li>● use reflexive verbs in the present perfect</li> <li>● use the present perfect (il passato prossimo)</li> <li>● understand and use possessive adjectives</li> <li>● understand and use articulated prepositions</li> <li>● use the imperfect forms of verbs (l'imperfetto)</li> <li>● use the future forms of verbs (il futuro)</li> <li>● Use direct and indirect object pronouns</li> <li>● write and talk about their infancy and childhood</li> <li>● write and talk about recent events of the past</li> <li>● to talk about new things and learn new vocabulary</li> <li>● gain a deeper understanding of modal verbs</li> <li>● gain more familiarity with irregular verbs</li> </ul>
<b>Assessment</b>	Assessment takes the form of two tasks per semester, reinforcing the structures that the course teaches, including a film evaluation. There is an Italian exam at the end of Semester 2. The assessment tasks encompass the elements of reading, writing, listening and speaking, both in Italian and English.

## MUSIC- YEAR 10

There are no prerequisites for this course however prior instrumental or vocal tuition is strongly encouraged.

<b>Course Outline</b>	Students will study through the learning experiences of performing, composing, musicology and listening, within the context of a range of styles, periods and genres.
<b>What will students learn about?</b>	<p>Some units that students study in years 10 include:</p> <ul style="list-style-type: none"> <li>• Video Game Music</li> <li>• Through the Ages (Baroque - Romantica Period)</li> <li>• Australian Identity in Music</li> <li>• Arranging and Technology</li> </ul> <p>While engaging in units students will utilise:  <u>The Concepts of Music:</u> Duration, Tone colour, Pitch, Texture, Dynamics and Expressive Techniques, Structure.</p> <p>Students will have the opportunity to view live music and theatre performances in Melbourne and tour a variety of music venues.</p> <p>Students will learn to use production and recording technology throughout this course. This includes learning how to use software to manipulate music notation, looping, recording and editing.</p> <p>Students will be involved in a range of songwriting and performance opportunities.</p>
<b>What will students learn to do?</b>	<p><b>Performing, Listening and Composing</b></p> <p>Students will develop and consolidate the concepts of music through learning experiences that encompass performing, listening and composing.</p> <p><b>Performing:</b></p> <p>Students will perform a range of 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><b>Listening:</b></p> <p>Students will listen to a range of repertoire and 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><b>Composing:</b></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>
<b>Assessment</b>	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 and Reviews of musical performances.

## PHYSICAL ACTIVITY and SPORTS STUDIES- YEAR 10

<b>Course Outline</b>	<p>Year 10 Physical Activity and Sports Studies is a practical Physical Education based course that further extends the content covered in Year 9 PASS.</p> <p>Please note students do not need to complete Year 9 PASS to complete Year 10 PASS. The course would be beneficial for students looking to study PDHPE at a HSC level as the modules introduce concepts studied in HSC.</p> <p>This Course will include a two night Surfing and Lifesaving camp to Lorne as well as off-site activities during their class time throughout the year.</p>
<b>What will students learn about?</b>	<ul style="list-style-type: none"> <li>● Coaching</li> <li>● Fundamentals of Movement and skill development</li> <li>● Enhancing performance – strategies and techniques</li> <li>● Issues in Physical Activity and Sport</li> <li>● Technology, participation and performance</li> <li>● Australian Sporting Identity</li> </ul>
<b>What will students learn to do?</b>	<ul style="list-style-type: none"> <li>● Investigate and recognise the importance of fundamental movement analysis as a vital training tool through coaching athletics.</li> <li>● Improve practical performance through the application of practice and effort.</li> <li>● Work collaboratively with others to enhance participation, enjoyment and performance</li> <li>● Discusses the nature and impact of historical and contemporary issues in physical activity and sport</li> </ul>
<b>Assessment</b>	<p>Will include the following:</p> <ul style="list-style-type: none"> <li>● Group coaching Assignment</li> <li>● Practical Participation and Skill Analysis</li> <li>● Examination</li> </ul>
<b>Special Requirements</b>	<p>Due to the nature of this subject, selection into PASS will consider students' previous performance and participation in PDHPE classes, camps, excursions and sporting days.</p> <p>Students will undertake a three day surf and lifesaving camp to Lorne during this course which will have a cost of approximately \$350.</p>

## PHOTOGRAPHIC AND DIGITAL MEDIA- YEAR 10

<p><b>Course Outline</b></p>	<p>The aim of the Photographic and Digital Media course is to enable students to:</p> <ul style="list-style-type: none"> <li>● develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works</li> <li>● understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.</li> </ul>
<p><b>What will students learn about?</b></p>	<p>Students will develop knowledge, understanding and skills:</p> <ul style="list-style-type: none"> <li>● in using the manual settings, compositional and creative studio and outdoor curation of an image and application of structural elements used by photographers</li> <li>● to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames</li> <li>● to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.</li> </ul>
<p><b>What will students learn to do?</b></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"> <li>● Art History/Criticism</li> <li>● Aperture/Depth of Field</li> <li>● Shutter speed</li> <li>● Lighting (Studio/Natural)</li> <li>● Portraiture (Face painting, makeup, special effects)</li> <li>● Appropriation/Film</li> </ul>
<p><b>Assessment</b></p>	<p>Assessment for this course will involve a combination of group and individual project tasks and a Formal examination held at the end of the year.</p>

## PSYCHOLOGY- YEAR 10

<b>Course Outline</b>	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.
<b>What will students learn about?</b>	<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"> <li>● History, Experimentation and Ethics in Psychology</li> <li>● Sleep and dreaming</li> <li>● The brain, its structures and how it influences our world</li> <li>● Sports Psychology</li> <li>● Personality and associated disorders</li> <li>● Perception and experimentation</li> </ul>
<b>What will students learn to do?</b>	<p>Students will develop skills in:</p> <ul style="list-style-type: none"> <li>● Research and application of knowledge</li> <li>● Problem solving</li> <li>● Discussion of thoughts and ideas</li> <li>● Experimentation and planning of appropriate investigations to collect data</li> </ul>
<b>Assessment</b>	Students will complete a maximum of TWO Formal tasks for this course.

## VISUAL ARTS- YEAR 10

<p><b>Course Outline</b></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 a 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><b>What will students learn about?</b></p>	<p>The study of Visual Arts (Year 10) will expand on previous knowledge of two-dimensional and three-dimensional art techniques and artists. Students are introduced to Ancient 3D art techniques, Rock carving and soapstone and create artworks responding to given themes. Students also study a variety of wet media, painting and drawing techniques. Students learn how to develop artworks using the design process, which includes: brainstorming, collecting artistic inspiration, developing observational sketches and creating mockups prior to the creation of their pieces of work.</p>
<p><b>What will students learn to do?</b></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 judgement in the practical action of using visual art process 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"> <li>● Rendering objects/subjects using a variety of media</li> <li>● Carving and construction with the focus on using soapstone</li> <li>● Observational drawing</li> <li>● Printmaking</li> <li>● Airbrushing/Wet Media (watercolour/acrylic)</li> <li>● 3D Object painting</li> <li>● Art installations and Contemporary 3D artworks.</li> <li>● Textiles</li> <li>● Art analysis through a variety of case studies</li> <li>● Research Art Movements, Artists and their work</li> </ul>
<p><b>Assessment</b></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>

# Stage 6 Options commenced in Year 10

We recognise that we have students who have clear direction in relation to their goals at school. To this end, we offer Year 10 students the opportunity to fast-track course that contribute to their HSC. We are offering two distinct pathways for students who wish to do this, an academic pathway and a Vocational Education and Training (VET) pathway.

Below are the subjects offered to Year 10 students who may be interested in these opportunities.

## **Academic pathway:**

Academic pathway subjects contribute to a student's pattern of study at Stage 6, during which a student is required to study 12 units in their Year 11 year and a minimum of 10 units in their HSC year.

- Studies of Religion (1U)

## **Vocational Education and Training pathway:**

These courses are 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 examination in these courses offered which is reflected in the student's statement of attainment when the HSC certificate is awarded,

VET pathways allow students to attain external qualifications, these subjects also contribute to the HSC units of study.

- VET Construction
- VET Primary Industries
- VET Tourism, Travel and Events.

## ACADEMIC PATHWAY

### STUDIES OF RELIGION - 1 Unit (accelerated Prelim/HSC course)

This course could be completed in conjunction with either the Extension English or Mathematics course in Year 11.

<b>Studies of Religion I</b>			
<p><b>Course Description</b> Students studying 'Studies of Religion' engage in critical discussion of the major world religions. Through appreciation of and engagement with religious traditions and belief-systems students come to know how the big questions of meaning and existence have been answered through the ages. They will investigate the role of religion in society, particularly Australian society with special focus on Aboriginal spirituality. With a global and local perspective, Studies of Religion is a unique opportunity to explore the diverse ways in which religion is expressed. Students also develop skills of analysis, independent research, collaboration and effective communication. These skills empower students to become life-long learners with the ability to critically engage in discussions of global significance.</p>			
<b>Main Topics Covered</b>			
<p><b>Year 11 Course</b> <b>Part I: Nature of Religion and Beliefs</b> Characteristics of religion and belief systems including Aboriginal beliefs and spiritualities</p> <p><b>Part II: Religious Tradition Study 1</b> Study of <b>ONE</b> particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <p><b>Part III: Religious Tradition Study 2</b> Study of <b>ONE</b> particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.</p>		<p><b>HSC Course</b> <b>Part I: Religion and Belief Systems in Australia post-1945</b> Religious expression in Australia's since 1945 Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</p> <p><b>Part II: Religious Tradition Depth Study 1</b></p> <ul style="list-style-type: none"> <li>● <b>ONE</b> significant person or school of thought to be studied</li> <li>● <b>ONE</b> area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics</li> <li>● <b>ONE</b> significant practice to be studied</li> </ul> <p><b>Part III: Religious Tradition Depth Study 2</b></p> <ul style="list-style-type: none"> <li>● <b>ONE</b> significant person or school of thought to be studied</li> <li>● <b>ONE</b> area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics</li> <li>● <b>ONE</b> significant practice to be studied</li> </ul>	
<b>Prelim Excursion:</b> Islamic Mosque Tour and Indigenous Experience			
<b>External Assessment (HSC only)</b>	<b>Weighting</b>	<b>Internal Assessment Components</b>	<b>Weighting</b>
90 minute Examination		Preliminary <ul style="list-style-type: none"> <li>● Two research tasks</li> <li>● One examination</li> </ul> HSC <ul style="list-style-type: none"> <li>● Two research tasks</li> <li>● Trial examination</li> </ul>	
<b>Section I:</b> MC/ Short-answer questions	30	Knowledge and understanding of course content	40
<b>Section II:</b> Written response - one question, with three short-answer parts on a religious tradition.	30	Source-based skills	20
		Investigation and research	20
<b>Section III:</b> Written response - one extended response question on one religious tradition.	40	Communication of information, ideas and issues in appropriate forms	20



## VOCATIONAL EDUCATION and TRAINING PATHWAY

### VET CONSTRUCTION – Year 10 (Stage 6 Year 11)

<b>Course: VET CONSTRUCTION</b>	
2 units for each of Preliminary and HSC studies	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Construction Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>CPC08 Construction, Plumbing and Services Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the qualification, or a Statement of Attainment towards the qualification, of <b>CPC20220 Certificate II in Construction Pathways and CPC20120 Statement of Attainment Certificate II in Construction</b>.</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 construction in Australia. This qualification provides an entry level occupational outcome in construction. 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.</p> <p><b>Job Roles:</b></p> <p>This qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.</p> <p>Attainment of the qualification Certificate II in Construction Pathways and SOA Certificate II in Construction requires students to meet competency requirements for 14 units of work being:</p> <ul style="list-style-type: none"> <li>● CPCCWHS1001 Prepare to work safely in the Construction Industry (Delivered externally)</li> <li>● CPCCWHS2001 Apply WHS requirements, policies and processes in the Construction Industry</li> <li>● CPCCOM1013 Plan and organise work</li> <li>● CPCCOM1015 Carry out measurements and calculations</li> <li>● CPCCOM1012 Work effectively and sustainably in the Construction Industry</li> <li>● CPCCVE1011 Undertake a basic construction project</li> <li>● CPCCCM2005 Use construction tools and equipment</li> <li>● CPCCOM2001 Read and interpret plans and specifications</li> <li>● CPCCOM1014 Conduct workplace communication</li> <li>● CPCCCA2002 Use carpentry tools and equipment</li> <li>● CPCCCA2011 Handle carpentry materials</li> <li>● CPCCCM2006 Apply basic levelling procedures</li> <li>● CPCCCM2004 Handle construction materials</li> <li>● CPCCJN2001 Assemble components</li> </ul>	
<p><b>Course Structure</b></p> <p>This course consists of 14 units in total, made up of:</p> <ul style="list-style-type: none"> <li>● HSC Examination Content <ul style="list-style-type: none"> <li>- SIX mandatory units of competency: CPCCOM1012, CPCCOM2001, CPCCCM2005, CPCCWHS1001, CPCCOM1013, CPCCOM1015</li> </ul> </li> <li>● Non – examinable content (8 elective units to complete the Certificate II in Construction Pathways and SOA Certificate II in Construction Qualification)</li> <li>● 70 hours work placement</li> </ul>	

**Pathways and Careers**

The CPC20220 Certificate II in Construction Pathways and CPC20120 Statement of Attainment Certificate II in Construction qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

The qualification has core units of competency that are required in most Construction industry Certificate III qualifications. Further training can involve an apprenticeship or further studies at TAFE or University.

This qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry and other occupations in general construction.

**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 are charged an annual materials cost of approximately **\$275**.

In their first year, students must also purchase a school Construction work shirt at a cost of approximately \$60 and pay for their White Card training at approximately \$150 less any reimbursement the school receives from the AIS.

Completion of the general induction training program (the white card) specified by the National Code of Practice for Induction Training for Construction Work (ASCC2007) is required before entering a construction work site. All students are required to complete this training before participating in work placement. Achievement of unit CPCCWHS1001 covers this requirement, delivered by an external provider and the cost of this course is paid by the student.

**Assessment**

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- verbal 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.

**Construction HSC examination**

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

External Assessment	Weighting
<p><b>A 2 hour written examination consisting of:</b></p> <p>Section I – objective response questions</p> <p>Section II – short-answer questions</p> <p>Section III – one extended response question</p> <p>Section IV – one structured extended response question for the stream focus area</p> <p><b>The Construction HSC examination is based on the mandatory units of competency:</b></p> <ul style="list-style-type: none"> <li>● CPCCWHS2001 Apply WHS requirements, policies and processes in the Construction Industry</li> <li>● CPCCOM1013 Plan and organise work</li> <li>● CPCCOM1015 Carry out measurements and calculations</li> <li>● CPCCOM1012 Work effectively and sustainably in the Construction Industry</li> <li>● CPCCM2005 Use construction tools and equipment</li> <li>● CPCCOM2001 Read and interpret plans and specifications</li> </ul>	<p>15</p> <p>35</p> <p>15</p> <p>15</p>
	80

## VET PRIMARY INDUSTRIES – Year 10 (Stage 6 Year 11)

<b>Course: VET PRIMARY INDUSTRIES - This course is an early commencement course for the HSC</b>	
2 units for each of Preliminary and HSC studies	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Primary Industries Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>AHC Agriculture, Horticulture and Conservation and Land Management 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 <b>AHC20116 Certificate II in Agriculture</b>.</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 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.</p> <p>This qualification is suitable for an Australian Apprenticeship.</p> <p>Job roles vary across different industry sectors and may include, Assistant animal attendant/stockperson, Assistant Farm or Station hand, Assistant Farm or Station worker or Assistant Farm or Station labourer.</p> <p>Attainment of the qualification Certificate II in Agriculture requires students to meet competency requirements for 18 units of work being:</p> <ul style="list-style-type: none"> <li>● AHCWHS201 Participate in work health and safety processes</li> <li>● AHCCHM201 Apply chemicals under supervision</li> <li>● AHCINF201 Carry out basic electric fencing operations</li> <li>● AHCINF202 Install, maintain and repair farm fencing</li> <li>● AHCPMG201 Treat weeds</li> <li>● AHCWRK204 Work effectively in the industry</li> <li>● AHC BIO201 Inspect and clean machinery for plant, animal and soil material</li> <li>● AHCLSK206 Identify and mark livestock</li> <li>● AHCMOM203 Operate basic machinery and equipment</li> <li>● AHCLSK202 Care health and welfare of livestock</li> <li>● AHCLSK211 Provide feed for livestock</li> <li>● AHCLSK204 Carry out regular livestock observation</li> <li>● AHCLSK205 Handle livestock using basic techniques</li> <li>● AHCLSK209 Monitor water supplies</li> <li>● AHCWRK201 Observe and report on weather</li> <li>● AHCWRK205 Participate in workplace communications</li> <li>● AHCWRK209 Participate in environmentally sustainable work practices</li> <li>● HLTAID011 Provide first aid (delivered by external provider)</li> </ul>	
<p><b>Course Structure</b></p> <p>This course consists of 18 units in total, made up of:</p> <ul style="list-style-type: none"> <li>● HSC Examination Content</li> </ul> <p>FIVE mandatory units of competency, with the following focus areas:  <b>Chemicals (AHCCHM201), Safety (AHCWHS201), Sustainability (AHCWRK209), Weather (AHCWRK201), and Working in the industry (AHCWRK204)</b></p> <p><b>Livestock health and welfare</b> stream containing ONE unit of competency (<b>AHCLSK202</b>)</p> <ul style="list-style-type: none"> <li>● Non – examinable content (12 elective units to complete the Certificate II in Agriculture Qualification)</li> <li>● 70 hours work placement</li> </ul>	

**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 \$110. Students are required to purchase an online text from Rural Skills Online (organised by the school) at a cost of approximately \$150 which covers the 2 year course. Students will be required to participate in industry exposure excursions throughout the course of the 2 years. These include practical experiences relating to the course skills. Students may be offered opportunities over the school holidays to participate in industry exposure activities, such as sheep shows.

**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><b>A 2 hour written examination consisting of:</b>                      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  <b>The Primary Industries HSC examination is based on the HSC Content (focus areas):</b>                      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

## VET TOURISM, TRAVEL & EVENTS – Year 10 (Stage 6 Year 11)

<b>Course: VET TOURISM – This course is an early commencement of the HSC</b>	
2 units for each of Preliminary and HSC studies	<b>Exclusions:</b> Nil
<p><b>Course Description</b></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 <b>SIT30116 Certificate III in Tourism</b>.</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"> <li>● SITXWHS001 Participate in safe work practices</li> <li>● SITTIND001 Source and use information on the tourism and travel industry</li> <li>● SITXCCS002 Provide visitor information</li> <li>● SITXCCS006 Provide service to customers</li> <li>● SITXCOM002 Show social and cultural sensitivity</li> <li>● SITTTSL001 Operate an online information system</li> <li>● SITTTSL002 Access and interpret product information</li> <li>● SITTTSL004 Provide advice on Australian destinations</li> <li>● SITTTSL005 Sell tourism products and services</li> <li>● SITTTSL006 Prepare quotations</li> <li>● SITEEVT002 Process and monitor event registrations</li> <li>● SITEEVT004 Provide Event Staging Support</li> <li>● BSBWOR203 Work effectively with others</li> <li>● BSBSUS201 Participate in environmentally sustainable work practices</li> <li>● HLTAID011 Provide first aid (provided externally)</li> </ul>	
<p><b>Course Structure</b></p> <p>This course consists of:</p> <ul style="list-style-type: none"> <li>● HSC Examination Content <ul style="list-style-type: none"> <li>○ Five mandatory focus areas addressing six units of competency - <b>Australian destinations</b> (SITTTSL004 Provide advice on Australian destinations), <b>Safety</b> (SITXWHS001 Participate in safe work practices), <b>Sustainability</b> (BSBSUS201 Participate in environmentally sustainable work practices), <b>Working in the industry</b> (SITTIND001 Source and use information on the tourism and travel industry), and <b>Working with customers</b> (SITXCCS006 Provide service to customers &amp; SITXCOM002 Show social and cultural sensitivity)</li> <li>○ Tourism and Travel (containing three associated units of competency SITTTSL002 Access and interpret product information, SITTTSL005 Sell tourism products and services, &amp; SITTTSL006 Prepare quotations)</li> </ul> </li> <li>● Non – examinable content (5 elective units to complete the Certificate III in Tourism Qualification)</li> <li>● 70 hours work placement</li> </ul>	

**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 80), industry exposure trips (Gold Coast SeaWorld or similar) and work placement during the September holidays or Work Experience week in Year 10, and the Easter or June/July holidays in Year 11.

It is important to note that as the Gold Coast, Sea World or similar trip for work placement is optional. It is planned to run during the school holidays at an approximate cost of \$1,700.

HLTAID003 Provide First Aid is provided by an external provider at a cost of approximately \$110.

We use Futura Online as the textbook for the duration of the 2 years, at a cost of approximately \$150 paid at the beginning of the course.

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





**MOAMA  
ANGLICAN  
GRAMMAR**  
COMPASSION | RESPECT | INTEGRITY

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