

STAGE 5 YEAR 9 & 10 CURRICULUM HANDBOOK



STAGE 5 (YEAR 9 AND 10)
CURRICULUM HANDBOOK 2024
TABLE OF CONTENTS

Beyond Stage 5	6
ONLINE ELECTIVE SELECTION PROCESS	7
Contacts	8
AGRICULTURAL TECHNOLOGY YEAR 9 (100 HOUR)	9
CHILD STUDIES- YEAR 9	10
COMMERCE - YEAR 9	11
DRAMA - YEAR 9	12
DESIGN & TECHNOLOGY - GRAPHICS - YEAR 9 (Architectural Design Packaging & Digital Media)	13
ENRICHMENT MATHEMATICS – YEAR 9	14
FORENSIC SCIENCE- YEAR 9	14
FOOD TECHNOLOGY- YEAR 9	15
INDUSTRIAL TECHNOLOGY- TIMBER- YEAR 9	16
ITALIAN- YEAR 9	17
INTERNATIONAL STUDIES- YEAR 9	18
PHYSICAL ACTIVITY and SPORTS STUDIES- YEAR 9	20
MUSIC- YEAR 9	21
VISUAL ART- YEAR 9	22
SCIENCE COMPRESSED PATHWAY (Stage 5 9 and 10)- YEAR 9	23
AGRICULTURAL TECHNOLOGY- YEAR 10 (200 HOUR)	24
COMMERCE - YEAR 10	25
DRAMA - YEAR 10	26
ENGLISH EXTENSION- YEAR 10	27
ENRICHMENT MATHEMATICS AND BEYOND – YEAR 10	28
FOOD TECHNOLOGY- YEAR 10	29
DESIGN TECHNOLOGY- MULTIMEDIA & DIGITAL MEDIA- YEAR 10 Multimedia & Digital Media	30
HISTORY ELECTIVE- YEAR 10	31
INDUSTRIAL TECHNOLOGY- TIMBER- YEAR 10	32
ITALIAN - YEAR 10	33
MUSIC- YEAR 10	34
PHYSICAL ACTIVITY and SPORTS STUDIES- YEAR 10	35
PSYCHOLOGY- YEAR 10	36
VISUAL ARTS- YEAR 10	36
ACADEMIC PATHWAY	38
STUDIES OF RELIGION - 1 Unit (accelerated Prelim/HSC course)	38
VOCATIONAL EDUCATION and TRAINING PATHWAY	40
VET CONSTRUCTION – Year 10 (Stage 6 Year 11)	40
VET ENTERTAINMENT INDUSTRY – Year 10 (Stage 6 Year 11)	42
VET PRIMARY INDUSTRIES – Year 10 (Stage 6 Year 11)	44
VET TOURISM, TRAVEL & EVENTS – Year 10 (Stage 6 Year 11)	46

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 21st Century current and future learning. We hope to produce independent learners who have initiative and integrity and who respect and value learning, their peers, and the wider community. To this end, we offer a number of Pathways of study, and this begins with our Elective program at Stage 5.

Stage 5 refers to Years 9 and 10 in accordance with the NSW Education Standards Authority (NESA) guidelines. 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 2024, including our fast-tracking opportunities.

Every Year 10 student at Moama Anglican Grammar takes part in the 'myfuture' program, which focusses on providing resources to explore career pathways and tools to develop self-knowledge to support career decision pathways. This program is undertaken prior to our Year 10 camp, which has a focus on Careers Education Camp in Melbourne. Students will have the opportunity to take part in two weeks 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 SUBJECT

	Core Subjects	Elective
Year 9	<ul style="list-style-type: none"> • English • Mathematics • Science <ul style="list-style-type: none"> ◦ Acceleration option available • History and Geography (HSIE) • PDHPE • Religious and Values Education 	<p>3 Elective subjects are chosen, which run as a year course:</p> <ul style="list-style-type: none"> • Languages- Italian • Mathematics- Enrichment and Beyond • Music • Drama • Agriculture • Child Studies • Commerce • Design & Technology • Food Technology • Forensic Science • Science Acceleration Elective • Humanities Extension • Industrial Technology- Multimedia • Industrial Technology- Timber • Physical Activity & Sports Studies (PASS) <p>Student Interest Modules (SIMs)</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"> • Astronomy, • Commercial cooking, • Musical performances • debating, • sundial construction • Community activities • Duke of Edinburgh award • Sports training • Academic strategies for success • Clay target shooting • Horse riding • Yoga

	Core Subjects	Elective
Year 10	<ul style="list-style-type: none"> English Mathematics Science <ul style="list-style-type: none"> For accelerated pathway student, commencement of Yr. 11 Science subject is an option History and Geography (HSIE) PDHPE Religious and Values Education/Careers 	<p>3 Elective subjects are chosen, which run as a year course:</p> <ul style="list-style-type: none"> Languages-Italian (must complete Year 9 course) Mathematics- Enrichment and Beyond Music Photographic and Digital Media Agriculture Commerce Drama English Extension Food Technology Humanities Extension Industrial Technology- Multimedia Industrial Technology- Timber Physical Activity & Sports Studies (PASS) Psychology Visual Arts <p>Student Interest Modules (SIMs)</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. These take place with Year 9 students to ensure diversity of choice and opportunity- please see SIM suggestions above.</p> <p>Stage 6 VET courses (Commence in Year 1, conclude in Year 11):</p> <ul style="list-style-type: none"> Construction- Certificate II Primary Industries- Certificate II Tourism, Travel and Events- Certificate III Entertainment in live production and technical services <p>Accelerated Science option. Students must have completed Accelerated Science (9 and 10) in 2024, to be eligible for a Stage 6 Science course in 2025.</p>

Beyond Stage 5

Students who commence Stage 6 must in Year 11 participate in 12 units of study, of these 12 units, English is mandatory and contributes 2 units (2U). Students who commence an accelerated VET subject/s, have these units also contribute to their Stage 6 pattern of study.

	Core Subjects	Elective
Year 11	<p>English is the only mandatory subject in Stage 6.</p> <p>English</p> <ul style="list-style-type: none"> English Advanced (2U) English Extension (1U) English Standard (2U) 	<p>Students choose a pattern of study that is 12 units (U) in total, this includes 2U of English:</p> <p>Mathematics:</p> <ul style="list-style-type: none"> Mathematics Advanced (2U) Mathematics Extension 1 (1U) Mathematics Standard 2 (2U) <p>Science:</p> <ul style="list-style-type: none"> Biology (2U) Chemistry(2U) Investigating Science (2U) Physics (2U) <p>HSIE:</p> <ul style="list-style-type: none"> Business Studies (2U) Economics (2U) Legal Studies Society & Culture (2U) Studies of Religion (1U) <p>Technology:</p> <ul style="list-style-type: none"> Agriculture (2U) Design & Technology (Graphics) (2U) Food Technology (2U) Industrial Technology (Multimedia) (2U) <p>PDHPE:</p> <ul style="list-style-type: none"> Community & Family Studies (2U) PDHPE (2U) <p>Creative and Performing Arts:</p> <ul style="list-style-type: none"> Drama (2U) Music 1 (2U) Visual Arts (2U) <p>Languages:</p> <ul style="list-style-type: none"> Italian Continuers (2U) Italian Beginners (2U)
VET pathway	Students who undertake a VET course in Year 10 can continue this course as part of their pattern of study for the HSC	
Commencing Year 12	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.	

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 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

(03) 5480 5900

<p>Head of English Ms Vanessa Bush vbush@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • English • English Extension <p>Head of Mathematics Mr Phillip Campbell pcampbell@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • Enrichment Mathematics • Enrichment Mathematics and Beyond <p>Head of Science Mrs Felicity Williams fwilliams@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • Forensic Science • Psychology <p>Head of HSIE Miss Kate Griffin kgriffin@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • Commerce • History Elective <p>Head of Technologies Mr Danny Hindson dhindson@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • Agriculture • Design and Technology (Graphics) • Industrial Technology (Timber) • Food Technology • Design and Technology (Multimedia) <p>Head of PDHPE Miss Leah Thompson lthompson@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • PASS • Child Studies 	<p>Head of VET (Vocational Educational and Training) Mrs Kim McFadden kmcfadden@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • VET Construction • VET Primary Industries • VET Tourism, Travel and Events • VET Entertainment • School Based Apprenticeship • TAFE courses <p>Head of Creative and Performing Arts Ms Candra Hale chale@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • Drama • Music • Photographic and Digital Media • Visual Arts <p>Head of Religion and Values Education Mr Tim Bowles tbowles@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • International Studies • Studies of Religion 1 <p>Head of Languages Mrs Lucy Polvere lpolvere@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • Italian <p>Head of Student Diversity Mr Kevin Turner kturner@moamagrammar.nsw.edu.au</p> <ul style="list-style-type: none"> • Student Learning Programs • Differentiation (Extension and Support)
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Stage 5 - Year 9 Elective opportunities

AGRICULTURAL TECHNOLOGY YEAR 9 (100 HOUR)

Course Prerequisites:	
No Prerequisites	
Course Description:	
The Agriculture course is an exciting journey into the fascinating world of plants and animals. Its goal is to help students appreciate the intricate nature of agriculture as they explore various industries, plant and animal production, and safety guidelines. In the Plant Production part of the course, students get hands-on experience growing, harvesting, and processing plants within authentic agricultural settings. By the end of the course, students will have a solid understanding of agriculture and how to successfully cultivate plants.	
Areas of Study:	
Core A <ul style="list-style-type: none"> • Introduction to Agriculture • Plant Production 1 • Animal Production 1 	
Key Skills and Learning Opportunities:	
Introduction to Agriculture is an exciting and comprehensive course that introduces students to the captivating world of plants and animals. Throughout the course, students will explore different industries related to agriculture, learn about plant and animal production, and prioritize safety guidelines. In the Plant Production section, students will gain practical knowledge about plant-based enterprises, covering important topics such as sustainability, viability, marketing, technology, and ethics. They will also have hands-on experiences in growing, tending, harvesting, and processing plants. Similarly, in the Animal Production section, students will delve into animal-based enterprises, understanding sustainability, viability, marketing, technology, and ethics. They will also have the opportunity to actively engage in raising and managing animals.	
Future Pathways	
<ul style="list-style-type: none"> ■ Agriculture Technology Year 10 (200 Hours course) ■ Preliminary Agriculture Year 11 ■ HSC Agriculture Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Agronomist • Farm Manager • Agriculture Engineer • Agriculture Research 	<ul style="list-style-type: none"> • Agriculture Business • Soil Scientist • Environmental Scientist • Conservation Officer

CHILD STUDIES- YEAR 9

Course Prerequisites:
No Prerequisites
Course Description:
<p>Child Studies is an engaging and comprehensive subject that focuses on the study of children's development, well-being, and care within the context of families and communities. This subject equips students with the knowledge and skills to understand and support the holistic development of children from infancy through adolescence.</p> <p>Through theoretical exploration, practical experiences, and critical analysis, Child Studies provides students with an in-depth understanding of the physical, cognitive, social, and emotional aspects of child development. Students also develop an awareness of the diverse needs and experiences of children in various socio-cultural contexts.</p> <p>The subject emphasizes the importance of nurturing positive relationships, providing appropriate care, and promoting the well-being of children. Child Studies encourages students to critically analyse and evaluate research and evidence-based practices, enabling them to make informed decisions and contribute to the development and support of children within their families and communities.</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>
Areas of Study:
<p>Students will study a range of the following modules:</p> <ul style="list-style-type: none"> • Preparing for parenthood • Conception to birth • Family interactions • Newborn care • Growth and development • Play and the developing child • Health and safety in childhood • Food and nutrition in childhood • The diverse needs of children • Media and technology in childhood • Childcare services and career opportunities
Key Skills and Learning Opportunities:
<ul style="list-style-type: none"> • Develop knowledge and understanding of child development from preconception to and including the early years. • Develop knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children. • Enhance skills in researching, communicating and evaluating issues related to child development. • Value the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing. • Visits to early childhood education centres • Guest speakers from Echuca Regional Health
Future Pathways
<ul style="list-style-type: none"> ■ Child Studies provides a foundation for further study and careers in various fields, including early childhood education, childcare, child and family services, child psychology, social work, counselling, and allied health professions. It also equips students with valuable skills and knowledge applicable to personal roles such as parenting and caregiving.
Potential Careers

COMMERCE - YEAR 9

Elective at Year 9 and/or 10 Accelerated Year 9, Preliminary HSC Year 10, HSC Year 11
Course Prerequisites:
<ul style="list-style-type: none"> - Nil for standard Year 9 - Accelerated Preliminary HSC course at Year 10 must successfully complete accelerated Year 9 course
Course Description:
<p>In this course, students will embark on a captivating journey through key areas such as business management, marketing, finance, accounting, and entrepreneurship. Students will explore the principles of effective business operations, develop marketing strategies, analyse financial statements, and understand the processes involved in starting and managing a successful enterprise.</p> <p>By engaging with real-world examples and case studies, students will gain practical insights into the challenges and opportunities that businesses face in today's competitive marketplace. Students will analyse market trends, consumer behaviour, and the impact of technological advancements, fostering an entrepreneurial mindset and a keen awareness of the factors that drive business success.</p> <p>Commerce also encourages an appreciation for ethical business practices and the broader social impact of commercial activities. By examining sustainability, corporate social responsibility, and the ethical implications of business decisions, students will develop a strong sense of social awareness and responsible citizenship. Commerce empowers students to understand the importance of balancing economic objectives with social and environmental considerations.</p>
Areas of Study:
<p>In this course, students will embark on a learning journey through key areas such as business management, marketing, finance, accounting, and entrepreneurship. Students will explore the principles of effective business operations, develop marketing strategies, analyse financial statements, and understand the processes involved in starting and managing a successful enterprise.</p>
Key Skills and Learning Opportunities:
<p>Commerce nurtures financial literacy and empowers students to make informed financial decisions. Students will develop a solid understanding of personal finance, budgeting, investment strategies, and the principles of responsible financial management. These skills will prove invaluable as students navigate students' personal and professional lives, enabling students to make sound financial decisions and achieve students' goals.</p> <p>Whether students dream of starting their own business, aspire to work in the world of finance or marketing, or simply want to develop a solid understanding of how businesses operate, Commerce is an excellent choice. Commerce will unravel the intricacies of the commercial world and the opportunities and challenges that it presents.</p>
Future Pathways
<ul style="list-style-type: none"> ■ Commerce may be taken as an accelerated course in Year 9, leading to HSC Preliminary Business Studies in Year 10, and HSC Business Studies in Year 11. ■ Through the study of Commerce, students will enhance their analytical thinking, problem-solving abilities, and decision-making skills—essential attributes for pursuing careers in business, finance, marketing, and entrepreneurship. This subject provides valuable exposure to the skills and knowledge required to thrive in the ever-evolving world of commerce.

DRAMA - YEAR 9

Course Prerequisites:
There are no prerequisites for this course
Course Description:
In the study of Drama, you'll have a unique opportunity to engage in practical, collaborative, and creative workshops. You'll explore various theatrical forms, styles, conventions, and techniques to create, perform, and appreciate a wide range of performances. It's a chance to unleash your creativity, work together with others, and immerse yourself in the captivating world of theater. Get ready to dive into the exciting realm of Drama and discover the joy of bringing stories to life on stage!
Areas of Study:
The following topics are offered and can be studied in year 9 and/or 10: <ul style="list-style-type: none">● Movement, Physical Theatre and Mask● The Performance Styles of Commedia dell' Arte and/or Greek Tragedy and how to adapt these for a contemporary audience● The study of modern Australian plays● Live Professional Theatre experiences● The opportunity to prepare a Major Group Production
Key Skills and Learning Opportunities:
Students will learn to develop: <ul style="list-style-type: none">● skills in expressive movement, voice and characterisation● an understanding of theatre styles and how to adapt these for a modern audience● their ability to analyse, perform and evaluate professional theatre playscripts● expertise throughout the year to create a final group production for a selected audience
Future Pathways
<ul style="list-style-type: none">■ Stage 5 Drama (Year 10)■ Stage 6 Drama■ VET Entertainment Industry (from Year 10)

DESIGN & TECHNOLOGY - GRAPHICS - YEAR 9 (Architectural Design Packaging & Digital Media)

Course Prerequisites:	
No Prerequisites	
Course Description:	
<p>Design and Technology (Graphics) is an exciting course that allows students to unleash their creativity and create captivating graphical presentations. The course covers different areas, starting with architectural and interior design, where students learn to transform their ideas into reality through concept drawings and computer graphics. They also explore 3D modelling software to bring their architectural designs to life with animated walkthroughs.</p> <p>Furthermore, students delve into the process of creating eye-catching surface graphics and package designs for new food products. They engage in the design process, using both manual sketching skills and computer graphics along with 3D modelling software to craft visually stunning packages.</p>	
Areas of Study:	
<p>Focus Areas Covered in this Course include:</p> <ul style="list-style-type: none"> • Architecture • 3D Modelling and Animation • Graphics • Packaging 	
Key Skills and Learning Opportunities:	
<p>Throughout the course, there is a strong focus on actively planning, developing, and producing high-quality graphical presentations. Students learn to design, prepare, and present graphical presentations using both manual and computer-based drawing technologies. They also develop skills in interpreting and analysing graphical images and presentations, gaining a deeper understanding of the use of graphics in industrial, commercial, and domestic applications.</p> <p>By the end of the course, students will have honed their design skills and mastered the art of creating impactful graphical presentations.</p>	
Future Pathways	
<ul style="list-style-type: none"> ■ Industrial Technology Year 10 (100 hours course) ■ Preliminary Design and Technology Year 11 ■ HSC Design and Technology Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Architect • Graphic Designer • Fashion Designer • Interior Designer • Product Designer • Web Designer • Multimedia Designer 	<ul style="list-style-type: none"> • Landscape Designer • 3D Modeller • Engineering • Photographer • Illustrator • Publisher/Printer

ENRICHMENT MATHEMATICS – YEAR 9

Course Prerequisites:
There are no prerequisites for this course
Course Description:
<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>
Areas of Study:
<ul style="list-style-type: none"> 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. 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.
Key Skills and Learning Opportunities:
<ul style="list-style-type: none"> This course is designed so that students have the opportunity to study like mathematicians: Working from first principles and observable phenomena, they will discover mathematical patterns that allow them to deduce key formulae, concepts and models. 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.
Future Pathways
<ul style="list-style-type: none"> Year 10 Enrichment Mathematics and Beyond Advanced Mathematics (Year 10, Year 11 and 12) Extension 1 Mathematics (Stage 6, Year 11 and 12)

FORENSIC SCIENCE- YEAR 9

Course Prerequisites:
Year 7 and 8 Science
Course Description:
<p>Forensic Science explores the scientific knowledge and skills that relate to solving and prosecuting crimes. The course has a strong emphasis on practical skills and real-life applications of the ideas covered. Students explore a range of techniques and the Science on which they are based.</p>
Areas of Study:
<ul style="list-style-type: none"> Forensic entomology Fingerprinting Hand-writing analysis Blood typing and spatter patterns
Key Skills and Learning Opportunities:
<p>Students monitor the growth of maggots on meat stored outside in a cage.</p> <p>Students determine the effect of blood drop height and angle on the shape and distribution of the droplets when they land on the ground.</p> <p>Students work in teams to design a crime scene, including clues, for another group to solve.</p>
Future Pathways
<ul style="list-style-type: none"> Students who enjoy this subject may also find the Year 10 Psychology elective to be of interest.

FOOD TECHNOLOGY- YEAR 9

Course Prerequisites:	
No Prerequisites	
Course Description:	
Food Technology is an exciting course that explores the fascinating aspects of food and its impact on our health and society. Students will delve into topics such as 'Food Selection and Health' and 'Food Trends,' examining the functions and sources of nutrients, nutritional needs, and factors influencing health. The course also covers 'Food Product Development' and the Food Service and Catering Industry, focusing on innovative food ideas, new product development, employment opportunities, and menu planning. By the end of the course, students will have a comprehensive understanding of the connections between food, health, and society, along with valuable skills in Food Technology.	
Areas of Study:	
Focus Areas Covered in this Course include: <ul style="list-style-type: none"> • Food Selection and Health • Food Trends • Food Service and Catering • Food Product Development 	
Key Skills and Learning Opportunities:	
In 'Food Selection and Health,' we'll uncover the crucial role that food plays in our bodies. We'll investigate the functions and sources of essential nutrients, explore our nutritional needs, and examine the factors that influence our overall health. We'll also explore how societal changes, technological advancements, and beliefs about food shape our eating habits and contribute to emerging food trends. We then look at 'Food Product Development' and the exciting realm of the Food Service and Catering Industry. Here, we'll focus on innovative food products and new food ideas. You'll have the chance to dive deep into the reasons behind developing new food products and the step-by-step process involved in their creation. We'll also explore the diverse food service and catering establishments in our society, employment opportunities, the rights and responsibilities of employers and employees, and the art of menu planning and recipe development.	
Future Pathways	
<ul style="list-style-type: none"> ■ Food Technology Year 10 (200 Hours course) ■ Preliminary Food Technology Year 11 ■ HSC Food Technology Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Hospitality • Chief • Waiter • Dietician • Manager • Nutritionist 	<ul style="list-style-type: none"> • Food Retail • Catering • Pastry Cook • Tourism

INDUSTRIAL TECHNOLOGY- TIMBER- YEAR 9

Course Prerequisites:	
No Prerequisites This is a 100 hour course	
Course Description:	
This course will introduce you to the world of the Timber Industry! In this course, students will develop their knowledge and skills in working with timber to create practical products that meet community needs. They will learn various tools, techniques, and materials used in the industry, enabling them to bring their designs to life. Throughout the course, students will work on design briefs that outline clients' requirements for timber products. They will engage in the design process, conducting research and drawing solutions to develop appropriate and innovative designs. Students will then apply their acquired skills and knowledge to produce the final timber products, showcasing their craftsmanship.	
Areas of Study:	
Focus Areas Covered in this Course include: <ul style="list-style-type: none"> • WHS and risk management • Design • Materials • Tools, equipment and techniques • Workplace communication skills • Societal and environmental impact • Links to industry 	
Key Skills and Learning Opportunities:	
Core modules develop knowledge and skills in the use of materials, tools and techniques related to construction materials. Practical projects undertaken will provide opportunities for students to develop specific knowledge, understanding and skills related to technologies. These may include: <ul style="list-style-type: none"> • furniture items • decorative timber products • storage and transportation products • small step ladders or similar • storage and display units 	
Future Pathways	
<ul style="list-style-type: none"> ■ Industrial Technology Timber 2 – Year 10 ■ VET Construction Year 10 ■ Preliminary Industrial Technology (Timber) Year 11 ■ VET Construction Year 11 ■ HSC Industrial Technology (Timber) Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Carpenter • Furniture Designer • Shop Fitter 	<ul style="list-style-type: none"> • Wood Machinist • Cabinet Maker • Joinery

ITALIAN- YEAR 9

Course Prerequisites:
Successful completion of Stage 4 Italian
Course Description:
The Year 9 Italian course focuses on further developing students' Italian language skills and cultural understanding. This comprehensive course offers engaging activities and authentic tasks to enhance listening, speaking, reading, and writing abilities in Italian. Thematic units, grammar, vocabulary, and cultural exploration are emphasised, with assessments including presentations, writing tasks, comprehension exercises, and projects. By the end of the year, students will have improved language proficiency, cultural competence, and a deeper appreciation for Italian language and culture.
Areas of Study:
The key areas of study in the Year 9 Italian course include global issues, technology, environment, travel, history, and society. Through these thematic units, students will explore relevant topics and develop their vocabulary, grammar, and language proficiency. Additionally, students will gain insights into Italian culture, history, and societal issues, fostering intercultural competence and a broader perspective. The course encourages critical thinking and effective communication.
Key Skills and Learning Opportunities:
<ul style="list-style-type: none"> • Language proficiency: Developing skills in listening, speaking, reading, and writing in Italian. • Vocabulary expansion: Learning new words and expressions. • Grammar development: Refining understanding and usage of Italian grammar, including complex structures and idiomatic expressions. • Cultural awareness: Deepening understanding of Italian culture, traditions, and customs. • Authentic resources: Engaging with real-life materials in Italian, such as texts, audio recordings, and videos. • Critical thinking: Analysing and evaluating information, engaging in discussions and debates. • Intercultural comparisons: Comparing Italian culture, history, and society with students' own culture.
Future Pathways
<ul style="list-style-type: none"> ■ Students who have enjoyed the study of Italian are encouraged to continue their studies into Year 10

INTERNATIONAL STUDIES- YEAR 9

Course Prerequisites:
None
Course Description:
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.
Areas of Study:
<p>Students will learn about the study of 'Culture and cultural diversity in the contemporary world'. They will also study 3 of the following 10 topic areas:</p> <ul style="list-style-type: none"> • Culture and beliefs • Culture on the move • Culture and sport • Culture and the media • Culture and travel • Culture and food • Culture and gender • Culture, science, technology and change • Culture in film and literature • Culture and family life
Key Skills and Learning Opportunities:
<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. 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>
Future Pathways
<ul style="list-style-type: none"> ■ Studies of Religion 1 (Stage 6 Year 11 and 12 in Year 10)

HISTORY ELECTIVE- YEAR 9

Course Prerequisites:
There are no prerequisites for this subject
Course Description:
History Elective allows students to explore the richness of human experiences, challenges assumptions, and encourages empathy and understanding. By examining the past, students will develop a broader perspective of the world, gain a deeper appreciation for cultural diversity, and recognize the continuities and changes that have shaped society.
In this course, students have the freedom to choose from a range of topic options, such as ancient era history, modern era history, war and peace, revolutions, social movements, and more, to conduct an in depth exploration on a specific area of historical study, focusing on a topic that sparks individual curiosity and passion. Students will engage with primary and secondary sources, analyse historical events and ideas, and develop a deep understanding of the context, causes, and consequences of their chosen area of study.
Select the History Elective and unlock the endless possibilities for exploration, knowledge, and personal growth that lie ahead.
Areas of Study:
By undertaking in-depth research, critically evaluating historical interpretations, and engaging with specialist literature, students will develop advanced skills in historical analysis and interpretation. Whether students are fascinated by a specific historical period, intrigued by a particular theme, or simply eager to develop advanced research and analytical skills, History Elective is an excellent choice. Join us on this intellectually stimulating journey of discovery as the intricacies of individually chosen areas of historical study are explored.
Key Skills and Learning Opportunities:
Through immersion in the rich narratives and diverse perspectives of individually chosen historical topics and themes, students will develop critical thinking skills, analytical reasoning, and the ability to construct well-supported arguments. Through deep research and analysis, students will gain a comprehensive understanding of the complexities of historical events and the forces that have shaped our world.
Future Pathways
<ul style="list-style-type: none"> ■ HSC Modern History, HSC Ancient History, ■ History Elective also fosters a range of transferable skills highly valued in various academic disciplines and future careers. Students will enhance students research skills, develop effective communication abilities, and cultivate a deep appreciation for historical context—a set of skills that will prove invaluable in fields such as research, academia, journalism, law, and more.

PHYSICAL ACTIVITY and SPORTS STUDIES- YEAR 9

Course Prerequisites:
There are no prerequisites for this subject
Course Description:
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 student's mountain bike and canoe around the local area. Students will also be involved in off-site activities during their class time throughout the year.
Areas of Study:
<ul style="list-style-type: none"> • Water Safety- inclusive of LSV Bronze Medallion Award • Lifestyle, leisure and recreation • Body Systems and Energy for movement • Physical Fitness • Nutrition • Event Management
Key Skills and Learning Opportunities:
<ul style="list-style-type: none"> • Develop an understanding of how aspects of anatomy and physiology contribute to performing fundamental movement skills • Improve practical performance through the application of practice and effort- specifically in swimming, canoeing and mountain bike riding • Investigate and participate in a variety of Outdoor Education activities • Work collaboratively with others to enhance participation, enjoyment and performance • Develop management and planning skills to achieve personal and group goals
Students will participate in activities such as:
<ul style="list-style-type: none"> • Water Safety including the opportunity to achieve your Bronze Medallion • Bike Riding • Canoeing • Event management
Camp planning (cooking, tents and journey route)
Special Requirements
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.
Students will need to demonstrate basic water safety to ensure they are capable of participating in the water-based activities and camp.
Students will be undertaking a Camp during this unit which will have a cost of approximately \$80
Future Pathways
<ul style="list-style-type: none"> ■ Physical Activity and Sport Studies provides a foundation for further study and careers in various fields, including sports science, exercise physiology, coaching, sports management, physical education, recreation, and sports psychology. It also equips students with valuable skills and knowledge applicable to personal pursuits and healthy lifestyle choices.

MUSIC- YEAR 9

Course Prerequisites:
There are no prerequisites for this course
Course Description:
In Year 9, you'll have the opportunity to expand your Music studies beyond the Stage 4 course. Stage 5 Music allows you to delve deeper into your chosen instrument and engage with musical experiences from diverse historical, social, and cultural contexts. You'll develop skills in performing, composing, and analyzing music, all while gaining a solid understanding of the six key concepts of music. Get ready to explore new musical horizons and take your passion for music to the next level!
Areas of Study:
<p>Year 9 students will study the compulsory topic: Australian Music. In addition to this, 3 other topics are studied, such as Music for Small Ensembles, Funk and Music of Our Region. There is also scope for students to design their own topic around their interests.</p> <p>All topics are explored through understanding the 6 concepts of music: Duration, Tone Colour, Pitch, Texture, Structure, Dynamics and Expressive Techniques.</p> <p>Music technology is also utilised with a variety of compositional and production tools showcased, from mixing and recording sound, creating unique samples and experimenting with notation software, such as Note flight.</p>
Key Skills and Learning Opportunities:
<p>Performing, Listening and Composing</p> <p>Students will develop and consolidate the concepts of music through learning experiences that encompass performing, listening and composing.</p> <p>Performing:</p> <p>Students will perform both individually, as small ensembles and as a collective class group. The repertoire will be from a range of styles, periods and genres; original, new arrangements and traditional.</p> <p>Listening and Analysis:</p> <p>Students will listen to a range of repertoire and develop their musical literacy to explore how composers and performers use the concepts of music to express ideas, create structures and provide unity and contrast. Students will also further their understanding of notation conventions and musical language, exploring both their written and aural skills.</p> <p>Composing:</p> <p>Students will improvise, arrange and compose using a variety of sound sources that align with topics studied. Students will be introduced to a range of technology (recording, sequencing, editing and notating) which will assist with their compositional and creative process.</p>
Future Pathways
<ul style="list-style-type: none"> ■ Stage 5 Music (Year 10) ■ Stage 6 Music 1 or Music 2 ■ VET Entertainment Industry (from Year 10)

VISUAL ART- YEAR 9

Course Prerequisites:
There are no prerequisites for this course
Course Description:
Visual Art is a dynamic discipline that nurtures students' intellectual and practical autonomy, encouraging them to think independently and express themselves creatively. It fosters reflection, and innovation through a range of media and techniques, and studies game-changing art and artists. Moreover, Visual Art cultivates critical judgement and a deep understanding of art practice, both in the process of creating art and in studying its historical and critical power. It also holds significant value in shaping students' social, cultural, and spiritual lives.
By engaging with Visual Art, students embark on a journey that expands their artistic horizons, challenges their perspectives, and connects them with the vibrant art world. They gain a deeper appreciation for the role of art in society and its ability to inspire new ways to look at conventions, invoke change or evoke emotions.
Areas of Study:
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.
Key Skills and Learning Opportunities:
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.
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.
Future Pathways
<ul style="list-style-type: none"> ■ Stage 5 Visual Arts (Year 10) ■ Stage 6 Visual Arts ■ This may be future career pathways that this subject aligns to (8,9,10,11/12)

SCIENCE COMPRESSED PATHWAY (Stage 5 9 and 10)- YEAR 9

Course Prerequisites:
<p>An 'A' grade in Year 8 Science</p> <p>And</p> <p>Successful completion of the Year 8 Science Enrichment Subject</p> <p>And</p> <p>Teacher recommendation of suitability for this stream.</p> <p>And</p> <p>Potential students for this stream and their parents will be required to meet with the Head of Teaching and Learning and Head of Science to confirm that they are prepared for the demands of the course.</p>
Course Description:
<p>Students complete the Year 10 Core Science course whilst in Year 9. They engage with a series of units from each of the branches of science and complete practical activities that complement the theory being covered. Students undertake three assessment tasks throughout the year including an examination that covers the entire year's content.</p>
Areas of Study:
<p>Physics:</p> <p>Motion and Newton's Laws</p> <p>Light, Heat and Sound</p> <p>Chemistry:</p> <p>Covalent bonding</p> <p>Reaction types</p> <p>Biology:</p> <p>DNA and genetics</p> <p>Evolution</p> <p>Earth and Environmental Science:</p> <p>Sustainability</p> <p>Earth and Space – The Universe</p>
Key Skills and Learning Opportunities:
<p>Students continue to develop their Working Scientifically skills alongside their exploration of the new content that is introduced.</p> <p>Student Research Project – students design and carry out their own experiment in a field of their interest. They present their results as a scientific poster at a special open event taking place during Science Week.</p> <p>Students use the gel electrophoresis technology available at school to analyse the DNA of a range of dog breeds.</p> <p>Students identify and research a topic of interest related to the nature and origins of the universe or the life-cycle of stars.</p>
Future Pathways
<p>■ Students completing this course will be eligible to commence a Stage 6 Science in Year 10.</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) to do this course.

Course Prerequisites:	
Year 9 Agriculture (100 hour course)	
Course Description:	
The Agriculture course is an exciting exploration of plants and animals. Its goal is to help students appreciate agriculture by studying industries, plant and animal production, and safety guidelines. In the Plant Production part, students get hands-on experience in growing, harvesting, and processing plants within real agricultural enterprises. By the end of the course, students will have a solid understanding of agriculture and how to succeed in plant production.	
Areas of Study:	
Core B <ul style="list-style-type: none"> • Agriculture Systems and Management • Plant Production 2 and/or • Animal Production 2 	
Key Skills and Learning Opportunities:	
Agricultural Systems and Management is an interesting course that helps students explore and understand agriculture better. It covers different areas such as industries, plant and animal production, marketing, and safety guidelines. In Plant Production, students learn practical information about plant-based businesses, including sustainability, viability, technologies, and ethics. They also gain hands-on experience in growing and processing plants. Animal Production provides similar opportunities but focuses on animal-based businesses, covering sustainability, viability, technologies, ethics, and practical animal management.	
Future Pathways	
<ul style="list-style-type: none"> ■ Preliminary Agriculture Year 11 ■ HSC Agriculture Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Agronomist • Farm Manager • Agriculture Engineer • Agriculture Research 	<ul style="list-style-type: none"> • Agriculture Business • Soil Scientist • Environmental Scientist • Conservation Officer

COMMERCE - YEAR 10

Elective at Year 9 and/or 10 Accelerated Year 9, Preliminary HSC Year 10, HSC Year 11
Course Prerequisites: Accelerated Preliminary HSC course at Year 10 must successfully complete accelerated Year 9 course
Course Description: In this course, students will embark on a captivating journey through key areas such as business management, marketing, finance, accounting, and entrepreneurship. Students will explore the principles of effective business operations, develop marketing strategies, analyse financial statements, and understand the processes involved in starting and managing a successful enterprise. By engaging with real-world examples and case studies, students will gain practical insights into the challenges and opportunities that businesses face in today's competitive marketplace. Students will analyse market trends, consumer behaviour, and the impact of technological advancements, fostering an entrepreneurial mindset and a keen awareness of the factors that drive business success. Commerce also encourages an appreciation for ethical business practices and the broader social impact of commercial activities. By examining sustainability, corporate social responsibility, and the ethical implications of business decisions, students will develop a strong sense of social awareness and responsible citizenship. Commerce empowers students to understand the importance of balancing economic objectives with social and environmental considerations.
Areas of Study: In this course, students will embark on a learning journey through key areas such as business management, marketing, finance, accounting, and entrepreneurship. Students will explore the principles of effective business operations, develop marketing strategies, analyse financial statements, and understand the processes involved in starting and managing a successful enterprise.
Key Skills and Learning Opportunities: Commerce nurtures financial literacy and empowers students to make informed financial decisions. Students will develop a solid understanding of personal finance, budgeting, investment strategies, and the principles of responsible financial management. These skills will prove invaluable as students navigate students' personal and professional lives, enabling students to make sound financial decisions and achieve students' goals. Whether students dream of starting their own business, aspire to work in the world of finance or marketing, or simply want to develop a solid understanding of how businesses operate, Commerce is an excellent choice. Commerce will unravel the intricacies of the commercial world and the opportunities and challenges that it presents.
Future Pathways <ul style="list-style-type: none"> ■ Commerce may be taken as an accelerated course in Year 9, leading to HSC Preliminary Business Studies in Year 10, and HSC Business Studies in Year 11. ■ Through the study of Commerce, students will enhance their analytical thinking, problem-solving abilities, and decision-making skills—essential attributes for pursuing careers in business, finance, marketing, and entrepreneurship. This subject provides valuable exposure to the skills and knowledge required to thrive in the ever-evolving world of commerce.

DRAMA - YEAR 10

Course Prerequisites:
There are no prerequisites for this course
Course Description:
Drama offers students a unique opportunity to engage in practical, collaborative, and creative work. Through practical workshop activities, students explore performance skills and delve into theatrical forms, styles, conventions, and techniques. They have the chance to create, perform, and appreciate a diverse range of performances. Drama allows students to unleash their creativity, work together with their peers, and develop their understanding and skills in the art of performance. It's a dynamic and immersive experience where students can express themselves and explore the power of storytelling on stage.
Areas of Study:
<p>The following topics are offered and can be studied in year 9 and/or year 10:</p> <ul style="list-style-type: none"> ● Movement, Physical Theatre and Mask ● The Performance Styles of Commedia dell' Arte and Greek Tragedy and how to adapt these to a contemporary audience ● The study of modern Australian plays ● Live Professional Theatre experiences ● The opportunity to prepare a Major Group Production
Key Skills and Learning Opportunities:
<p>Students will learn to develop:</p> <ul style="list-style-type: none"> ● skills in expressive movement, voice and characterisation ● an understanding of theatre styles and how to adapt these for a modern audience ● their ability to analyse, perform and evaluate professional theatre playscripts ● expertise throughout the year to create a final group production for a selected audience
Future Pathways
<ul style="list-style-type: none"> ■ Stage 6 Drama ■ VET Entertainment Industry (from Year 10)

ENGLISH EXTENSION- YEAR 10

Course Prerequisites:
none
Course Description:
<p>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.</p> <p>The course will extend those students who enjoy English. It may appeal to students who are planning on taking Advanced English and Extension 1 and/or Extension 2 English in Stage 6.</p>
Areas of Study:
<p>Key concepts:</p> <p>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.</p>
Key Skills and Learning Opportunities:
<p>Students will undertake writing workshops, collaborating with each other to develop writing strategies.</p> <p>Students will participate in both individual and group oral presentations, such as debates or short performances.</p> <p>Most importantly, students will develop an appreciation of texts and how composers share meaning and shape our world. 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.</p>
Future Pathways
<ul style="list-style-type: none"> ■ English Advanced Stage 6 ■ English Extension 1 (Stage 6)

ENRICHMENT MATHEMATICS AND BEYOND – YEAR 10

Course Prerequisites:
Students are encouraged to be participating in the Advanced Mathematics course in Year 10 to support leaning in this class.
Course Description:
<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>
Areas of Study:
<p>Key concepts:</p> <p>This enrichment course focusses on skills beyond the Stage 5 Mathematics curriculum. Students will be extended to ensure that they develop the problem solving skills needed for success in higher mathematics course when they commence Stage 6 (Year 11 and 12) whilst encouraging the love of mathematics.</p>
Key Skills and Learning Opportunities:
<ul style="list-style-type: none"> • This course is designed so that students have the opportunity to study like mathematicians: • Working from first principles and observable phenomena, they will discover mathematical patterns that allow them to deduce key formulae, concepts and models. • 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. • 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. • 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. • Students will explore techniques that explore the foundation of Calculus concepts studied in Years 11 and 12 Mathematics Advanced and Mathematics Extension 1. • 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.
Future Pathways
<ul style="list-style-type: none"> ■ Stage 6 Advanced Mathematics ■ Stage 6 Mathematics Extension 1

FOOD TECHNOLOGY- YEAR 10

Course Prerequisites:	
Year 9 Food Technology (100 hour course)	
Course Description:	
In Food Technology, students explore the world of food, covering topics such as Australian food history, global food production, and special dietary needs. They learn about cultural influences and develop skills to prepare safe and nutritious meals for specific occasions. By the end of the course, students gain a comprehensive understanding of food culture and the ability to create meals for diverse needs. Join this exciting culinary journey!	
Areas of Study:	
Focus Areas Covered in this Course include: <ul style="list-style-type: none"> • Food in Australia • Food Equity • Food for Specific Needs • Food for Special Occasions 	
Key Skills and Learning Opportunities:	
In the course "Food in Australia," we explore the rich culinary history of this beautiful country. We examine the traditions of Aboriginal and/or Torres Strait Islander Peoples, including bush tucker and its preparation throughout history. We also study the influence of early European settlers and the impact of cultural diversity through immigration. Additionally, we investigate global food production and distribution, considering factors like transportation, infrastructure, politics, and geography. Next, we delve into "Food for Special Needs" and "Food for Special Occasions." We explore various dietary requirements and learn effective ways to cater to them. You'll gain skills in planning and preparing safe and nutritious meals for different circumstances. We also examine special occasions, including social, cultural, religious, historical, and family events. You'll learn about both small and large-scale catering establishments and develop skills in food handling and presentation for these occasions.	
Future Pathways	
<ul style="list-style-type: none"> ■ Food Technology Year 10 (200 Hours course) ■ Preliminary Food Technology Year 11 ■ HSC Food Technology Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Hospitality • Chief • Waiter • Dietician • Manager • Nutritionist 	<ul style="list-style-type: none"> • Food Retail • Catering • Pastry Cook • Tourism

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

Course Prerequisites:	
Year 9 Design Technology (Graphics) recommended but not mandatory.	
Course Description:	
Welcome to the exciting world of Multimedia! This course offers students a range of engaging experiences to develop their knowledge and skills in multimedia-related fields. In Multimedia, we'll delve into the captivating realms of Web Design and Video Production. Students will gain hands-on experience with various tools, materials, and techniques used in these fields. Through both common content and topic-specific content, students will develop their understanding and proficiency in creating compelling web designs and producing captivating videos. Multimedia provides students with a diverse range of creative and practical experiences, utilizing a variety of technologies commonly found in multimedia industries and domestic settings.	
Areas of Study:	
Focus Areas Covered in this Course include:	
<ul style="list-style-type: none"> • Website Design • Video Production 	
Key Skills and Learning Opportunities:	
Students develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences. The design and production of practical projects is communicated using a range of technologies. Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies.	
These may include:	
<ul style="list-style-type: none"> • 2D and 3D animations • augmented reality (AR) or virtual reality (VR) products • computer games • individual photographic images and graphics (for print and/or digital display) • videos • websites and apps 	
Future Pathways	
<ul style="list-style-type: none"> ■ Preliminary Design and Technology Year 11 ■ Preliminary Industrial Technology (Multimedia) Year 11 ■ HSC Design and Technology Year 12 ■ HSC Industrial Technology (Multimedia) Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Multimedia Designer • Web Designer • Film, Video & Television Producer • Audio/Sound Production • 2D & 3D Animator • Computer Game Designer 	<ul style="list-style-type: none"> • Computer Programmer • Virtual Reality Design • Augmented Reality Design • Graphic Designer • Photographer

HISTORY ELECTIVE- YEAR 10

Course Prerequisites:
None
Course Description:
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.
Key Skills and Learning Opportunities:
<p>Students will develop:</p> <ul style="list-style-type: none"> ● A knowledge and understanding of history and historical inquiry ● A knowledge and understanding of past societies and historical periods ● Skills to undertake the processes of historical inquiry ● Skills to communicate their understanding of history. <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> ● History as a study of human experience ● The opportunity to develop a lifelong interest and enthusiasm for history ● The nature of history as reflecting differing perspectives and viewpoints ● The opportunity to contribute to a just society through informed citizenship <p>The contribution of past and present peoples to our shared heritage</p>
Future Pathways
<ul style="list-style-type: none"> ■ Modern History in Stage 6

INDUSTRIAL TECHNOLOGY- TIMBER- YEAR 10

Course Prerequisites:	
No Prerequisites – Year 9 Timber 1 recommended.	
Course Description:	
<p>This course will introduce you to the world of the Timber Industry! In this course, students will further develop their knowledge and skills in working with timber to create practical products that meet community needs. They will continue to learn new tools, techniques, and materials used in the industry to bring their designs to life. Throughout the course, students will work on specialised design briefs that develop themselves that outline clients' requirements for timber products. They will engage in the design process, conducting research and drawing solutions to develop appropriate and innovative designs for their clients. Students will then apply their acquired skills and knowledge to produce the final timber products, showcasing their craftsmanship.</p>	
Areas of Study:	
<p>Focus Areas Covered in this Course include:</p> <ul style="list-style-type: none"> • WHS and risk management • Design • Materials • Tools, equipment and techniques • Workplace communication skills • Societal and environmental impact • Links to industry 	
Key Skills and Learning Opportunities:	
<p>Core modules develop knowledge and skills in the use of materials, tools and techniques related to construction materials.</p> <p>Practical projects undertaken will provide opportunities for students explore their own individual area of timber design to develop specific knowledge, understanding and skills related to technologies.</p> <p>These may include:</p> <ul style="list-style-type: none"> • furniture items • decorative timber products • storage and transportation products • small step ladders or similar • storage and display units 	
Future Pathways	
<ul style="list-style-type: none"> ■ VET Construction Year 10 ■ Preliminary Industrial Technology (Timber) Year 11 ■ VET Construction Year 11 ■ HSC Industrial Technology (Timber) Year 12 	
Potential Careers	
<ul style="list-style-type: none"> • Carpenter • Furniture Designer • Shop Fitter 	<ul style="list-style-type: none"> • Wood Machinist • Cabinet Maker • Joinery

ITALIAN - YEAR 10

Course Prerequisites
Successful completion of Stage 4 Italian
Course Description:
The Year 10 Italian course focuses on advancing students' Italian language skills and deepening their cultural understanding. The course offers interactive activities and authentic tasks to enhance listening, speaking, reading, and writing abilities. Thematic units cover topics such as contemporary society, art and literature, media, and global issues. Grammar, vocabulary, and cultural exploration are emphasised, with assessments including presentations, writing tasks, comprehension exercises, and projects.
Areas of Study:
The Year 10 Italian course encompasses various areas of study that aim to enhance students' language skills and cultural knowledge. The key areas of study include contemporary society, cultural diversity, Italian art and literature, media and communication, future pathways, and global issues. Through these thematic units, students will delve into topics that reflect the Italian-speaking world, allowing them to develop a deeper understanding of Italian culture, society, and the broader global context. Students will expand their vocabulary, refine their grammar usage, and engage in discussions and activities that promote effective communication in Italian.
Key Skills and Learning Opportunities:
<ul style="list-style-type: none"> • Advanced language proficiency: Enhancing skills in listening, speaking, reading, and writing in Italian. • Vocabulary expansion: Learning specialised vocabulary. • Advanced grammar usage: Deepening understanding and application of complex grammar structures in Italian. • Cultural immersion: Exploring Italian culture, art, literature, and societal issues in depth. • Authentic resources and texts: Engaging with real-life materials such as articles, literature, films, and audio recordings in Italian. • Analytical skills: Critically analysing and interpreting authentic texts, literature, and media in Italian. • Research and presentation skills: Conducting independent research, analysing information, and presenting findings in Italian.
Future Pathways
<ul style="list-style-type: none"> ■ Students who have completed Stage 5 Italian are encouraged to continue their studies into Stage 6

MUSIC- YEAR 10

Course Prerequisites:
There are no prerequisites for this course
Course Description:
<p>Year 10 presents an exciting opportunity for students to deepen their exploration of Music beyond Year 9. In Stage 5 Music, students are encouraged to concentrate on an instrument of their choice and engage with musical experiences from a diverse range of historical, social, and cultural contexts. They develop skills in performance, composition, and music analysis by gaining a solid understanding of the six fundamental concepts of music.</p> <p>Furthermore, Year 10 Music acts as a stepping stone, preparing students for their future study of Stage 6 Music. It lays a strong foundation and equips students with the necessary skills and knowledge to excel in their advanced music education. By building upon their musical proficiency and broadening their understanding of different musical contexts, Year 10 Music sets the stage for continued growth and success in Stage 6 Music and beyond. It's an exciting journey that propels students towards a deeper appreciation and mastery of the art of music.</p>
Areas of Study:
<p>Year 10 students will study the compulsory topic: Classical Music. In addition to this, 3 other topics are studied, such as Musicals, Rock and Live Performance. There is also scope for students to design their own topic around their interests.</p> <p>All topics are explored through understanding the 6 concepts of music: Duration, Tone Colour, Pitch, Texture, Structure, Dynamics and Expressive Techniques.</p> <p>Music technology is also utilised with a variety of compositional and production tools showcased, from mixing and recording sound, creating unique samples and experimenting with notation software, such as Noteflight.</p>
Key Skills and Learning Opportunities:
<p>Performing: Students will perform individually, in small groups, and as a class, covering a variety of musical styles and genres.</p> <p>Listening and Analysis: Students will actively listen to different types of music, analyzing how composers and performers use musical concepts to express ideas. They will enhance their notation and aural skills and explore musical language.</p> <p>Composing: Students will engage in improvisation, arrangement, and composition, using various sound sources. They will also learn to utilize technology for recording, sequencing, editing, and notation.</p>
Future Pathways
<ul style="list-style-type: none"> ■ Stage 6 Music 1 or Music 2 ■ VET Entertainment Industry (from Year 10)

PHYSICAL ACTIVITY and SPORTS STUDIES- YEAR 10

Course Prerequisites:
Year 9 PASS is a preference
Course Description:
<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.</p> <p>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>
Areas of Study:
<p>Key concepts:</p> <ul style="list-style-type: none"> • Coaching • Fundamentals of Movement and skill development • Enhancing performance – strategies and techniques • Issues in Physical Activity and Sport • Technology, participation and performance • Australian Sporting Identity <p>Students will</p> <ul style="list-style-type: none"> • Investigate and recognise the importance of fundamental movement analysis as a vital training tool through coaching athletics. • Improve practical performance through the application of practice and effort. • Work collaboratively with others to enhance participation, enjoyment and performance. • Discuss the nature and impact of historical and contemporary issues in physical activity and sport
Key Skills and Learning Opportunities:
<ul style="list-style-type: none"> • Coaching • Korf ball • Golf and golf simulation • Croquet • Tennis • Stand up paddle boarding • Aussie sports • Surf camp
Special Requirements
<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 \$370.</p>
Future Pathways
<ul style="list-style-type: none"> ■ Physical Activity and Sport Studies provides a foundation for further study and careers in various fields, including sports science, exercise physiology, coaching, sports management, physical education, recreation, and sports psychology. It also equips students with valuable skills and knowledge applicable to personal pursuits and healthy lifestyle choices.

PSYCHOLOGY- YEAR 10

Course Prerequisites:
Year 9 Science
Course Description:
Students study human behaviour and the brain. They study the structure and functions of the brain and how it develops from childhood through to maturity. They learn about a range of topics including sports psychology, mental illness, forensic psychology, memory and learning and sleep and dreaming.
Key Skills and Learning Opportunities:
The opportunity to plan and carry out their own psychological testing on willing volunteers of a range of ages from within the school community. Study of the movies – 'My Beautiful Mind', 'Shine' and 'Temple Grandin' Opportunities for student interests to be included in the curriculum due to the flexible nature of this subject.
Future Pathways
<ul style="list-style-type: none"> ■ Students enjoying this subject should consider taking Society and Culture at Stage 6 ■ If students found the structure and physiology of the brain and human body to be of interest, they are encouraged to consider studying Biology at Stage 6.

VISUAL ARTS- YEAR 10

Course Prerequisites:
There are no prerequisites for this course
Course Description:
Visual Arts is a discipline that places immense value on nurturing students' intellectual and practical autonomy, fostering reflective action, critical judgement, and a deep understanding of art in both the process of creating art and in critical and historical studies. Visual Arts also holds a significant role in students' social, cultural, and spiritual lives, enriching their experiences and perspectives. The conceptual framework in Visual Arts provides a lens through which students can understand and explore the relationships between the artist, artwork, world, and audience. By considering the structural, subjective, postmodern, and cultural frames, students can generate meaningful content for creating and studying artworks. This framework empowers students to delve into the multifaceted aspects of art and engage with diverse perspectives and contexts. Through Visual Arts, students embark on a captivating journey of self-expression, critical thinking, and cultural exploration. They gain a deeper appreciation for the power of art to transcend boundaries, ignite conversations, and shape the world around us.
Areas of Study:
<p>Key concepts:</p> <ul style="list-style-type: none"> • • Rendering objects/subjects using a variety of media • • Carving and construction with the focus on using soapstone • • Observational drawing • • Printmaking • • Airbrushing/Wet Media (watercolour/acrylic) • • 3D Object painting • • Art installations and Contemporary 3D artworks. • • Textiles • • Art analysis through a variety of case studies • Research Art Movements, Artists and their work
Key Skills and Learning Opportunities:
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 artwork and power 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.
Future Pathways
Stage 6 Visual Arts

Stage 6 Options commenced in Year 10- 2024

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)
- Community and Family Studies (2U)

Vocational Education and Training pathway:

These course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC examination in these courses offered which is reflected in the students 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.
- VET Entertainment Industries

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.

Studies of Religion I			
Course Description 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.			
Main Topics Covered			
Year 11 Course Part I: Nature of Religion and Beliefs Characteristics of religion and belief systems including Aboriginal beliefs and spiritualities Part II: Religious Tradition Study 1 Study of ONE particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism. Part III: Religious Tradition Study 2 Study of ONE particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.		HSC Course Part I: Religion and Belief Systems in Australia post-1945 Religious expression in Australia's since 1945 Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. Part II: Religious Tradition Depth Study 1 <ul style="list-style-type: none">• ONE significant person or school of thought to be studied• ONE area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics• ONE significant practice to be studied Part III: Religious Tradition Depth Study 2 <ul style="list-style-type: none">• ONE significant person or school of thought to be studied• ONE area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics• ONE significant practice to be studied	
Prelim Excursion: Islamic Mosque Tour and Indigenous Experience			
External Assessment (HSC only)	Weighting	Internal Assessment Components	Weighting
90 minute Examination		Preliminary <ul style="list-style-type: none">• Two research tasks• One examination HSC <ul style="list-style-type: none">• Two research tasks• Trial examination	
Section I: MC/ Short-answer questions	30	Knowledge and understanding of course content	40
Section II: Written response - one question, with three short-answer parts on a religious tradition.	30	Source-based skills	20
		Investigation and research	20
Section III: Written response - one extended response question on one religious tradition.	40	Communication of information, ideas and issues in appropriate forms	20

COMMUNITY AND FAMILY STUDIES (CAFS) (accelerated Prelim/HSC course)

Community and Family Studies	
<p>Course Description</p> <p>Community and Family Studies (CAFS) is a dynamic and interdisciplinary subject that explores the relationships between individuals, families, communities, and society. It equips students with the knowledge and skills to understand, critically analyse, and actively participate in the diverse and complex social environments in which they live. CAFS encourages students to explore the connections between social, cultural, economic, and environmental factors and their impact on individuals and communities.</p> <p>Through the exploration of key concepts, theories, and research in the field, students will develop a comprehensive understanding of the roles and responsibilities within families and communities, as well as the factors that contribute to their functioning and well-being. CAFS fosters critical thinking, problem-solving, and decision-making skills, empowering students to make informed choices and positively contribute to the development of their own lives and the wider society.</p>	
Main Topics Covered	
<p>Year 11 Course (Completed in Year 10) Core Topics (100%)</p> <ul style="list-style-type: none"> ●Resource Management Basic concepts of resource management. ●Individuals and Groups The individual's roles, relationships and tasks within and between groups. ●Families and Communities Family structures and functions, and the interaction between family and community. 	<p>HSC Course (Completed in Year 11) Core Topics (75%)</p> <ul style="list-style-type: none"> ●Research Methodology Research methodology and skills culminating in the production of an Independent Research Project. ●Groups in Context The characteristics and needs of specific community groups. ●Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.
	<p>Optional Components (25%)</p> <ul style="list-style-type: none"> ●Family and Societal Interactions Government and community structures that support and protect family members throughout the lifespan. ●Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. ●Individuals and Work Contemporary issues confronting individuals as they manage roles within both family and work environments.
<p>Particular Course Requirements:</p> <p>In addition to the core topics students must complete one option module in the HSC course.</p> <p>HSC Students are required to complete an Independent Research Project (IRP) in the context of the core module – Research Methodology.</p>	
<p>Future Pathways</p> <p>Community and Family Studies provides a strong foundation for further study and careers in various fields, including social work, community services, counselling, education, health sciences, and human resources. It also equips students with valuable life skills, such as effective communication, interpersonal relationships, and resource management.</p>	

VOCATIONAL EDUCATION and TRAINING PATHWAY

VET CONSTRUCTION – Year 10 (Stage 6 Year 11)

Course: VET CONSTRUCTION	
2 units for each of Preliminary and HSC studies	Exclusions: Nil
<p>Course Description</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 CPC20220 Certificate II in Construction Pathways and CPC20120 Statement of Attainment Certificate II in Construction.</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>Job Roles:</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">● CPCWHS1001 Prepare to work safely in the Construction Industry (Delivered externally)● CPCCWHS2001 Apply WHS requirements, policies and processes in the Construction Industry● CPCCOM1013 Plan and organise work● CPCCOM1015 Carry out measurements and calculations● CPCCOM1012 Work effectively and sustainably in the Construction Industry● CPCCVE1011 Undertake a basic construction project● CPCCCM2005 Use construction tools and equipment● CPCCOM2001 Read and interpret plans and specifications● CPCCOM1014 Conduct workplace communication● CPCCCA2002 Use carpentry tools and equipment● CPCCCA2011 Handle carpentry materials● CPCCCM2006 Apply basic levelling procedures● CPCCCM2004 Handle construction materials● CPCCJN2001 Assemble components	
<p>Course Structure</p> <p>This course consists of 14 units in total, made up of:</p> <ul style="list-style-type: none">● HSC Examination Content<ul style="list-style-type: none">- SIX mandatory units of competency: CPCCOM1012, CPCCOM2001, CPCCCM2005, CPCCWHS1001, CPCCOM1013, CPCCOM1015● Non – examinable content (8 elective units to complete the Certificate II in Construction Pathways and SOA Certificate II in Construction Qualification)● 70 hours work placement	

<p>Pathways and Careers</p> <p>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).</p> <p>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.</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 and other occupations in general construction.</p>	
<p>Particular Course Requirements</p> <p>Students must complete 35 hours of work placement each year as a mandatory part of the course.</p> <p>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.</p> <p>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.</p> <p>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 CPCWHS1001 covers this requirement, delivered by an external provider and the cost of this course is paid by the student.</p>	
<p>Assessment</p> <p>Assessment is competency based and can include:</p> <ul style="list-style-type: none"> • observation during class and work placement • written tasks • verbal tasks • practical tasks • skills tests • competency tests <p>To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.</p>	
<p>Construction HSC examination</p> <p>An external written Higher School Certificate examination will be conducted for the 240 indicative hour (2 year) course.</p>	
External Assessment	Weighting
<p>A 2 hour written examination consisting of:</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>The Construction HSC examination is based on the mandatory units of competency:</p> <ul style="list-style-type: none"> • CPCCWHS2001 Apply WHS requirements, policies and processes in the Construction Industry • CPCCOM1013 Plan and organise work • CPCCOM1015 Carry out measurements and calculations • CPCCOM1012 Work effectively and sustainably in the Construction Industry • CPCCCM2005 Use construction tools and equipment • CPCCOM2001 Read and interpret plans and specifications 	<p>15</p> <p>35</p> <p>15</p> <p>15</p>
	80

VET ENTERTAINMENT INDUSTRY – Year 10 (Stage 6 Year 11)

Course: VET CONSTRUCTION	
2 units for each of Preliminary and HSC studies	Exclusions: Nil
<p>Course Description</p> <p>The Construction Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>CUA30420 Live Production 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 Statement of Attainment towards the qualification of CUA30420 Certification III in Live Production and Services.</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 the entertainment industry in Australia. This qualification provides an entry level occupational outcome in live production and services. 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>Job Roles:</p> <p>This qualification allows for inclusion of skills suited for working in the technical areas of theatre, outdoor and indoor events, exhibitions, installations, festivals, concerts and sports.</p> <p>Attainment of the SOA Certificate III in Live Production and Services requires students to meet competency requirements for 13 units of work being:</p> <ul style="list-style-type: none"> ● CPCWHS1001 Prepare to work safely in the Construction Industry (Delivered externally) ● BSBPEF301 Organise personal work priorities ● CUAIND311 Work effectively in the creative arts industry ● CUAIND314 Plan a career in the creative arts industry ● CUAPPR314 Participate in collaborative creative projects ● SITXCCS006 Provide service to customers ● CUALGT311 Operate basic lighting ● CUASOU331 Undertake live audio operations ● CUASTA311 Assist with production operations for live performances ● CUAVSS312 Operate vision systems ● CUAWHS Apply work health and safety practices ● CUALGT314 Install and operate follow spots ● CUASMT311 Work effectively backstage during performances 	
<p>Course Structure</p> <p>This course consists of 13 units in total, made up of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <ul style="list-style-type: none"> - SEVEN mandatory units of competency: CUAIND311, SITXCCS006, CUALGT311, CUASOU331, CUASTA311, CUAVSS312, CUAWHS ● Non – examinable content (6 elective units to complete the SOA Certificate III in Entertainment Industry) ● 70 hours work placement 	
<p>Pathways and Careers</p> <p>The CUA30420 Statement of Attainment Certification III in Live Production and Services qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).</p> <p>The qualification has core units of competency that are required in Certificate III qualifications. Further training can involve an apprenticeship within events management or further studies at TAFE or University.</p> <p>This qualification allows for inclusion of skills suited for working in the technical areas of theatre, outdoor and indoor events, exhibitions, installations, festivals, concerts and sports..</p>	

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 **\$100**.

In their first year, students must also purchase a school Entertainment 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 live events work site. All students are required to complete this training before participating in work placement. Achievement of unit CPCWHS1001 covers this requirement, delivered by an external provider and the cost of this course is paid by the student.

Please note: Work placement for this course does not occur during normal working hours. As Entertainment work is varied and seasonal, students may be given placement during holidays, weekends or in the evenings.

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.

Entertainment Industry HSC examination

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

External Assessment	Weighting
A 2 hour written examination consisting of: Section I – multiple choice questions Section II – short-answer questions Section III – one extended response question Section IV – one extended response question	15 35 15 15
The Entertainment Industry HSC examination is based on the mandatory units of competency: <ul style="list-style-type: none">● CUAIND311 Work effectively in the creative arts industry● SITXCCS006 Provide service to customers● CUALGT311 Operate basic lighting● CUASOU331 Undertake live audio operations● CUASTA311 Assist with production operations for live performances● CUAVSS312 Operate vision systems● CUAWHS Apply work health and safety practices	
	80

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

Course: VET PRIMARY INDUSTRIES - This course is an early commencement course for the HSC	
2 units for each of Preliminary and HSC studies	Exclusions: Nil
<p>Course Description</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 AHC20116 Certificate II in Agriculture.</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"> ● AHCWHS201 Participate in work health and safety processes ● AHCCHM201 Apply chemicals under supervision ● AHCINF201 Carry out basic electric fencing operations ● AHCINF202 Install, maintain and repair farm fencing ● AHCPMG201 Treat weeds ● AHCWRK204 Work effectively in the industry ● AHC BIO201 Inspect and clean machinery for plant, animal and soil material ● AHCLSK206 Identify and mark livestock ● AHCMOM203 Operate basic machinery and equipment ● AHCLSK202 Care health and welfare of livestock ● AHCLSK211 Provide feed for livestock ● AHCLSK204 Carry out regular livestock observation ● AHCLSK205 Handle livestock using basic techniques ● AHCLSK209 Monitor water supplies ● AHCWRK201 Observe and report on weather ● AHCWRK205 Participate in workplace communications ● AHCWRK209 Participate in environmentally sustainable work practices ● HLTAID011 Provide first aid (delivered by external provider) 	
<p>Course Structure</p> <p>This course consists of 18 units in total, made up of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <p>FIVE mandatory units of competency, with the following focus areas:</p> <p>Chemicals (AHCCHM201), Safety (AHCWHS201), Sustainability (AHCWRK209), Weather (AHCWRK201), and Working in the industry (AHCWRK204)</p> <p>Livestock health and welfare stream containing ONE unit of competency (AHCLSK202)</p> <ul style="list-style-type: none"> ● Non – examinable content (12 elective units to complete the Certificate II in Agriculture Qualification) ● 70 hours work placement 	

Pathways and Careers

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

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

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

- Certificate III in Agriculture
- Certificate III in Horticulture

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

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course.

Students are required to supply work boots and work pants when participating in the practical component of the course. Students must purchase a school Primary Industries work shirt at a cost of approximately \$60.

The unit HLTAID003 is provided to the students by an external provider at a cost of approximately \$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
A 2 hour written examination consisting of: 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 The Primary Industries HSC examination is based on the HSC Content (focus areas): 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.	15 marks 35 marks 15 marks 15 marks
	80

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

Course: VET TOURISM – This course is an early commencement of the HSC	
2 units for each of Preliminary and HSC studies	Exclusions: Nil
<p>Course Description</p> <p>The Tourism, Travel and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>SIT Tourism, Travel and Hospitality Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain a qualification of SIT30116 Certificate III in Tourism.</p> <p>Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within tourism in Australia. Students will learn about workplace health and safety, excellent customer service, selling products and services, workplace communication, interaction, organisation and teamwork, providing information to customers, booking products and services for customers, and Australian tourism destinations.</p> <p>This course is designed to give students hands on experience in the skills and competencies required to work in customer service and tourism related activities, which incorporates the tourism-related activities of businesses and organisations in allied industries including education and training, hospitality, retail, sport and recreation and transport.</p> <p>Attainment of the qualification SIT30116 Certificate III in Tourism requires students to meet competency requirements for 15 units of work, being:</p> <ul style="list-style-type: none"> ● SITXWHS001 Participate in safe work practices ● SITTIND001 Source and use information on the tourism and travel industry ● SITXCCS002 Provide visitor information ● SITXCCS006 Provide service to customers ● SITXCOM002 Show social and cultural sensitivity ● SITTTSL001 Operate an online information system ● SITTTSL002 Access and interpret product information ● SITTTSL004 Provide advice on Australian destinations ● SITTTSL005 Sell tourism products and services ● SITTTSL006 Prepare quotations ● SITEEVT002 Process and monitor event registrations ● SITEEVT004 Provide Event Staging Support ● BSBWOR203 Work effectively with others ● BSBSUS201 Participate in environmentally sustainable work practices ● HLTAID011 Provide first aid (provided externally) 	
<p>Course Structure</p> <p>This course consists of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <ul style="list-style-type: none"> ○ Five mandatory focus areas addressing six units of competency - Australian destinations (SITTTSL004 Provide advice on Australian destinations), Safety (SITXWHS001 Participate in safe work practices), Sustainability (BSBSUS201 Participate in environmentally sustainable work practices), Working in the industry (SITTIND001 Source and use information on the tourism and travel industry), and Working with customers (SITXCCS006 Provide service to customers & SITXCOM002 Show social and cultural sensitivity) ○ Tourism and Travel (containing three associated units of competency SITTTSL002 Access and interpret product information, SITTTSL005 Sell tourism products and services, & SITTTSL006 Prepare quotations) ● Non – examinable content (5 elective units to complete the Certificate III in Tourism Qualification) ● 70 hours work placement 	
Pathways and Careers	

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

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

Possible job titles relevant to this qualification include:

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

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

Assessment

Assessment is competency based and can include:

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

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

Tourism, Travel and Events HSC examination

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

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. This may consist of one off events (such as Southern 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
A 2 hour written examination consisting of: Multiple Choice Short answer questions Extended Response Tourism and Travel Elective questions	15 marks 30 marks 15 marks 20 marks
	80



**MOAMA
ANGLICAN
GRAMMAR**

COMPASSION | RESPECT | INTEGRITY

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