



**MOAMA
ANGLICAN
GRAMMAR**

CURRICULUM HANDBOOK

Stage 5 (Year 9 and 10)

2021-2022



STAGE 5 (YEAR 9 AND 10)
CURRICULUM HANDBOOK 2021
TABLE OF CONTENTS

| | |
|---|----|
| INTRODUCTION | 3 |
| CORE SUBJECTS | 3 |
| SUBJECT SELECTION PROCEDURE | 4 |
| ONLINE ELECTIVE SELECTION PROCESS | 4 |
| CONTACTS | 6 |
| AGRICULTURAL TECHNOLOGY | 8 |
| COMMERCE - YEAR 9 (100 Hour Course) | 9 |
| COMMERCE - YEAR 10 (100 or 200 Hour Course) | 10 |
| DESIGN & TECHNOLOGY Year 9 (100 Hour Course) | 11 |
| DESIGN & TECHNOLOGY Year 10 (100 or 200 hour course) | 12 |
| DRAMA | 13 |
| ENGLISH EXTENSION | 14 |
| ENRICHMENT MATHEMATICS AND BEYOND | 15 |
| FOOD TECHNOLOGY | 16 |
| FORENSIC SCIENCE Year 9 | 17 |
| HISTORY ELECTIVE | 18 |
| INTERNATIONAL STUDIES | 19 |
| INDUSTRIAL TECHNOLOGY – Multimedia Year 9 | 20 |
| INDUSTRIAL TECHNOLOGY – Multimedia Year 10 | 21 |
| INDUSTRIAL TECHNOLOGY - TIMBER | 22 |
| ITALIAN | 23 |
| LEARNING SUPPORT | 24 |
| MUSIC | 25 |
| PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) – Year 9 | 26 |
| PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) – Year 10 | 27 |
| PSYCHOLOGY | 28 |
| VISUAL ARTS - Year 9 | 29 |
| VISUAL ARTS – Year 10 | 30 |
| TOURISM, TRAVEL & EVENTS (VET COURSE) – Year 10 | 31 |
| PRIMARY INDUSTRIES (VET COURSE) – Year 10 | 33 |
| CONSTRUCTION (VET COURSE) – Year 10 - New in 2021 | 35 |

STAGE 5 CURRICULUM HANDBOOK 2021

INTRODUCTION

Welcome to the Stage 5 Curriculum Handbook for 2021. 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 2021.

Students should consider subjects that they enjoy as well as subjects that will develop skills required for Year 11 and 12. Elective subjects will run based on the number of students that choose any particular elective.

Record of School Achievement (RoSA)

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

The RoSA reports the assessment results of students in subjects studied at Years 9 and 10 (Stage 5) and Years 11 and 12 (Stage 6). At Stage 5 all students in NSW undertake a range of Core and Elective units. All Core and Elective subjects in Stage 5 will be assessed internally (by the School) and the performance of students will be reported on their RoSA. There are no externally assessed examinations for students at Stage 5. All assessment at Stage 5 is completed internally.

CORE SUBJECTS

YEAR 9 - ALL STUDENTS study:

- English
- Mathematics
- Science
- History
- Geography
- PDHPE
- Religious Education
- Career Education
- **3 Elective Subjects**

YEAR 10 - ALL STUDENTS study:

- English
- Mathematics
- Science
- History
- Geography
- PDHPE
- Religious Education
- **3 Elective Subjects**

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

SUBJECT SELECTION PROCEDURE

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

- Choose what you like
- Choose what you are good at
- Consider what subjects you would like to do at Stage 6 (Years 11 and 12)
- Look at subject prerequisites for Stage 6

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

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

Our Careers Counsellor, Mr Stuart Martin, teachers, and Heads of Faculties, Mr Jeff Scott the Head of Senior School and Mr Stuart Hughes 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.

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

What happens next?

- Students will be placed in classes based on elective choices and a timetable constructed for next year.
- Every effort will be made to give students their 'High Priority' subjects. Please note that the system we use allows students to prioritise subjects based so the system will try to place you in your highest priority subject over your other choices.
- The plan for this year was for the School to be working on the timetable for 2021 in Term 2. We are still aiming for this timeframe, if this changes the School will inform students and parents. We will endeavour to inform students of the electives by the start of Term 3.
- Some courses will only run if there are sufficient numbers of students to form a class. If a course does not run here at school there may be an opportunity for the course to be studied by Distance Education.
- In a very small number of cases the demands of timetabling and staffing will limit the choice of subjects a student may take.

CONTACTS

Due to current social distancing requirements the Parent Information Sessions that we would normally run after School are unable to be run this year. However, the Heads of Faculties can be contacted if you have any questions about any subject.

School's phone number: (03) 5480 5900

The contact details for each subject are listed below:

Head of VET

Kim McFadden kmcfadden@moamagrammar.nsw.edu.au

- Primary Industries
- Tourism, Travel and Events
- Construction

Head of Technology and Applied Science

Danny Hindson dhindson@moamagrammar.nsw.edu.au

- Agriculture
- Design and Technology
- Food Technology
- Industrial Technology Multimedia
- Industrial Technology Timber

Head of Science

Hayley Catt hcatt@moamagrammar.nsw.edu.au

- Forensic Science
- Psychology

Head of English

Vanessa Bush vbush@moamagrammar.nsw.edu.au

- English Extension

Head of Mathematics

Steven Warren stevenwarren@moamagrammar.nsw.edu.au

- Enrichment Mathematics and Beyond

Head of HSIE

Lee Macey lmacey@moamagrammar.nsw.edu.au

- History Elective
- Commerce
- International Studies

Head of PDHPE

Greg Cadd gcadd@moamagrammar.nsw.edu.au

- PASS

Head of Performing Arts

Megan McMaster mmcmaster@moamagrammar.nsw.edu.au

- Music
- Drama

Head of Visual Arts

Tara-Lee Moon tmoon@moamagrammar.nsw.edu.au

- Visual Arts

Head of Languages

Lucy Polvere lpolvere@moamagrammar.nsw.edu.au

- Italian

Head of Student Diversity

Mr Kevin Turner kturner@moamagrammar.nsw.edu.au

- Learning Support

Head of Teaching and Learning

Mr Stuart Hughes shughes@moamagrammar.nsw.edu.au

AGRICULTURAL TECHNOLOGY

Agriculture is offered each year for students to study the subject in Year 9 and/or Year 10.

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| <p>Course Outline</p> | <p>The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.</p> <p>Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.</p> <p>There are no prerequisites for this course.</p> |
| <p>What students learn about?</p> | <ul style="list-style-type: none"> ● The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. ● These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. ● The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied |
| <p>What will students learn to do?</p> | <ul style="list-style-type: none"> ● Students undertake a range of practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. ● The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms. |
| <p>Assessment</p> | <p>To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.</p> |
| <p>Prerequisites</p> | <p>There are no prerequisites for students studying Agriculture in the Year 9 or Year 10. However, for the subject to appear on your ROSA students will have to complete the Year 9 course.</p> |

COMMERCE - YEAR 9 (100 Hour Course)

This subject was formally called Justice Money and Markets

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| <p>Course Outline</p> | <p>Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.</p> <p>Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.</p> <p>A major component of the Year 9 Commerce course is the \$20 Boss Program. The program, run in hundreds of schools across Australia, encourages entrepreneurship in young people and gives students the experience of setting up and operating their own micro-enterprises. The program culminates in a series of exciting lunchtime markets at the school where the students seek to out-compete their classmates to raise the most money for a charity nominated by the students.</p> <p>Please note: students will have the option of continuing their studies in Commerce in Year 10, making it into a two-year course.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <p>Students will undertake studies in the following five topic areas in the Year 9 course:</p> <ol style="list-style-type: none"> 1. Law, society and political involvement 2. Consumer and financial decisions 3. Running a business 4. Promoting and selling 5. Travel |
| <p>What will students learn to do?</p> | <ul style="list-style-type: none"> ● Develop a knowledge and understanding of finance, business, law, tourism and economics ● Develop skills in decision-making and problem-solving in relation to financial, business, legal and economic issues ● Develop skills in effective research and communication ● Develop skills in working independently and collaboratively |
| <p>Assessment</p> | <p>A range of formal and informal assessment tasks over the course of the year will be used to assess student progress. Assessments may include tasks such as a research assignment, a business plan, a promotional campaign for a unique product, in-class tests and an examination.</p> |

COMMERCE - YEAR 10 (100 or 200 Hour Course)

This subject was formally called Justice Money and Markets

Commerce is offered each year for students to study the subject in Year 9 and/or Year 10.

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| <p>Course Outline</p> | <p>Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.</p> <p>Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.</p> <p>Students in the Year 10 Commerce course will also learn important knowledge and skills that lead into further study in HSC courses in Legal Studies, Economics and Business Studies.</p> <p>Students who enjoyed studying Justice, Money & Markets in Year 9 are encouraged to select Commerce in Year 10 to further develop their knowledge and skills in this field of study.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <p>Students will undertake studies in the following five topic areas in the Year 10 course:</p> <ol style="list-style-type: none"> 1. Law in action 2. The economic and business environment 3. Our economy 4. Investing 5. Employment and work futures |
| <p>What will students learn to do?</p> | <ul style="list-style-type: none"> ● Develop a knowledge and understanding of finance, business, law, economics and employment matters ● Develop skills in decision-making and problem-solving in relation to financial, business, legal and economic issues ● Develop skills in effective research and communication ● Develop skills in working independently and collaboratively |
| <p>Assessment</p> | <p>A range of formal and informal assessment tasks over the course of the year will be used to assess student progress. Assessments may include tasks such as a research assignment, a business report, in-class tests and an examination.</p> |

DESIGN & TECHNOLOGY Year 9 (100 Hour Course)

Design & Technology Elective 1 (100 hours) - Focus Areas –3D Modelling/Animation / Graphic Design / Packaging & Digital Media

Design & Technology is offered each year for students to study the subject in Year 9 and/or Year 10.

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| <p>Course Outline</p> | <p>The study of Design and Technology develops a student’s ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <ul style="list-style-type: none"> ● Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. ● They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. ● Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers. ● They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. |
| <p>What will students learn to do?</p> | <ul style="list-style-type: none"> ● Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. ● Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. ● Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills. |
| <p>Assessment</p> | <p>To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.</p> <ul style="list-style-type: none"> ● Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. ● Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills. |

DESIGN & TECHNOLOGY Year 10 (100 or 200 hour course)

Design & Technology Elective 2 - Focus Area – Multimedia / Graphic Design / Architectural Design / Student-negotiated focus area of design

Design & Technology is offered each year for students to study the subject in Year 9 and/or Year 10.

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| Course Outline | <p>The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.</p> <p>There are no prerequisites for this course.</p> |
| What will students learn about? | <ul style="list-style-type: none"> ● Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. ● They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. ● Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers. ● They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. |
| What will students learn to do? | <ul style="list-style-type: none"> ● Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. ● Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. ● Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills. |
| Assessment | <p>To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.</p> |

DRAMA

Drama is offered each year for students to study the subject in Year 9 and/or Year 10.

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| Course Outline | <p>The study of Drama provides an opportunity for students to work collaboratively and creatively using theatrical forms, styles, conventions and techniques to make, perform and appreciate a variety of performances.</p> <p>There are no prerequisites for this course.</p> |
| What will students learn about? | <p>The following topics are offered over the two years:</p> <ul style="list-style-type: none"> ● Movement, Physical Theatre and Mask ● The Performance Styles of Commedia dell' Arte and Greek Tragedy ● The study of modern Australian plays ● Live Professional Theatre experiences ● The opportunity to prepare Major Group Performances |
| What will students learn to do? | <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 performance for a selected audience |
| Assessment | <p>Student skills are developed, and progress monitored, through practical and written workshops and class activities. These formative tasks culminate in the assessment of three polished Summative assessments.</p> |

ENGLISH EXTENSION

English Extension is offered each year for students to study the subject in Year 9 or Year 10.

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| <p>Course Outline</p> | <p>The course aims to enrich and extend students' ability to analyse and appreciate a range of texts from a range of composers. Students will develop written and verbal skills to enhance their ability to respond to different texts types, including: poetry, lyrics, short stories, plays, fiction, non-fiction and various media texts.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <p>Students will study TWO fundamental units. In Semester One, students will explore traditional and contemporary Australian literature. In Semester Two, students will examine literature from around the world, including classic texts and award-winning literature.</p> <p>Students will develop writing skills to explore concepts and texts, such as creative writing and analytical composition.</p> |
| <p>What will students learn to do?</p> | <p>Students will undertake writing workshops, collaborating with each other to develop writing strategies.</p> <p>Students will participate in both individual and group oral presentations, such as debates or short performances.</p> <p>Most importantly, students will develop an appreciation of texts and how composers share meaning and shape our world.</p> |
| <p>Assessment</p> | <p>A total of three summative assessment tasks over the course of the year are used to formally assess student progress. However, a diverse range of formative assessment will be ongoing throughout the year. Formative assessment is aims to develop deep inquiry into texts and enhance skill development. Students will compose, craft, refine and reflect on their learning through both formative and summative assessment.</p> |

ENRICHMENT MATHEMATICS AND BEYOND

Enrichment Mathematic is offered each year for students to study the subject in Year 9 or Year 10.

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| <p>Course Outline</p> | <p>“Mathematics, rightly viewed, possesses not only truth, but supreme beauty.” – <i>Bertrand Russell</i></p> <p>This course is being offered to cater for students who are very competent in mathematics and have a passion for studying and exploring mathematical concepts further. It will be an opportunity to extend, enrich and engage talented mathematics students and explore the beauty of mathematics.</p> <p>This course will also provide students who are interested in the Mathematics Advanced and Extension pathways, a rich background of mathematical skills and knowledge, in preparation for entry into Year 11 and 12 Mathematics.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <p>Students will engage in investigative and research work that sees them further explore mathematical concepts covered in their core mathematics classes, as well as exploring exciting new content.</p> <p>Students will learn to apply some of the more challenging mathematical concepts to real life scenarios, such as the application of parabolas to the construction of roller coaster rides at theme parks.</p> <p>Students will explore techniques that explore the foundation of Calculus concepts studied in Years 11 and 12 Mathematics Advanced and Mathematics Extension 1.</p> <p>Students will study the works of the early mathematicians Gauss, Euler and Noether. For example, students will learn about the connections between Similar Triangles, Trigonometric Ratios and Pythagoras’ Theorem.</p> <p>It is also proposed that students taking this course will participate in the <i>Mathematics Challenge for Young Australians</i>, a program of The Australian Mathematics Trust.</p> |
| <p>What will students learn to do?</p> | <p>This course is designed so that students have the opportunity to study like mathematicians:</p> <p>Working from first principles and observable phenomena, they will discover mathematical patterns that allow them to deduce key formulae, concepts and models.</p> <p>They will explore proofs of mathematical concepts and ideas. Learning experiences will give depth to their current understanding of mathematics and extend their skills into new areas.</p> <p>There may also be an opportunity to engage in STEM cross-curricular work.</p> |
| <p>Assessment</p> | <p>A total of three formal assessment tasks will be used to assess student progress over the course of the year.</p> <p>Students will also engage in a variety of informal assessments throughout the course to inform their learning and measure student progress.</p> |

FOOD TECHNOLOGY

Food Technology is offered each year for students to study the subject in Year 9 or Year 10.

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| Course Outline | <p>The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food.</p> <p>Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety of food adds to life and how it contributes to both vocational and general life experiences.</p> <p>There are no prerequisites for this course.</p> |
| What will students learn about? | <p>Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently. Students learn about food through the following focus areas:</p> <ul style="list-style-type: none"> ● Food in Australia ● Food Equity ● Food Product Development ● Food Selection and Health ● Food Service and Catering ● Food for Specific Needs ● Food for Special Occasions ● Food Trends. |
| What will students learn to do? | <p>The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food.</p> <p>Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food.</p> |
| Assessment | <p>To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.</p> |

FORENSIC SCIENCE Year 9

Forensic Science is offered each year for students to study the subject in Year 9. Year 10 students should look at Psychology.

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| <p>Course Outline</p> | <p>Forensic Science is the application of scientific processes undertaken by police and forensic investigators to assist in criminal and civil law cases by providing evidence. The main fields of forensics will be studied, with a strong emphasis on scientific process and references to Australian Law.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <p>Students will gain an insight into Crime Scene Investigations and the analysis of physical evidence to solve crimes by studying:</p> <ul style="list-style-type: none"> ● History of Forensic Science ● Crime Scene Investigation processes ● Fingerprinting and other impressions used in identification ● Toxicology ● Serology, hair and fiber analysis ● Fraud analysis ● Forensic entomology |
| <p>What will students learn to do?</p> | <p>Students will develop skills in:</p> <ul style="list-style-type: none"> ● Making observations. ● Critically analyzing forensic processes presented in television drama's ● Applying first hand investigations and scientific process to solve problems in the laboratory. |
| <p>Assessment</p> | <p>Students will complete a maximum of TWO Summative tasks for this course.</p> |

HISTORY ELECTIVE

History Elective is offered each year for students to study the subject in Year 9 or Year 10.

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| <p>Course Outline</p> | <p>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.</p> <p>There are no prerequisites for this course.</p> | |
| <p>What will students learn about?</p> | <p>Topic 1:</p> <p>Topic 2:</p> <p>Topic 3:</p> | <p>Constructing History e.g. Family history, Film as history, Historical fiction</p> <p>Ancient, Medieval and Early Modern Societies e.g. The Ottoman Empire</p> <p>Thematic Studies e.g. Heroes and villains, world myths and legends, Crime and punishment, Slavery, Terrorism</p> |
| <p>What will students learn to do?</p> | <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 ● The contribution of past and present peoples to our shared heritage. | |
| <p>Assessment</p> | <p>Assessment tasks will include:</p> <ul style="list-style-type: none"> ● Film As History in-class essay ● Examination | |

INTERNATIONAL STUDIES

International Studies is offered each year for students to study the subject in Year 9 or Year 10.

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| <p>Course Outline</p> | <p>International Studies provides students with an opportunity to explore and recognize their own cultures, and appreciate the richness of multicultural Australia and the world. This course will equip them with the understanding and values to participate in, and contribute to building a cohesive and just world. Students will also learn important knowledge and skills that lead into further study with courses such as Society and Culture, Studies of Religion, and Community and Family Studies.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <p>Students will undertake:</p> <ul style="list-style-type: none"> ● Core study of 'Culture and cultural diversity in the contemporary world'. <p>They will also study 3 of the following 10 topic areas:</p> <ol style="list-style-type: none"> 1. Culture and beliefs 2. Culture on the move 3. Culture and sport 4. Culture and the media 5. Culture and travel 6. Culture and food 7. Culture and gender 8. Culture, science, technology and change 9. Culture in film and literature 10. Culture and family life |
| <p>What will students learn to do?</p> | <p>Develop knowledge and understanding to:</p> <ul style="list-style-type: none"> ● recognise the complex, diverse and dynamic nature of cultures ● identify the increasing interconnectedness of cultures in the contemporary world <p>Develop skills to:</p> <ul style="list-style-type: none"> ● apply critical literacy in recognizing and challenging stereotypes ● develop effective tools for successful intercultural communication and understanding |
| <p>Assessment</p> | <p>A range of assessment tasks over the course of the year will be used to assess student progress. Students will complete assessments in Terms 2, 3 and 4.</p> |

INDUSTRIAL TECHNOLOGY – Multimedia Year 9

Elective 1 (100 hours) - Focus Areas – Web Design & Video Production

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| <p>Course Outline</p> | <p>The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in the multimedia industrial and domestic settings.</p> <p>They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <ul style="list-style-type: none"> ● Students develop knowledge relating to current and emerging technologies in multimedia industrial and domestic settings. ● They study the interrelationship of technologies, equipment and materials used in a variety of settings. ● Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. |
| <p>What will students learn to do?</p> | <ul style="list-style-type: none"> ● 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. <p>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.</p> <p>These may include:</p> <ul style="list-style-type: none"> ● 2D and 3D animations ● augmented reality (AR) or virtual reality (VR) products ● computer games ● ePublications ● individual photographic images and graphics (for print and/or digital display) ● videos ● websites and apps |
| <p>Assessment</p> | <p>Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.</p> |

INDUSTRIAL TECHNOLOGY – Multimedia Year 10

Elective 2 (200 hours) - Focus Areas – Apps and Interactivity, and Games and Simulations.

To complete this course as a 200 hour subject students will need to pick the Year 9 Multimedia course

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| <p>Course Outline</p> | <p>The Multimedia 2 specialist module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Apps and Interactivity, and Games and Simulations. The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in the multimedia industrial and domestic settings.</p> <p>They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.</p> |
| <p>What will students learn about?</p> | <ul style="list-style-type: none"> ● Students develop knowledge relating to current and emerging technologies in multimedia industrial and domestic settings. ● They study the interrelationship of technologies, equipment and materials used in a variety of settings. ● Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. |
| <p>What will students learn to do?</p> | <ul style="list-style-type: none"> ● 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. <p>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.</p> <p>These may include:</p> <ul style="list-style-type: none"> ● 2D and 3D animations ● augmented reality (AR) or virtual reality (VR) products ● computer games ● ePublications ● individual photographic images and graphics (for print and/or digital display) ● videos ● websites and apps |
| <p>Assessment</p> | <p>Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.</p> |

INDUSTRIAL TECHNOLOGY - TIMBER

Elective 1 (100 hours) - Focus Areas – Timber

Timber is offered each year for students to study the subject in Year 9 or Year 10.

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| <p>Course Outline</p> | <p>The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.</p> <p>The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in the timber industrial and domestic settings. They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.</p> <p>There are no prerequisites for this course.</p> |
| <p>What will students learn about?</p> | <ul style="list-style-type: none"> ● Students develop knowledge relating to current and emerging technologies in timber industrial and domestic settings. ● They study the interrelationship of technologies, equipment and materials used in a variety of settings. ● Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. |
| <p>What will students learn to do?</p> | <ul style="list-style-type: none"> ● 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. <p>Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:</p> <ul style="list-style-type: none"> ● decorative timber products ● furniture items ● small bowls or turned items ● storage and display units ● storage and transportation products |
| <p>Assessment</p> | <p>Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.</p> |

ITALIAN

Italian is offered each year for students to study the subject in Year 9 and Year 10.

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| <p>Course Outline</p> | <p>The students will focus on being able to communicate not only in the present tense, but also in the past (<i>passato prossimo</i> and <i>imperfetto</i>), using regular and irregular verbs. This is the level at which students will be challenged to learn and apply their knowledge consistently and to be self-motivated. If they complete this level successfully they will be eligible for Stage 6 at Year 11 and 12 (HSC). The outcomes for the Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Stage 6.</p> <p>Students should note that the course is designed to fit into two years. They are not obliged to continue in Year 10, but commencing the study of Italian in Year 10 is extremely difficult without having studied the course in Year 9.</p> <p>The outcomes for Stages 1 – 4 (Years 7 & 8) will be incorporated into the teaching and learning programmes for students commencing their language study in Stage 5 (any students commencing their language study in Stage 5 will require significant private study and tutoring to achieve a meaningful level of language development in Italian).</p> |
| <p>What will students learn about?</p> | <ul style="list-style-type: none"> ● Italy's culture and geography ● Youth of Italy today ● Lifestyle in Italy, including family, friends, school, careers, the environment and the future ● the metalanguage necessary to understand the more complex language and grammar structures (metalanguage is not examined or tested) ● the Italian film industry ● communication and its value in society ● languages in the world, especially Latin (Romance) languages and English, and where the two language systems meet |
| <p>What will students learn to do?</p> | <p>Students who apply themselves to the learning should be able to:</p> <ul style="list-style-type: none"> ● use reflexive verbs ● use the present perfect (<i>il passato prossimo</i>) Year 9 ● understand and use possessive adjectives ● understand and use articulated prepositions ● use the imperfect forms of verbs (<i>l'imperfetto</i>) Year 10 ● use the future forms of verbs (<i>il futuro</i>) ● write and talk about their infancy and childhood ● write and talk about recent events of the past ● read and listen for meaning using key words in texts of a longer duration than Years 7 and 8 ● read and listen to others talking about the past and understand more deeply written and spoken texts ● to talk about new things and learn new vocabulary ● gain a deeper understanding of modal verbs ● gain more familiarity with irregular verbs |
| <p>Assessment</p> | <p>Assessment takes the form of two tasks per semester, reinforcing the structures that the course teaches, including a film evaluation in Year 10. There is an Italian exam at the end of Semester 2. The assessment tasks encompass the elements of reading, writing, listening and speaking, both in Italian and English.</p> |

LEARNING SUPPORT

Learning Support is offered each year for students to study the subject in Year 9 and/or Year 10.

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

MUSIC

Music is offered each year for students to study the subject in Year 9 and/or Year 10.

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

PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) – Year 9

100 hour course

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| Course Outline | Physical Activity and Sports Studies is a practical Physical Education based subject. This course can be studied for one year (PASS) or for two years (PASS Extension). The course content will cover some of the introductory concepts covered in Year 11 and Year 12 so would be beneficial for students looking to study PDHPE at a HSC level. This course will include a two night "Journey" where students will Mountain Bike and Canoe around the local area. Students will also be involved in off-site activities during their class time throughout the year. |
| What will students learn about? | <ul style="list-style-type: none"> ● Body systems and energy for physical activity ● Physical fitness ● Nutrition and physical activity ● Bronze Medallion Water Safety Skills ● Participating in Outdoor Education activities mainly Canoeing and Mountain Biking. ● Enhancing performance – strategies and techniques ● Event management |
| What will students learn to do? | <ul style="list-style-type: none"> ● Develop an understanding of how aspects of anatomy and physiology contribute to performing fundamental movement skills. ● Improve practical performance through the application of practice and effort. ● Investigate and participate in a variety of Outdoor Education activities. |
| Assessment | <p>Will include the following:</p> <ul style="list-style-type: none"> ● Planning and undertaking an Outdoor Education Journey ● Bronze Medallion Water Safety ● Training Program Analysis |
| Additional Information | Students will be undertaking a Camp during this unit which will have a cost of approximately \$70 |

PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) – Year 10

100 or 200 hour course

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| Course Outline | Physical Activity and Sports Studies is a practical Physical Education based subject. It extends on the content covered in PASS. The course would be beneficial for students looking to study PDHPE at a HSC level. This Course will include a three night Surfing and Lifesaving camp to Lorne as well as off-site activities during their class time throughout the year. There are no prerequisites for the Year 10 PASS course but please read the special requirements. |
| What will students learn about? | <ul style="list-style-type: none"> ● Lifestyle, leisure and recreation ● Physical activity and sport for specific groups ● Opportunities and pathways in physical activity and sport ● Issues in physical activity and sport ● Coaching ● Enhancing performance – strategies and techniques ● Technology, participation and performance |
| What will students learn to do? | <ul style="list-style-type: none"> ● Investigate and recognise the importance of fundamental movement analysis as a vital training tool through coaching swimming. ● Develop an understanding of and participates in a range of world games. ● Improve practical performance through the application of practice and effort. ● Investigate and participate in a variety of Outdoor Education activities. ● Improve practical performance through the application of practice and effort. |
| Assessment | Will include the following: <ul style="list-style-type: none"> ● Coaching Assessment ● Practical Participation and Skill Analysis ● Examination |
| Additional Information | A proposed student activity includes a three day surf and outdoor camp to Lorne during this unit which will have a cost of approximately \$350. |

PSYCHOLOGY

Psychology is offered to students in Year 10. Year 9 students should select Forensics.

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

VISUAL ARTS - Year 9

100 hour course

Visual Arts is offered each year for students to study the subject in Year 9 and/or Year 10.

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| <p>Course Outline</p> | <p>Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students.</p> <p>A gallery visit to Melbourne, which introduces the students to the role of curators and galleries and the influences they have on the public's perceptions of art and how it is viewed by an audience.</p> |
| <p>What will students learn about?</p> | <p>The study of Visual Arts (Year 9) students will explore and create works in a variety of mediums and techniques. Students are introduced to 20th Century Art Movements such as; Expressionism, Fauvism, Cubism, Surrealism, Abstract expressionism, Pop art and complete an extensive research project and artworks relating. The focus of their artmaking is technique based around the Art Movements. A group installation is designed for the school community, again looking at the interaction of the artist and the audience. Printmaking and digital artworks are investigated and used to create works.</p> |
| <p>What will students learn to do?</p> | <p>Investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the artworld and power</p> <p>Students build their research, approaches to experimentation, procedures, skills and strategies and develop judgment in the practical action of using diaries and making of artworks while developing subjective, structural, cultural and postmodern approaches to making artworks.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Rendering objects/subjects using a variety of media • Modelling and Casting techniques. • Art Installation • Printmaking • Textiles • Fluid Painting • Geometric Forms • Analysis of artworks based on the Art Elements and Principles • Art analysis through a variety of case studies • Research Art Movements, Artists and their work |
| <p>Assessment</p> | <p>The majority of assessment is based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p> |

VISUAL ARTS – Year 10

100 or 200 hour course

Visual Arts is offered each year for students to study the subject in Year 9 and/or Year 10.

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| <p>Course Outline</p> | <p>Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students.</p> <p>The conceptual framework proposes ways to understand and investigate relations between and amongst the agencies of the artist – artwork – world – audience. These functions or agencies when considered in the light of the structural, subjective, postmodern and cultural frames generate content for making and studying artworks.</p> <p>A gallery visit to Melbourne introduces the students to variety of ways art is presented to an audience including artworks exhibited in galleries, commissioned artworks and non-commissioned art installations in the everyday environment.</p> |
| <p>What will students learn about?</p> | <p>The study of Visual Arts (Year 10) will expand on previous knowledge of two-dimensional and three-dimensional art techniques and artists. Students are introduced to Ancient 3D art techniques, Rock carving and soapstone and create artworks responding to given themes. Students also study a variety of wet media, painting and drawing techniques. Students learn how to develop artworks using the design process, which includes: brainstorming, collecting artistic inspiration, developing observational sketches and creating mockups prior the creation of their pieces of work.</p> |
| <p>What will students learn to do?</p> | <p>Investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the artworld and power</p> <p>Students build their research, approaches to experimentation, procedures, skills and strategies and develop judgment in the practical action of using diaries and making of artworks while developing subjective, structural, cultural and postmodern approaches to making artworks.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Rendering objects/subjects using a variety of media • Carving and construction with the focus on using soapstone • Observational drawing • Printmaking • Airbrushing/Wet Media • 3D Object painting • Art installations and Contemporary 3D artworks. • Analysis of artworks based on the Art Elements and Principles • Art analysis through a variety of case studies • Research Art Movements, Artists and their work |
| <p>Assessment</p> | <p>The majority of assessment will be based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p> |

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

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| Course: VET TOURISM – This course is an early commencement course for the HSC | |
| 2 units for each of Preliminary and HSC studies | Exclusions: Nil |
| <p>This course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC exam in Travel, Tourism and Events and have the mark sitting on their transcript ready for them to complete the rest of their HSC.</p> | |
| <p>Course Description</p> <p>The Tourism, Travel and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>SIT Tourism, Travel and Hospitality Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the qualification, or a Statement of Attainment towards the qualification, of SIT30116 Certificate III in Tourism.</p> <p>Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within tourism in Australia. Students will learn about workplace health and safety, excellent customer service, selling products and services, workplace communication, interaction, organisation and teamwork, providing information to customers, booking products and services for customers, and Australian tourism destinations.</p> <p>This course is designed to give students hands on experience in the skills and competencies required to work in customer service and tourism related activities, which incorporates the tourism-related activities of businesses and organisations in allied industries including education and training, hospitality, retail, sport and recreation and transport.</p> <p>Attainment of the qualification SIT30116 Certificate III in Tourism requires students to meet competency requirements for 15 units of work, being:</p> <ul style="list-style-type: none"> ● SITTIND001 Source and use information on the tourism and travel industry ● SITXCCS006 Provide service to customers ● SITXCOM002 Show social and cultural sensitivity ● SITXWHS001 Participate in safe work practices ● SITTTSL002 Access and interpret product information ● SITTTSL006 Prepare quotations ● SITEEVT002 Process and monitor event registrations ● SITEEVT004 Provide Event Staging Support ● SITXCCS002 Provide visitor information ● HLTAID003 Provide first aid (provided externally) ● SITTTSL004 Provide advice on Australian destinations ● BSBSUS201 Participate in environmentally sustainable work practices ● SITTTSL005 Sell tourism products and services ● SITTTSL001 Operate an online information system ● BSBWOR203 Work effectively with others | |
| <p>Course Structure</p> <p>This course consists of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <ul style="list-style-type: none"> ○ Five mandatory focus areas addressing six units of competency - Australian destinations (SITTTSL004 Provide advice on Australian destinations), Safety (SITXWHS001 Participate in safe work practices), Sustainability (BSBSUS201 Participate in environmentally sustainable work practices), Working in the industry (SITTIND001 Source and use information on the tourism and travel industry), and Working with customers (SITXCCS006 Provide service to customers & SITXCOM002 Show social and cultural sensitivity) ○ Tourism and Travel (containing three associated units of competency SITTTSL002 Access and interpret product information, SITTTSL005 Sell tourism products and services, & SITTTSL006 Prepare quotations) | |

- Non – examinable content (5 elective units to complete the Certificate III in Tourism Qualification)
- 70 hours work placement

Pathways and Careers

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

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

Possible job titles relevant to this qualification include:

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

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

Assessment

Assessment is competency based and can include:

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

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

Tourism, Travel and Events HSC examination

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

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. This may consist of one off events (such as Southern 80), industry exposure trips (Gold Coast SeaWorld) and work placement during the June/July holidays (12-17 July 2021).

It is important to note that as the Gold Coast, Sea World work placement is optional. It is planned to run during the school holidays at an approximate cost of \$1,400.

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

Students purchase an online text book at at cost of approximately \$160 for the 2 year course.

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

PRIMARY INDUSTRIES (VET COURSE) – Year 10

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| 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>This course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC exam in Primary Industries (Agriculture) and have the mark sitting on their transcript ready for them to complete the rest of their HSC.</p> | |
| <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 the qualification, or a Statement of Attainment towards the 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.</p> <p>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 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 ● AHCBIO201 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 ● HLTAID003 Provide first aid (delivered by external provider) ● 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 | |
| <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 | |

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| <ul style="list-style-type: none"> ○ FIVE mandatory units of competency, with the following focus areas: Chemicals (AHCCHM201), Safety (AHCWHS201), Sustainability (AHCWRK209), Weather (AHCWRK201), and Working in the industry (AHCWRK204) ○ Livestock health and welfare stream containing ONE unit of competency (AHCLSK202) ● Non – examinable content (12 elective units to complete the Certificate II in Agriculture Qualification) ● 70 hours work placement | |
| <p>Pathways and Careers</p> <p>The AHC20116 Certificate II in Agriculture qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).</p> <p>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.</p> <p>Further training pathways from this qualification include, but are not limited to:</p> <ul style="list-style-type: none"> ● Certificate III in Agriculture ● Certificate III in Horticulture <p>Further training can also involve a traineeship or further studies at TAFE or University.</p> | |
| <p>Particular Course Requirements</p> <p>Students must complete 35 hours of work placement each year as a mandatory part of the course. Students are required to supply work boots and work pants when participating in the practical component of the course. Students must purchase a school Primary Industries work shirt at a cost of approximately \$60. The unit HLTAID003 is provided to the students by an external provider at a cost of approximately \$100. Students are required to purchase an online text from Rural Skills Online (organised by the school) at a cost of approximately \$145 to cover the 2 year course.</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 ● 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>Primary Industries 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 Primary Industries HSC examination is based on the HSC Content (focus areas):</p> <p>Sections I, II and III are based on the mandatory focus areas</p> <p>Section IV is based on the stream focus area and can also draw from the mandatory focus areas.</p> | <p>15 marks</p> <p>35 marks</p> <p>15 marks</p> <p>15 marks</p> |
| | 80 |

CONSTRUCTION (VET COURSE) – Year 10 - New in 2021

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| Course: VET CONSTRUCTION - This course is an early commencement course for the HSC | |
| 2 units for each of Preliminary and HSC studies | Exclusions: Nil |
| <p>This course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC exam in Construction and have the mark sitting on their transcript ready for them to complete the rest of their HSC.</p> | |
| <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 CPC20211 Certificate II in Construction Pathways.</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.</p> <p>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: 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 requires students to meet competency requirements for 15 units of work being:</p> <ul style="list-style-type: none"> ● CPCCCM1012A Work effectively and sustainably in the construction industry ● CPCCCM1013A Plan and organise work ● CPCCCM1014A Conduct workplace communication ● CPCCCM1015A Carry out measurements and calculations ● CPCCCM2001A Read and interpret plans and specifications ● CPCCCM2005B Use construction tools and equipment ● CPCCWHS1001 Prepare to work safely in the construction industry (Delivered by external provider) ● CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry ● CPCCCA2011A Handle carpentry materials ● CPCCCA2002B Use carpentry tools ● CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground ● CPCCJN2001A Assemble components ● CPCCJN2002B Prepare for off-site manufacturing process ● CPCCCM2006B Apply basic levelling procedures ● CPCCCO2013A Carry out concreting to simple forms | |
| <p>Course Structure</p> <p>This course consists of 15 units in total, made up of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <ul style="list-style-type: none"> ○ EIGHT mandatory units of competency: CPCCCM1012A, CPCCCM1013A, CPCCCM1014A, CPCCCM1015A, CPCCCM2001A, CPCCCM2005B, CPCCWHS1001, CPCCOHS2001A ● Non – examinable content (7 elective units to complete the Certificate II in Construction Pathways Qualification) ● 70 hours work placement | |

Pathways and Careers

The CPC20211 Certificate II in Construction Pathways qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

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

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

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. Students are required to supply work boots and work pants when participating in the practical component of the course. Students must purchase a school Construction work shirt at a cost of approximately \$60. Students are to purchase a nail bag, claw hammer, and tape measure at an approximate cost of \$250. Completion of the general induction training program (the white card) specified by the National Code of Practice for Induction Training for Construction Work (ASCC2007) is required before entering a construction work site. All students are required to complete this training before participating in work placement. Achievement of unit CPCCWHS1001 covers this requirement, delivered by an external provider and the cost of this course is subsidised by the AIS (\$50), with the balance paid by the student.

Assessment

Assessment is competency based and can include:

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

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

Construction HSC examination

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

| External Assessment | Weighting |
|--|---|
| <p>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</p> <p>The Construction HSC examination is based on the mandatory units of competency: CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications CPCCCM2005B Use construction tools and equipment CPCCWHS1001 Prepare to work safely in the construction industry CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</p> | <p>15 marks 35 marks 15 marks 15 marks</p> |
| | 80 |

