Stage 5 Course Selection Handbook
Course Information for 2018

20 July Version
To be updated as NESA releases more information

Artwork by Sandy Nguyen
CONTENTS

Message from the Principal 4

Choosing your study for Stage 5 5 - 7
- Mandatory Courses 6
- Elective Courses 6
- Course Contributions 6
- Work, Health and Safety 7
- Course Completion Criteria 7

Information about Stage 5 8 - 10
- General Requirements 8
- Course Requirements 8
- Literacy and Numeracy Tests 9
- Grading for Stage 5 10
- N Determinations 10

Record of School Achievement (RoSA) 11 – 12

Key to Success 13 – 14
- Homework and Revision 13
- Assessment – Providing Evidence of your learning 13

Other Considerations 15
- Saturday School of Community Languages 15

School Directory 16

Core Courses – Course Descriptions 17 - 23
- English 17
- Geography (Mandatory) 19
- History (Mandatory) 20
- Mathematics 21
- PD/H/PE 22
- Science 23

Elective Courses – Course Descriptions 24 - 44
- Child Studies 24
- Commerce 25
- Dance 26
- Design and Technology 27
- Drama 28
Food Technology 29
Geography Elective 30
History Elective 31
Industrial Technology, Timber 32
Information and Software Technology 33
Languages 34
  - French
  - Italian
  - Spanish
Music 36
Photography / Digital Media 37
Physical Activity and Sports Studies 38
Textiles Technology 39
Visual Arts 40
Visual Design 41
Work Education 42

Vocational Education and Training (VET) – Course Descriptions 43 -44
  Business Services 43
  Retail Services 44

Course Contributions 45
Message from the Principal

Welcome to Stage 5. Stage 5 introduces some choice in your courses of study and allows you to choose courses that you are interested in studying.

Stage 5 of secondary school prepares students for senior studies and achieving a RoSA (Record of School Achievement) or the award of a HSC (Higher School Certificate) at the end of Stage 6. Unlike Stage 4 (Years 7 and 8) where curriculum is compulsory and determined by the NSW Education Standards Authority (NESA) for all schools, Stage 5 allows some flexibility for students to choose elective courses. Although the “core” (Mandatory) courses of English, Mathematics, Science, Geography – Civics and Citizenship, History – Civics and Citizenship and Personal Development, Health and Physical Education (PDHPE) are compulsory, students are allowed to select two elective courses from a range of different courses.

This handbook has been designed to assist you to select appropriate courses that will support you to achieve success and assist you with decisions about life after school. In the following pages each of the courses on offer (including the core courses) has information provided to assist on the selection process. In addition to a brief outline of the course content, information is provided on course contributions (where applicable).

You and your parents/caregivers should read this handbook very carefully and then file as a reference manual to keep you informed about RoSA rules and procedures as well as essential information about each course.

While the school provides accurate information and advice, it is the responsibility of each student to understand the implications of their course choice. Once students begin their courses it is not likely that a change can be permitted.

When considering your courses for study, you should choose courses that:

- enable you to work to your strengths (proven aptitude and ability);
- you have an interest in and enjoy studying;
- provide you with the background knowledge, experiences and learning you may need your future;
- offer you a subject where you can gain success.

There is a lot to consider when making course choices. It takes a level of self-awareness and honest self-reflection to choose courses that support success.

Support is offered by the school to assist you in making informed decisions about your future. I encourage you to seek advice from your teachers and use information from your school reports to assist you in the process of course selection. Advice may also be sought from Head Teachers, the Careers Advisor, the Transition Officer and the VET Coordinator and your Year Adviser.

Every attempt is made to ensure that there are a range of courses for student study. However, some courses may not be able to run as insufficient students have chosen the course and there are insufficient staff able to cover these courses. Some students may be asked to make further selections if their first course choice cannot be run.

I wish you well for the Stage 5 course of study at Liverpool Girls’ High School and trust you will find your studies interesting, enjoyable and rewarding.

David Hargrave
PRINCIPAL
Choosing Your Courses for Stage 5

You are about to make some choices about your course of study for the next two years in Stage 5 (Years 9 and 10). This booklet contains information about all of the courses offered at Liverpool Girls’ High School for the next two years of your education. It also outlines the rules for the Record of School Achievement (RoSA) credential. It is important that you read this booklet thoroughly and that you choose your courses carefully, as they will help to determine your future at school and perhaps beyond. At this stage you may not be sure what you’d like to do when you finish Year 10.

SCHOOL LEAVING AGE

You must be involved in some form of learning or education until you are 17 years old.

This means until you turn 17, you must be:
- in school, or registered for home schooling, or in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

What should you consider when choosing courses?

- What courses interest me the most? Interest will mean enjoyment and enjoyment usually leads to dedication and success.
- In what courses have I already been successful?
- What courses will be useful in finding a job or for future studies?
- What do I consider will be good for ME?

What should you avoid when choosing courses?

- Don’t choose your courses just to be with your friends - there will be plenty of other time to be with them.
- Don’t choose courses just because friends and relatives have done them or have advised you to do them - courses have changed a great deal in recent years and someone who left school a few years ago would find today’s courses are very different.
- Don’t chose a subject because of the teacher. The teacher may not be taking the class.

Who should you see for help?

- Your Year Adviser or Assistant Year Adviser
- The Careers Adviser or Transition Officer
- Teachers and Head Teachers in subject areas that interest you

You have some important decisions to make over the next few weeks so do lots of reading, ask lots of questions and discuss your decisions with your family. Remember that the choices you make now will influence your future school life.

In Years 7 and 8 (Stage 4) this school has provided you with a broad education, embracing a wide variety of study areas. These include studies in English, Mathematics, Science, Geography, History, Languages, Technology and Applied Studies, Creative and Performing Arts. In addition students take part in a program of Health Education, and Personal Development. In Years 9 and 10 (Stage 5). You study in two strands – Mandatory Courses and you choose two Elective Courses.
MANDATORY COURSES

The Mandatory course which all students must study are English, Mathematics, Science, History and Geography. Classes in Personal Development and Health Education are also provided for all Year 9 students. Sport is incorporated in this program.

Students will gain essential skills in the use of technology through ICT activities integrated in all subject areas.

ELECTIVE COURSES

The elective courses will be organised to provide as wide a choice as possible. It must be realised, however, that staffing restrictions place a limit on the minimum size of elective classes. It is not possible to guarantee that every elective will be approved, or that every student will be able to study the course she has chosen.

The elective courses offered for study in 2018 are -

- Child Studies
- Commerce
- Dance
- Design and Technology
- Drama
- Food Technology
- History (Elective)
- History Elective 2 (Big History)
- Industrial Technology - Timber
- Information and Software Technology
- Languages - French, Italian, Spanish
- Music
- Photographic and Digital Media
- Physical Activity and Sports Studies (PASS)
- Textiles Technology
- Visual Arts
- Visual Design
- Work Education

Vocational Education Courses (VET) in
- Business Services
- Retail Services

Details on these courses are included in this booklet.

NOTE:
You must attend until the final day of Year 10 to meet the requirements for the RoSA credential. Participation in sport is also a mandatory requirement.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study only.

COURSE CONTRIBUTIONS

Each course in this booklet has a short summary of the content of the course as well as a listing of the course contribution which are charged. Not all courses charge a contribution as these are only to cover consumable items required and which are not provided by the Department of Education. While every attempt is made to keep such contributions to a minimum, they are required to be paid if a student is to fully participate in the course. Students generally get to keep the products that they make from these consumable items. Arrangements can be made to pay for course contributions by instalments. Please consider course contributions when making course decisions. If students withdraw from courses, refunds will be considered on a pro-rata individual basis.

Payments for fees, uniforms and excursion can be made online through the schools website at https://quickweb.westpac.com.au/OnlinePaymentServlet.
WORK, HEALTH AND SAFETY

In addition to the Liverpool Girls’ High School Guiding Principles - REACH, some courses will have further Work Health and Safety requirements. These regulations must be adhered to by all, to ensure a productive and safe learning environment for all participants.

COURSE COMPLETION CRITERIA

The following course completion criteria needs to be followed for students to be awarded a credential from the NSW Education Standards Authority (NESA).

A student will be considered to have **satisfactorily completed a course** if, in the Principal’s view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.
Information about Stage 5

**General Requirements**

Students in NSW must attend school or some form of education and training until the age of 17. You must follow and complete the pattern of courses required by the NSW Education Standards Authority (NESA). To complete a course of study, you must have a satisfactory record of application and effort.

**Course Requirements – NSW Department of Education, Public Schools**

Over the four years, leading up to the completion of Stages 4 and 5, you should have studied the following courses:

- **English**: To be studied in each of Years 7-10 (500 hrs)
- **Mathematics**: To be studied in each of Years 7-10 (500 hrs)
- **Science**: To be studied in each of Years 7-10 (500 hrs)
- **Human Society and its Environment**: To be studied in each of Years 7-10 (400 hrs)
- **Included in this requirement is at least 100 hours study of History and 100 hours of Geography.**
- **Creative Arts**: Music: at least 100 hours study in total from Years 7-10. Visual Arts: at least 100 hours in total from Years 7-10.
- **Technological and Applied Studies**: At least 200 hours study in total from Years 7-10.
- **Languages**: At least 100 hours study completed in a 12 month period.
- **Physical Education**: At least 300 hours of study

**Learning across the curriculum**

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated in all Stage 5 syllabuses.

**Cross-curriculum priorities include**

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

**General capabilities include:**

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

**Other learning across the curriculum areas include:**

- Civics and citizenship
- Difference and diversity
- Work and enterprise
LITERACY AND NUMERACY TESTS

Optional tests in literacy and numeracy are available for students who intend to leave high school before completing their HSC.

The test reports give an overview of a student's level of achievement in literacy and numeracy, focusing on the skills required by school-leavers for employment and further education.

How the tests work
There is one test for literacy and one test for numeracy, with concepts drawn from the Australian Core Skills Framework (ACSF).

A Computer Adaptive Testing (CAT) model is used to deliver the tests. CAT allows students to receive questions aimed at their level of ability; this is based on their responses to previous questions. The CAT system identifies the best questions to give the student.

Some advantages of the CAT testing model are:
- students are not given questions that are too easy or too hard;
- the test results are more accurate;
- the test is likely to be shorter (around 25–30 items for most students compared to 60 items in the previous literacy and numeracy tests);
- immediate feedback is available; and
- tests can be delivered anytime during the school year.

All questions are objective response (e.g., multiple-choice or drag-and-drop). See example test questions in the demonstration literacy and numeracy test (four questions only).

Sitting the tests
A student can sit for the literacy and numeracy tests at their school under a teacher's supervision anytime during normal school hours.

NESA recommends that students sit for the tests as close as possible to the date that they are leaving school. If a student sits for the tests in anticipation of leaving school for work or further training and they return to school for further study later, then they may re-sit the tests.

CAT tests require a minimum number of questions to calculate a result. Students who do not answer sufficient questions will be advised to contact their teacher. If their test was interrupted due to illness or misadventure, they will be able to re-sit the test.

As the level of difficulty of the questions presented to each student is based on their responses to previous questions, students cannot go back and change their answers.

Test results
When a student completes each test, they will immediately see how they performed.

A Test Report and Diagnostic Report is automatically sent to a student's Students Online account and their school's Schools Online account.

Test results are reported separately from the RoSA and are not a requirement for its award.
Gradings for Stage 5

Meanings of School-based Assessment Grades for all Courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Descriptors - (Meanings of Grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>

NOTE: At the end of Year 10 students whose CONDUCT, ATTENDANCE, and PROGRESS are considered satisfactory will receive grades for each subject area in Stage 5. The NSW Education Standards Authority (NESA) requires the Principal of the school to certify that every pupil has SATISFACTORILY studied each subject being presented. When the school is not able to state that a pupil has adequately studied a subject, that subject will not appear on the record for the completion of Stage 5 studies. POOR ATTENDANCE CAN LEAD TO AN ‘N’ DETERMINATION as the student has not satisfied aspects of due diligence and application with their students, has not met required hours of study and will not have engaged in the learning program.

The ‘N’ Determination

An ‘N’ determination means you have not satisfied requirements for the completion of a course. You will receive an ‘N’ determination in a course if you do not meet the following requirements:

a) follow the course developed or endorsed by NESA;

b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, by the evidence of learning that you display, by your level of involvement, the proportion of assignments, homework, etc. completed and your level of achievement commensurate with your ability as well as satisfactory attendance.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.
Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the replacement credential for the School Certificate. The RoSA credential will be awarded to eligible students who choose to leave school prior to receiving their HSC, while still allowing students to view and download a transcript of their achievements when applying for jobs or further education or training.

RoSA will:

- be a record of the full range of student achievements right up to the day students do their HSC or leave school;
- provide an electronic record of achievements that students can use at any time;
- use assessment by teachers in schools, moderated by the NSW Education Standards Authority (NESA) to ensure reliability and fairness of grades;
- provide the capacity to record vocational courses and students’ vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh Awards; and
- offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

KEY FACTS ABOUT RoSA

Who will get it?
Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.

When will they get it?
A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?
A RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

Why give grades?
Grading is a way of showing a student’s level of achievement in a course in a way that can be compared fairly between individual students.

Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

How will students get grades?
A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will
submit those grades to the NSW Education Standards Authority (NESA) NSW for inclusion on the RoSA if required.

**How can we be sure that grades are awarded consistently?**
It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the NSW Education Standards Authority (NESA) NSW will support that further by providing workshops and online resources, including student work samples.

**Why offer literacy/numeracy tests?**
Parents and employers in particular are increasingly interested in having a clear affirmation of a student’s fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

**How will literacy/numeracy tests be developed and delivered?**
The NSW Education Standards Authority (NESA) NSW will offer optional literacy/numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests.

Schools will be asked to provide two ‘windows’ each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however students can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

**Why record extra-curricular activities?**
Increasingly, parents, students, employers and providers of further education are looking at more than a student’s level of academic attainment. This information can help form a more comprehensive picture of a student’s interests, commitments and achievements in areas other than school.

**How will extra-curricular activities be recorded?**
The NSW Education Standards Authority (NESA) NSW will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. It is intended that, certainly in the early stages, the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.

**Changes to the Award of the Higher School Certificate from 2020**
The NSW Government has announced that from 2020, all Year 12 students must reach a minimum standard of functional literacy and numeracy to receive the HSC. Through the State Literacy and Numeracy Action Plan 2012–2016 the NSW Government has had a strong focus on supporting students in Kindergarten to Year 2 whose literacy and numeracy development is at risk. Year 12 students who do not meet the minimum standard for award of the HSC will receive the Record of School Achievement (RoSA).
Keys to success

HOMEWORK AND REVISION

The main aims of homework are to:

- prepare for, consolidate and complement classwork;
- deepen and extend understanding;
- assist you in your development of appropriate organisational skills; and
- encourage responsible research and study habits.

Homework is set regularly in all courses. Liverpool Girls’ High School students in Stage 5 (Years 9 and 10) are expected to complete a minimum of 1½ hours per night as well as several hours study and/or revision outside of set homework times. Many courses will provide additional study materials, readings, tasks and exercises through class on-line sources.

Liverpool Girls’ High School believes it is vital that students take responsibility for their own learning. Students need to constantly revise their work and practise the skills appropriate to each course studied. Students are strongly advised to follow a regular revision programme.

Teachers, Head Teachers, Year Advisors and Assistant Year Advisors are available to assist students devise and monitor appropriate home study goals and strategies.

Liverpool Girls’ High School also runs a free homework centre for all students. It is called the Help Desk and operates three afternoons a week in the school library. The centre is supervised by teachers from the school and is designed to support your learning by offering teacher support in homework, research, assignments and course specific assistance as well as providing a quiet place to study with the access to technology.

ASSESSMENT ~ Providing Evidence of your learning

Students are entitled to feedback on learning including Assessment Task in terms of written feedback on marking guidelines sheets or a verbal comment or discussion with the teacher. Additional feedback will be provided when requested by a student. Students are also entitled to receive feedback on their classwork and class tasks from time to time to assist with understanding and growing the learning that is occurring.

Every effort will be made to balance the assessment program for each student over the assessment period so that students are not inundated with an unreasonable number of tasks in any single week or on any specific day. However, it must be realised that overlap will be unavoidable where long-term “hand-in” tasks and coincide with in-class activities. To some extent problems of assessment overload can be avoided with careful planning ahead by the student and the cumulative preparation of assignment/research tasks rather than “last minute – late night” efforts. If a teacher sets a task over a period of time it is assumed that the student will work on the task over that period of time and not the night before. Careful planning and organisation of your schedules will help to avoid last minute rushes.

It is important to remember that the object of assessment is to give information and provide evidence of your learning throughout the course. Assessment is therefore very fair as it allows the full range of your achievements to be measured in each course, including research, practical skills and fieldwork where appropriate.

You will receive written information outlining the method of assessment in each course studied. In order to have satisfactorily completed a course, each student is required to satisfactorily complete the assessment.
tasks set as part of the assessment program as well as other class tasks which are set from time to time for diagnostic purposes.

You are required to submit all assessment tasks punctually, but even if they are late they must still be submitted, as these can be used to determine whether you have fulfilled the requirements of the course. However, failure to complete sufficient assessment tasks will preclude eligibility for the RoSA in that course. In such cases that course will not be recorded on the final result notice – a “N” Determination will be made for that course.

At Liverpool Girls’ High School you must hand in assessment tasks in line with the school’s and faculty’s assessment guidelines. Hand-in information, deadlines and organisation should be stated on each assessment notification sheet. Please make sure that you know what the organisation is for every task you are involved in completing. Make sure your record the information in your school diary.

Breaches of the school’s assessment guidelines will be communicated to your parents and may result in a ‘N’ determination for the course.

You are expected, when attempting assessment tasks, to make a serious attempt and in no way undertake an activity which allows you to gain an unfair advantage over others (see the School’s requirements regarding malpractice). Should this occur, the Principal will be informed, and may, at their discretion, invalidate your attempt, which may then jeopardise your ability to receive accreditation for that course, or even the whole RoSA.

As a general rule, should you be unable, for a valid reason, to complete a task by the due date in a particular course, the course Head Teacher will decide whether you should complete the missed task or be given an alternative task. A valid and detailed medical certificate will be required for extensions to be given. Failure to submit an assessment task, without valid reason, will result in a zero mark for that particular task.
Other Considerations

You may like to include the study of a language as part of your learning. For languages not offered as part of the schools course selection, the Department of Education offers Saturday School of Community Languages to those students interested in studying a language not offered at their school.

THE SATURDAY SCHOOL OF COMMUNITY LANGUAGES

The Saturday School of Community Languages gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their weekday school.

The school is a public secondary school which delivers face-to-face lessons only on Saturdays.

Saturday School students follow NESA syllabuses in 24 languages. These languages are assessable as part of their Stage 4, Stage 5 and Higher School Certificate studies.

What languages can you study?
Arabic, Armenian, Bengali (Bangla), Chinese (Mandarin), Croatian, Filipino, Hindi, Hungarian, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Maltese, Persian, Polish, Portuguese, Punjabi, Serbian, Spanish, Turkish, Ukrainian, Vietnamese.

Benefits of studying community languages
Studying a background community language:

- provides an opportunity to develop high levels of skills in a student’s background community language
- improves performance across the curriculum through enhanced literacy skills which are transferable to English
- helps maintain rewarding relationships with parents, grandparents, relatives and other community members
- promotes a sense of cultural identity, resulting in heightened self-confidence and self-esteem
- places students in a better position to take advantage of employment opportunities.

Students who successfully complete the study of a language through the Saturday School of Languages may include their language study as part of their Record of School Achievement and their Higher School Certificate.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>David Hargrave</td>
</tr>
<tr>
<td>Deputy principals</td>
<td>Mrs C Screech / Ms E Papayiannis / Mrs J Harris</td>
</tr>
<tr>
<td>Head teacher, welfare</td>
<td>Mrs F Callahan</td>
</tr>
<tr>
<td>Year 9 Adviser (2018)</td>
<td>Mrs M Karountzos</td>
</tr>
<tr>
<td>Head Teacher, administration, Staff and school org</td>
<td>Mr R Potter</td>
</tr>
<tr>
<td>Head Teacher, administration, Students</td>
<td>Mrs B Duke</td>
</tr>
<tr>
<td>Head Teacher, English</td>
<td>Mrs H Swami</td>
</tr>
<tr>
<td>Head Teacher, Creative Arts</td>
<td>Ms J Young</td>
</tr>
<tr>
<td>Head Teacher, PD/H/PE</td>
<td>Ms K Quigley</td>
</tr>
<tr>
<td>Head Teacher, History</td>
<td>Mrs M Becich and Mr F Centurion (Relieving)</td>
</tr>
<tr>
<td>Head Teacher, Mathematics</td>
<td>Ms K Oudomvilay</td>
</tr>
<tr>
<td>Head Teacher, Science</td>
<td>Mrs S Clark and Mr J Sodeau (Relieving)</td>
</tr>
<tr>
<td>Head Teacher, Social Sciences Science</td>
<td>Mrs L Jurcevic</td>
</tr>
<tr>
<td>Head Teacher, Teaching and Learning</td>
<td>Mr J Houghton</td>
</tr>
<tr>
<td>Head Teacher, Technological and Applied Studies</td>
<td>Ms H Doan</td>
</tr>
<tr>
<td>Head Teacher, Learning Innovations</td>
<td>Ms K Lumkin</td>
</tr>
<tr>
<td>Careers adviser</td>
<td>Ms M Dokmanovic</td>
</tr>
<tr>
<td>Transition adviser</td>
<td>Mrs D Sukkar</td>
</tr>
</tbody>
</table>

Who you can ask for help in making your decisions.
ENGLISH (Mandatory)

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description
The study of English in Years 7–10 aims to develop students’ knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

Course Features
The study of English in Years 7–10 includes:
- developing clear and precise skills in reading, writing, speaking, listening, viewing and representing
- the study of Australian literature
- experience of Shakespearean drama (in Stage 5)
- the study of everyday and workplace texts
- the study of Aboriginal experiences and multicultural experiences.

Students will learn about …

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students in Stage 4 (Years 7 and 8) learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).
Course Requirements

The study of English in Years 7–10 involves the following text requirements:

<table>
<thead>
<tr>
<th>STAGE 4</th>
<th>STAGE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction – at least two works</td>
<td>Fiction – at least two works</td>
</tr>
<tr>
<td>Poetry – a wide range of types of poems</td>
<td>Poetry – a variety drawn from different anthologies</td>
</tr>
<tr>
<td>Film, or film on video or DVD – at least two works</td>
<td>and/or study of one or two poets</td>
</tr>
<tr>
<td>Nonfiction – at least two works</td>
<td>Film, or film on video or DVD – at least two works</td>
</tr>
<tr>
<td>Drama – at least two works</td>
<td>Nonfiction – at least two works</td>
</tr>
<tr>
<td></td>
<td>Drama – at least two works</td>
</tr>
</tbody>
</table>

In Stage 5, the selection of texts must give students experience of Shakespearean drama.

Students will learn to …

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.

Record of School Achievement

Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
GEOGRAPHY (Mandatory)

The Geography (Mandatory) course requires students to complete a minimum of:

- **100 hours in Stage 4**: Landscapes and landforms, Place and liveability, Water in the world and Interconnects
- **100 hours in Stage 5**: Sustainable Biomes, Changing places, Environmental change and management and Human wellbeing

This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description
Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Objectives of Geography

- **Knowledge and understanding**
  Students:
  - develop knowledge and understanding of the features and characteristics of places and environments across a range of scales; and
  - develop knowledge and understanding of interactions between people, places and environments.

- **Skills**
  Students:
  - apply geographical tools for geographical inquiry; and
  - develop skills to acquire, process and communicate geographical information.

- **Values and attitudes**
  Students will value and appreciate:
  - geography as a study of interactions between people, places and environments;
  - the dynamic nature of the world;
  - the varying perspectives of people on geographical issues;
  - the importance of sustainability and intercultural understanding; and
  - the role of being informed, responsible and active citizens.

Record of School Achievement
Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
**HISTORY (Mandatory)**

The History (Mandatory) course requires students to complete a minimum of:

- 100 hours of History in Stage 4
- 100 hours of History in Stage 5

This is a requirement for eligibility for the award of the Record of School Achievement.

**Course Description**

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

**Students will learn about …**

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact history is also examined.

In Years 9–10, students learn of significant developments in world and Australian social, political and cultural history. Key topics in Year 9, 2018, will include; The Industrial Revolution, Progressive Ideas, Making a Nation, World War I, Roaring 20s, The Depression and World War II. This will be followed in Year 10, 2019, with a study of Rights and Freedoms from 1945 to the present, Australia in the Vietnam War Era, Migration and Pop Culture from 1945 to the present.

**Students will learn to …**

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences. Research activities could range from interviewing a migrant to Australia to understand their experiences to examining newspaper accounts of the bombing of Darwin in WWII.

**Particular Course Requirements**

All students must complete a site study in Stage 4 and Stage 5.

**Record of School Achievement**

Satisfactory completion of the mandatory study of History during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
**MATHEMATICS (Mandatory)**

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 hours (DOE) to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

**Course Description**
Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

**Students will learn about …**
Students study from three content strands. They are number and algebra, measurement and geometry, and statistics and probability.

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning. Within the content strands students will cover a range of topic areas including:

- financial mathematics, algebraic techniques, equations, linear and non-linear
- relationships, surface area and volume, properties of geometrical figures, trigonometry,
- data collection and representation, data analysis, and probability.

**Students will learn to …**

- ask questions in relation to mathematical situations and their mathematical experiences;
- develop, select and use a range of strategies, including the use of technology, to explore and solve problems;
- develop and use appropriate language and representations to communicate mathematical ideas;
- develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and
- make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

**Record of School Achievement**
Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – PDHPE (Mandatory)

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description
PDHPE develops students’ capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

Students will learn about …
All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships.

- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts.

- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.

- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

Students will learn to …
Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision-making, planning and moving.

Record of School Achievement
Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student’s Record of School Achievement.
SCIENCE  (Mandatory)

Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 (DOE) hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description
Science develops students’ knowledge, understanding and skills to explain and make sense of the biological, chemical, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology.

Students will learn about …
Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

Students will learn to …
- Students work individually and in teams in planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and investigation and draw evidenced-based conclusions. Through this problem-solving process they develop their critical thinking skills and creativity.
- Students apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.

Course Requirements
At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve ‘hands-on’ practical investigation. At least one Stage 5 project will be an individual task.

Record of School Achievement
Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
**Child Studies**

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts. Child Studies explores a broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child’s sense of wellbeing and belonging between 0 and 8 years of age. Child Studies also includes studies of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child’s environment and the role that the child and others can take in the active construction of this environment.

**Students will learn about …**
- Conception to Birth
- Newborn Care
- Growth and Development
- Play and the Developing Child
- Preparing for Parenthood
- Health and Safety in Childhood
- Media and Technology in Childhood
- Childcare Services and Career Opportunities

**Students will learn to …**
Throughout the course students will develop skills that enhance their ability to:
- support a child’s development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

**Course Requirements**
- A4 notebook
- Two ring A4 folder
- Pens

**Record of School Achievement**

Satisfactory completion of 200 hours of study in Child Studies during Stage 5 will be recorded with a grade on the student’s Record of School Achievement.

**Course Cost:** $15.00 per year
COMMERCCE

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Every day in Australia, there are many types of transactions taking place. Individuals engage in different occupations to earn an income. They spend their money on the goods and services that they want. Likewise, governments are involved in spending millions of dollars to provide the services communities want. Across Australia, business firms are producing the goods and services which Australian society expects.

These activities are all commercial in nature. In order to participate effectively as consumers, producers, managers, voters and members of our society, individuals need knowledge and understanding of the commercial environment. Commerce also improves students’ key financial management skills.

Students will learn about …
Students will study Core Part 1 and Core Part 2 and a minimum of five options. Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

Students will learn to …
Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

Record of School Achievement
Satisfactory completion of 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: NIL
DANCE

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

The course is divided into three sections:

Performance: Application of dance technique and performance quality and interpreting dance through various styles

Composition: Creating and developing dance by applying the compositional process and the elements of dance.

Appreciation: The study of dance in a socio-historic context and making critical judgements when viewing and analysing their own work and dance works of art.

Students will learn about …

Students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

Students will learn to …

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance.

Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Practical sessions require firm fitting black dance attire.

Students are required to take part in Festivals and Competitions.

Record of School Achievement
Satisfactory completion of 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $20.00 per year
DESIGN AND TECHNOLOGY

Design and Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Design and Technology develops students’ ability for innovative and creative thought through the planning and production of design projects related to real life needs and situations. The course provides students with a range of experiences to develop skills and knowledge to analyse why some designs, technologies and processes perform better than others. Students will engage in a variety of practical activities to investigate, invent, design, create and evaluate solutions to problem solve and complete various design products.

Course Overview

- Design Principles and Processes
- Investigation and Experimentation
- Practical Design Projects
- Portfolio
- Activity of Designers
- Practice within a variety of technologies, including but not limited to: animation and visual design, digital media, electronics, timber, and environment, plastics, textiles and fashion, jewellery design and metal castings.

Students will learn about …

- the design, production and evaluation of quality designed solutions
- a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas
- the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies
- ethical and responsible design, preferred futures and innovation through the study of design and designers

Students will learn to …

- be creative and innovative in the development and communication of solutions to problems relating to design and designing
- identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects
- access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others
- develop project management skills through individual design projects

Practical Projects

The following projects may be included in the course over two years:

- Jewellery design
- Textiles and fashion projects
- Interior design
- Working with recycled products to create new designs
- Digital animation and visual design (movie making, magazine design, basic software and games designs)
- Timber design and construction (may include furniture pieces, trinket boxes or pencil cases).

Course Requirements

- Portfolio and stationery for drawing and sketching
- A4 notebook
- Pens, pencils, eraser, ruler

Record of School Achievement

Satisfactory completion of 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $40.00 per year
DRAMA

Drama encourages a cooperative and collaborative approach to exploring the world through enactment. Students portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students in drama create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

Course Overview

- **Making** refers to participating in the creation of drama and theatre process work. Students develop and explore imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and playbuilding are key methods of making which involve a group of students collaborating to devise their own work.

- **Performing** refers to students actively engaging in acting and performing drama and theatre for different audiences.

- **Appreciating** refers to students responding to, inquiring into, investigating and critically studying a range of drama and theatre experiences.

  Topics may include: Mime, Melodrama, Playbuilding, Commedia del'Arte, Script Interpretation and Monologues.

  The emphasis of each of these areas will vary according to the interests and ability of the students in the class. Assessment of students will be continuous and based on their performances, written research/reflection and participation.

Students will learn about …

Students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students will learn to …

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Record of School Achievement

Satisfactory completion of 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $10.00 per year
FOOD TECHNOLOGY

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food specific skills, which then can be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Students will learn about …
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food service and catering
- Food equity
- Food for special needs
- Food product development
- Food for special occasions
- Food selection and health
- Food trends

Students will learn to …
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. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Course Requirements
- A4 or exercise book – 128 pages
- Plastic sleeve folder
- Equipment – white apron, covered leather shoes, tea towel, plastic container and plastic cutlery

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individuals. On completion of their course students will be better equipped to make wise food choices, manage time and resources efficiently and develop the ability to work cooperatively in group situations and improve skills in food preparation.

Record of School Achievement
Satisfactory completion of 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $55.00 per year
GEOGRAPHY (Elective)

The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible programming of focus areas.

Students may undertake 200 hours (at least 5 focus areas) of study in Geography (Elective) in Stage 5.

Students will learn about …
Geography (Elective) enables students to learn more about:
- the geographical processes that form and transform environments and communities;
- the importance of the world’s environments and issues associated with them;
- human activities at a range of scales;
- contemporary world events and issues in terms of their spatial and ecological dimensions;
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales; and
- being an informed and active citizen.

Students will learn to …
Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Record of School Achievement
Satisfactory completion of 200 hours of study in Geography (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: NIL
HISTORY (Elective)

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

The chosen topics will be studied using written and archaeological sources, film studies and practical activities. Assessment tasks will include drama performances, writing a children’s book, individual historical investigations, creating an American quilt and research assignments.

Students will learn about …
Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

Topics will be a number of case studies chosen from the following areas:

**Year 9**
1. Ancient China
2. Ancient Greece
3. CSI Cold Case

**Year 10**
1. Black versus White
2. Herstory
3. History Mysteries

Students will learn to …
Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation.

Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Record of School Achievement
Satisfactory completion of 200 hours of study in History (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $10.00
**INDUSTRIAL TECHNOLOGY - Timber**

Industrial Technology develops students’ knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Industrial Technology – Timber is a practical course involving the use of wood as a construction material. Students will construct various projects which help to develop hand tools, machines and design skills.

Industrial Technology – Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of materials, tools and machines. Students will gain skills in designing, producing and evaluating individual projects.

**Students will learn about …**

All students will learn about the properties and applications of materials associated with timber. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials.

Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

**Students will learn to …**

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

**Course Overview**
- Design principles and processes
- Materials (timber)
- Equipment, tools and machines
- General woodworking techniques
- Safety
- Hand and CAD drawings
- Cabinetwork
- Practical projects may include:
  - Furniture Items (Coffee tables, Bedside tables, Stools)
  - Decorative timber products (Jewellery)
  - Storage (Jewellery boxes, Pencil cases)
  - Home accessories (Trays, Coasters, Bowls)

**Course Requirements**
- A4 exercise book, lead pencil, eraser, scissors, protractor
- Blue apron (purchased from office)
- Costs to cover cost of timber, nails, glue, varnishes, etc and use of machinery
- Optional materials such as hinges, locks, special paint, etc

**Career Paths**

Industrial Technology – Timber would benefit those students who may be interested in a career in design related industries and students who are more inclined to undertake practical courses.

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS:** $40.00 per year
INFORMATION AND SOFTWARE TECHNOLOGY

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

Individual and group tasks, performed over a range of projects, will enable this practical based course to deliver the relevant knowledge and skills needed by students.

Development of technology skills and information about career opportunities within this area are important aspects of the course.

Students will learn about …
The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The core content includes:
- Design, Produce and Evaluate
- Data Handling
- Hardware
- Software
- Issues
- Past, Current and Emerging Technologies
- People

The option topics that can be studied within this course include:
- Artificial Intelligence, Simulation and Modelling
- Software Development and Programming
- Authoring and Multimedia
- Robotics and Automated Systems.
- Internet and Website Development

Students will learn to …
Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Information and Software Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

Course Costs
$10.00 (this also covers the Computing Skills Competition entry fee)
LANGUAGES

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

Three languages will be offered in Year 9: French, Italian and Spanish. The main emphasis is learning to speak and understand the language and there is also a strong cultural component in which you will learn about the countries where the language is spoken.

In each language course you will have the opportunity to use technology to support your classwork and projects.

IMPORTANT NOTE: You do not have to have studied the same language in Year 8 in order to choose to do it in Year 9.

Students will learn about …
Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

Students will learn to …
Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

FRENCH

French is the most studied language other than English in Australian schools. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. It boasts a strong presence in international conferences.

For more than 200 years, Australia has had strong connections with France. In the twenty-first century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research, and cultural exchange.

French, English and other European languages share a common linguistic link with Latin. Through the study of French, students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.

France is one of the leading destinations for Australian travellers. The ability to communicate in French enriches this experience and provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

The text used is Tapis Volant, which is especially written for Australians learning French. You will learn to speak and write French, as well as understanding it when you hear it or read it. You will also learn about people who live in countries in our region and in the rest of the world where French is spoken.

There is a workbook/CD ROM for Tapis Volant which you can buy if you wish.
ITALIAN

Italian is a popular language taught in Australian schools. Italian is the official language of Italy, San Marino and the Vatican City and one of the official languages of Switzerland. It is also spoken in many other countries in Europe, North and South America, Africa and Australasia. Italian, English and other European languages share a common linguistic link with Latin.

Italy plays a significant role in global economic and cultural developments. Australia has strong cultural, political and trade connections with Italy. The Italian language is widely spoken in Australia and many opportunities exist to hear and use the language in real life situations. The Italian community is well established and continues to make major contributions to contemporary Australian society in the areas of culture, industry, trade and agriculture.

For students with an Italian background, the study of Italian consolidates and reinforces language skills needed to maintain links with the Italian-speaking community. It provides them with opportunities to experience and deepen their understanding of the traditions and culture of the country of their heritage.

The study of the Italian language and culture offers insights into the development of Western civilisations. It enables learners to gain access to Italy's rich cultural, historical, artistic and literary contributions to the global community.

The study of Italian provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

You will learn to speak and write Italian, and also understand it when you read or hear it. You will have the opportunity to learn about the culture and lifestyle of Italians in Italy and the way of life of Italians who live in Australia. The text used is *Volare*. There is a workbook / CD ROM for *Volare* if you wish.

SPANISH

Spanish is one of the most widely spoken languages in the world. It is the official language of 21 countries and one of the official languages of the United Nations and the European Union. Spanish, English and other European languages share a common linguistic link with Latin.

Australia has strong connections through trade with Spanish-speaking nations, particularly those within the Asia-Pacific region. The Spanish language is widely spoken within the Australian community. Opportunities exist to hear and use the language in real-life situations. Spanish-speaking residents of Australia make significant contributions to the economic, intellectual, cultural and social affairs of the nation.

For students with a Spanish-speaking background, the study of Spanish consolidates and reinforces language skills needed to maintain links with Spanish-speaking communities. It provides them with opportunities to experience and deepen their understanding of the traditions and culture of their heritage.

The study of Spanish provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations. There is a workbook/CD Rom for *Espaná Viva* which you can buy if you wish.

Record of School Achievement

Satisfactory completion of the mandatory language study will be recorded on the student’s Record of School Achievement.

Satisfactory completion of 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS: NIL**
Music

Students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays an important role in the social, cultural, aesthetic and spiritual lives of all people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences. The Music elective course offers a wide range of experiences in performing, music appreciation, listening, composing, reading and writing music.

Students will learn about …
Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres such as Music of a Culture, Theatre Music, Music and Technology, Australian Popular Music, The Music of Gospel, Soul, Funk and Motown and Music for Film, TV and Multimedia.

The Elective course requires the study of the compulsory topic Australian Music, as well as Baroque Music and Classical Music.

Students will learn to …
In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpins the development of skills in performing, composing and listening.

Performance: Students will develop performance skills individually, in small ensembles and in class ensembles. Students will develop skills to play guitar, drums, keyboard, bass guitar, vocals and percussion instruments in a variety of settings. Many students in Elective Music classes perform regularly at school and Regional events.

Listening: Students will gain an understanding of a variety of styles and genres through historical and cultural contexts in Music. They will develop listening skills according to the concepts of music and develop understanding of how music is created.

Composition: Students will have the opportunity to create their own music by experimenting with instruments, melodies and harmonies. They will use various forms of music technology to record and create sounds.

Record of School Achievement
Satisfactory completion of the mandatory Music course will be recorded on the student's Record of School Achievement.

Satisfactory completion of 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $20.00 per year
PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and Digital Media allows students to represent their ideas and interests about the world using contemporary forms of communication and technologies. Students will learn to write about these new technologies.

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication, understand, and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students will be provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Students will learn about …
Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

Students will learn to …
Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They will learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They will learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Students will explore:

- Wet photography (darkroom)
- Digital photography
- Computer-generated images using Adobe Photoshop and other computer programs.
- Video and animation

Students will use a range of materials and techniques, be required to produce a portfolio and keep a journal. They may use their own cameras but will have access to school cameras.

Students will need to purchase a Visual Arts Diary for this course.

Record of School Achievement
Satisfactory completion of 200 hours of study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

COURSE COSTS: $50.00 per year
PHYSICAL ACTIVITY AND SPORTS STUDIES

Physical Activity and Sports Studies aims to enhance students’ capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement. Students study the workings of the human body, safety aspects of sports, rules and tactics of games, as well as spending time improving their ability in the different areas of Physical Education. The course involves both theoretical and practical components.

Students will learn about …
The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity
- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society
- Australia’s sporting identity
- 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

Enhancing Participation and Performance
- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

Students will learn to …
Throughout the course students will develop skills that develop their ability to:
- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Physical Activity and Sports Studies CEC during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: NIL
TEXTILES TECHNOLOGY

Textiles and Design is a study of fashion, fabrics and the manufacturing of clothing and accessories. Students will gain skills in investigating, experimenting, manufacturing, marketing and evaluating in relation to a variety of fabric skills and garment construction. Textiles is a practical course which offers many enjoyable “hands on” learning activities. The study provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Students will learn about …

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Textile arts
- Furnishings
- Non-apparel
- Costume

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

Students will learn to …

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Course Requirements

- A4 exercise book – 128 pages
- Two A4 plastic folios
- Costs to cover costs of machine usage and components, dyes, waxes, fabric paint, sample fabric, threads and resource material
- Purchase of own fabric, notions and bobbin to make their designs. Recycled fabric (old clothing), etc. may be used in some instances
- Sewing Kit

Career Paths

After completing this course students will be better equipped at making wise fashion choices, they will be able to manufacture garments, accessories and furnishings for the home with confidence, a better understanding of the importance of the textile industry and the many career choices available.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Textiles Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $30.00 per year + ** Additional costs will be incurred for major works and projects.
VISUAL ARTS

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world. Visual Arts allows students to make different kinds of artworks using 2D, 3D and/or 4D forms. Students will learn to represent their ideas with reference to contemporary trends and will study how artists, including painters, sculptors, architects, photographers and ceramicists, make artworks.

Students will learn about …

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists’ including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students will learn to …

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

In Visual Arts students will learn about a range of art practices including:

- Painting and drawing
- Sculpture
- Ceramics
- Photography and digital media
- Printmaking
- Art wearables

Students will need to purchase a Visual Arts Diary to record their art making process.

Record of School Achievement

Satisfactory completion of the mandatory Visual Arts course will be recorded on the student’s Record of School Achievement.

Satisfactory completion of 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $50.00 per year
VISUAL DESIGN

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about and understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

Students will learn about …

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space-time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks.

Students learn about how visual design is shaped by different beliefs, values and meanings by exploring visual designers and visual design artworks from different times and places, and relationships in the artworld between the artist/designer – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

Students will learn to …

Students learn to make visual design artworks using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks.

Students learn about the Visual Design practices of:

- Web designers
- Architects
- Commercial and Industrial Designers
- Space
- Light and Sound Designers
- Graphic Designers
- Fashion, Accessory and Textile Designers
- Interior Designers

Students become familiar with a range of technical media equipment and technical language appropriate to this field including a variety of computer graphic formats.

Students will need to purchase a Visual Arts Diary to record their Design making progress.

Record of School Achievement

Satisfactory completion of 200 hours of study in Visual Design during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $50.00 per year
WORK EDUCATION

Work Education provides students with opportunities to develop knowledge, understanding and skills regarding the world of work including an awareness of work readiness and employer expectations, the roles and purpose of a range of sectors including education, training and employment organisations and an appreciation of the role of lifelong learning in planning and managing pathways.

Students will learn about …

The core content is arranged in two parts:

<table>
<thead>
<tr>
<th>Core Part 1 Preparing Futures</th>
<th>Core Part 2 Working Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Planning</td>
<td>Workplace Rights and Responsibilities</td>
</tr>
<tr>
<td>What is Work?</td>
<td>Exploring Post-school Pathways</td>
</tr>
<tr>
<td>Introduction to Workplace Safety</td>
<td>Technology and Communication</td>
</tr>
<tr>
<td>Enterprise Initiatives</td>
<td>Partnerships in the Community</td>
</tr>
</tbody>
</table>

Students completing the 200 hour course will study both Core Part 1 and Core Part 2 and a minimum of six options.

Students will learn to …

Students will learn to research a range of work related issues, for example employment trends and participation rates. Students will learn to communicate using a range of techniques targeting specific audiences, for example employers. Students will learn employability skills, which include communication skills, teamwork, ICTs, and problem solving. Students will learn enterprise skills including taking the initiative in workplace contexts. Students will learn to plan and manage their own pathways including the range of life transitions.

Record of School Achievement

Satisfactory completion of 200 hours of study in Work Education during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: NIL
Vocational Education Courses (VET)

BUSINESS SERVICES (100 indicative hours)

Stage 5 VET Board Endorsed Course
Public Schools NSW, Ultimo Registered Training Organisation 90072
STAGE 5 BUSINESS SERVICES COURSE DESCRIPTION 2018

<table>
<thead>
<tr>
<th>BSB10115 Certificate I in Business Services</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units of Competency</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>BSBWHS201 Contribute to Health and Safety of self and others</td>
<td>BSBADM101 Use business equipment and resources</td>
</tr>
<tr>
<td></td>
<td>BSBADM101 Apply basic communication skills</td>
</tr>
<tr>
<td></td>
<td>BSBADM101 Operate a personal computer</td>
</tr>
<tr>
<td></td>
<td>BSBADM101 Develop keyboard skills</td>
</tr>
<tr>
<td></td>
<td>BSBADM101 Plan skills development</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning and/or credit transfer provided suitable evidence is submitted.

Pathways to Industry
Skills gained in this industry transfer to other occupations. Working in the business industry involves;
- Customer (client service)
- Organising information and records in both paper and electronic forms
- Using technologies
- Creating documents
- Team work

Examples of occupations
- Administrative assistant
- Receptionist
- Secretary
- Personal assistant
- Sales clerk / officer

Pathways to further study
As part of the HSC students may complete a Certificate II in Business Services or School Based Traineeship in Business Services.

Project and Work based learning
It is strongly recommended that project and work based learning opportunities be used as a teaching and learning strategy throughout the course. These should include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs that may be also linked to this course.

Competency Based Assessment ~ Evidence of Learning
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent as student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by an assessor.

This course is accredited for the Record of Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.

Exclusions - VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html
**Retail Services** (100 indicative hours)

Stage 5 VET Board Endorsed Course

Public Schools NSW, Ultimo Registered Training Organisation 90072

**Stage 5 Retail Services Course Description 2018**

<table>
<thead>
<tr>
<th>SIR10116 Certificate I in Retail Services</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units of Competency</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
</tr>
<tr>
<td>SIRXCOM001 Communicate in the workplace</td>
<td>MEM11011B Undertake manual handling</td>
</tr>
<tr>
<td>to support team and customer outcomes</td>
<td>SIRXIND002 Organise and maintain the</td>
</tr>
<tr>
<td></td>
<td>store environment</td>
</tr>
<tr>
<td>SIRXIND001 Work effectively in a service</td>
<td>FSKDIG02 Use digital technology for</td>
</tr>
<tr>
<td>environment</td>
<td>simple workplace tasks</td>
</tr>
<tr>
<td>SIRXWHS00 Work safely</td>
<td>SIRXIND003 Organise personal work</td>
</tr>
<tr>
<td></td>
<td>requirements</td>
</tr>
<tr>
<td></td>
<td>SIRXIND004 Plan a career in the retail</td>
</tr>
<tr>
<td></td>
<td>industry</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning and/or credit transfer provided suitable evidence is submitted

Pathways to Industry

*Working in the retail industry involves:*
- customer service
- teamwork
- stock control
- using cash registers, scanners, computers, telephones
- designing and creating displays

Example of occupations in the retail industry:
- buyer
- sales person
- customer service assistant
- visual merchandise
- stock controller
- merchandise

Pathways to Further Study

As part of the HSC, students may pursue a full or partial completion of a Certificate II in Retail Services. School-based traineeships are also available in this field

Project and work-based learning

It is strongly recommended that project and work-based learning opportunities be used as a teaching and learning strategy throughout the course. These could include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs currently operating in schools that may be linked to the Retail Services course

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

This course is accredited for the Record of Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.

COURSE CONTRIBUTIONS

Some courses require a contribution for students to study them effectively. Other courses are more expensive to run due to the nature of the course content. The school sets a subject contribution for these courses to offset the costs of materials used and consumed by students in the course of their study.

Below are listed core and elective courses, their related costs, and the way in which the money is spent to help your daughter, should she choose the course. The costs indicated will be maintained in each of Year 9 and Year 10. Contributions can be made in instalments - each term, month or week. The school can provide some help through the Student Assistance Scheme and those students over 15 years of age needing financial support may be able to access this through Centrelink. This support is provided to help students to continue their education. To discuss options for the payment of the contributions by instalments please contact the Principal. Please choose your elective courses carefully. Thank you for supporting your daughter’s education.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Cost</th>
<th>What contributions go towards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Studies</td>
<td>$15.00</td>
<td>Course materials, equipment and booklets.</td>
</tr>
<tr>
<td>Dance</td>
<td>$20.00</td>
<td>Workbook/Photocopy/costumes. Black Leotard (if not already purchased) Black ¾ leggings (if not already purchased) or Black long leggings (if not already purchased)</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>$40.00</td>
<td>Raw materials and accessories. Project supplies and various materials used in the construction of design projects (acrylic, wood, printing).</td>
</tr>
<tr>
<td>Drama</td>
<td>$10.00</td>
<td>Contribution towards costumes, props and set materials.</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$55.00</td>
<td>Food supplies for both experimental and practical work, cost of equipment and maintenance.</td>
</tr>
<tr>
<td>History Elective</td>
<td>$15.00</td>
<td>Equipment and materials</td>
</tr>
<tr>
<td>Languages</td>
<td>Prices vary according to language studied.</td>
<td>Workbooks for use in Years 9 and 10</td>
</tr>
<tr>
<td>Industrial Technology - Wood</td>
<td>$40.00</td>
<td>Timber and Hardware/Consumables for practical projects, maintenance on equipment.</td>
</tr>
<tr>
<td>Information and Software Technology</td>
<td>$10.00</td>
<td>Software</td>
</tr>
<tr>
<td>Music</td>
<td>$20.00</td>
<td>Contribution towards musical instrument maintenance and workbooks.</td>
</tr>
<tr>
<td>Photographic and Digital Media</td>
<td>$50.00</td>
<td>This includes photography paper, all chemicals, film and use of equipment and Electronic Printing of digital works.</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>$30.00</td>
<td>Haberdashery and equipment.</td>
</tr>
<tr>
<td>Courses</td>
<td>Cost</td>
<td>What contributions go towards</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$50.00</td>
<td>This includes paint, paper, pencils, clay, fabric, sculpture materials, printing materials etc.</td>
</tr>
<tr>
<td>Visual Design</td>
<td>$50.00</td>
<td>This includes printing materials, paints, pencils, video, equipment, jewellery equipment, paper and other consumables.</td>
</tr>
</tbody>
</table>

The following courses do not have a fee component. However, they may have excursions or events, which are an essential part of the course. Excursions or events may incur some cost, which will be indicated on the excursion permission form.