MUDGEE HIGH SCHOOL

Providing high quality education in a safe, respectful and responsible environment.

Stage 5 Elective Handbook
2020

Contents

Junior Curriculum

General information

The Mudgee High School community is proud of its school and of the achievements of its students. We are constantly striving to provide high quality education in a safe, respectful and responsible environment.

At Mudgee High School, we are committed to providing the best possible opportunities for all students. To ensure this happens, many hours of research, discussion and consultation have gone into developing curriculum structures for junior students. These structures are being continually monitored and modified where appropriate. It is inevitable that change will occur in schools as the world around us is changing so rapidly.

If students satisfactorily complete their studies in the junior school and satisfy the requirements of the NSW Education Standards Authority (NESA) and the Department of Education (DoE) they will be issued with a Record of School Achievement (RoSA).

This booklet is designed to provide information on the Stage 5, Years 9 and 10, elective structure. This includes specific module details.

Curriculum structure

The Year 9 and Year 10 course are made up of modules which last for two semesters (100 hours). Each student is required to complete various compulsory and elective modules. Students have the opportunity to study two elective modules per year.

Over Years 7 – 10, there are several compulsory courses. See the table – Stage 4/5 Mandatory Requirements (pg. 6).

Years 9-10
Years 9 – 10 operate under a combination of year-based classes and vertically integrated classes. Generally, English, Mathematics, Science, History/Geography, PDHPE and Sport classes are based on Year groups, while all other Key Learning Areas have vertically integrated classes.

See page 5 for a full explanation of Vertical Integration.

Elective structure - vertical integration

This is an approach to curriculum organisation that allows students maximum flexibility and choice. It essentially means that the timetable is arranged in such a way as to allow students in Years 9 and 10 access to the same courses in Key Learning Areas other than English, Mathematics, Science, HSIE and PDHPE. This means that classes are based on ability, readiness and interest, rather than simply on age, and allows for a greater number of offerings.

We believe that this system provides several advantages for our students:
- Students must be more involved in the planning and selection of their courses. This encourages them to become more responsible for their own education and more engaged in learning.
- It allows students to work at their own rate, choosing courses that are appropriate to their own needs, interests and abilities. It provides opportunities that give students different times to reach course outcomes.
- It allows for extension, acceleration and consolidation.
- It gives students the flexibility to change direction with elective courses if needs and interests change.
- It allows some courses to operate as composite classes with students from more than one year-group. This provides students with choices that might not normally be available.
- It actively involves students, the school and parents in the selection process on a regular basis.

NOTE:
- Some HSIE and PDHPE modules may also be offered as additional elective courses as part of the vertically integrated structure. These courses allow students to extend, enrich and consolidate in these Key Learning Areas.
- Years 9 and 10 students each have two elective lines.

Choosing course patterns

Procedures
The following factors will influence module selection:
- Record of School Achievement (RoSA) as set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE)
- school requirements
- the availability of modules
- the difficulty level of the module
- timetable and other organisational considerations.

This booklet gives module lists in all Key Learning Areas and a brief description of all modules.

Students will be asked to make selections based on this information several weeks before the modules commence.

Students will be given guidance within classes about their choice of modules. They will then have the opportunity to discuss selections with parents.

Within roll groups, teachers may provide further advice related to the total pattern of choice.

The Junior Curriculum Coordinator will keep a record of all modules studied by students and will be also available to advise.

Some modules may not be offered if there are insufficient students who wish to do them. In those instances, students will be allocated a place in an alternative module by considering their second and third preferences.

Rules and prerequisites
With each module list, there are important rules to follow. These should be read carefully before making selections. A prerequisite is a course that must be completed prior to the one being selected.

Prerequisites are put in place to ensure that a student has the necessary skills and content knowledge to attempt the course.

Record of school achievement (RoSA) credentialing

Students, after satisfactorily completing their junior schooling, can access their RoSA results from the NSW Education Standards Authority website.

- The RoSA is a record of all courses completed in Years 7 to 10 along with grades awarded by the school and hours of study.
- Subjects recorded on the Record of Achievement Part A are recorded as either 100 hour or 200 hour courses. For elective courses to appear on this document, students must have completed at least 100 hours in that course at some time during Years 9 or 10. Both 100 hour and 200 hours courses can be made up of any combination of 100 hour modules.

Stage 4/5 Mandatory requirements

Key Learning Area (KLA)	Hours	Comments
English	400	
Mathematics	400	
Science	400	
Human Society and its Environment (HSIE)	400	200 hours History 200 hours Geography
Personal Development, Health and Physical Education (PDHPE)	300	
Technological and Applied Studies (TAS)	200	Completed in both Year 7 and 8
Creative Arts	200	Completed in Year 7
Languages	100	Completed in Year 7
Planned physical activity including planned weekly sport	150 minutes per week	

These are the Minimum hours for students in public schools.

Literacy and numeracy testing is an optional activity that may be undertaken when the student is leaving school.

Key Terms

One Semester
= 20 weeks
= 2 terms
= half the year

Module
Modules will be 100 hours in length (two semesters).

Course
The number of hours, set out by the NSW Education Standards Authority, for which a subject must be studied by each student during Years 7 to Stages 4 and 5 combined. An example is Science where each student **must** study the course for 400 hours.

Prerequisite
A course which must be completed satisfactorily before selecting the module under consideration.

Key Learning Area
The way in which subjects are divided and grouped within the school. There are eight Key Learning Areas:
- English
- Mathematics
- Science
- Human Society and its Environment (HSIE)
- Languages
- Creative Arts
- Technological and Applied Studies (TAS)
- Personal Development, Health and Physical Education (PDHPE).

Five Key Learning Areas must be studied each year, Years 7 to 10. These are:
- English
- Mathematics
- Science
- Human Society and its Environment
- Personal Development, Health and Physical Education.

The Key Learning Areas of **Technological and Applied Studies, Creative Arts and Languages** must be studied at some time over Years 7 – 10 but need not be studied in each Year.

At Mudgee High School, the mandatory requirements in these subjects are completed in Years 7 and/or 8.

NSW Education Standards Authority (NESA)
This is a NSW government body which is responsible for:
- curriculum development for classes from Kindergarten to Year 12 (K – 12)
- examinations and assessment for the RoSA
- teacher accreditation.

Curriculum
All that is studied within a certain year or within the school.

Syllabus
An outline of what must be studied within each Key Learning Area, determined by NESA.

Module Codes

Aboriginal Studies	ABS
Agricultural Technology	AG
Commerce	COM
Child Studies	CD
Computing Studies	CS or IST
Drama	DR
Food Technology	FT
History	HI
Japanese	JA
Mathematics	MA
Music	MU
PDHPE	PD
Graphics Technology	TG
Industrial Technology (electronics)	TE
Industrial Technology (timber)	TW
Industrial Technology (metal)	TM
Textiles Technology	TX
Visual Arts	VA

Creative Arts

Drama

DR11 Play the Scripts (100 hours)

Course description
The pen is mightier than the sword. However, a picture is worth a thousand words! Theatre is all about telling stories and letting others see behind the veil. In this module students will explore filmed and scripted theatre to produce stories and performances that reflect social issues in today's society.

Students learn about
- Elements of drama such as role, character, focus, tension, time, place, situation, space, structure, language, sound, movement, rhythm, atmosphere and symbol.
- Dramatic forms such as playbuilding, small screen drama, scripted drama, Aboriginal performance, street and environmental theatre and realism.
- Performance styles.
- Dramatic techniques and theatrical conventions - narrative.

Students learn to
- Create, interpret and perform a script according to purpose and audience.
- Workshop and perform whole or part segments of scripts from a range of styles and periods.
- Explore film and video drama to create dramatic meaning using screen production technology.
- Investigate skills and techniques for devising, structuring and performing their own screen works, particularly around site-specific theatre.
- Edit film to create an interesting story.

Specific course requirements
A4 art book – spiral bound

Course costs
Nil

Career relevance / Pathways / Transferable skills
Transferrable skills include analytical skills, interpersonal skills, writing skills, empathy, higher order thinking, investing skills, research skills, filming, and editing skills.

Career pathways that this unit leads into include script writer, director, actor, lawyer, drama teacher, stage manager, theatrical costume and design maker, publicity agent, artist, counsellor and film and TV editor or producer.

DR12 Building Theatre Performance (100 hours)

Course description
Playbuilding is a fundamental dramatic form of drama. It encourages students to explore their own worlds, create worlds beyond their immediate environment and investigate the social/cultural context of the human experience. Students are given the freedom to create or pick the styles of theatre they wish to study.

Students learn about
- Elements of drama including role, character, focus, tension, time, place, situation, space, structure, language, sound, movement, rhythm, atmosphere and symbol.
- Dramatic forms - playbuilding.
- Performance styles.
- Dramatic techniques and theatrical conventions - technical aspects.

Students learn to
- Playbuild.
- Work collectively to playbuild a piece of theatre
- Develop the technical skills of the "behind the scenes" of theatre.
- Use elements and styles of theatre in performances.
- Reflect on the building process of performances.

Specific course requirements
A4 art book – spiral bound

Course costs
$15

Career relevance / Pathways / Transferable skills
Transferrable skills including analytical skills, interpersonal skills, writing skills, empathy, higher order thinking, investing skills and research skills.
Career pathways that this unit leads into include script writer, director, actor, lawyer, drama teacher, stage manager, theatrical costume and design marker, publicity agent, artist, counsellor and film and TV editor or producer.

DR13 Styles of Theatre (100 hours)

Course description
Have you ever found politics or people in power ridiculous? Well you're not alone. People throughout history have thought this and have for centuries demonstrated the ridiculousness of people in power through theatre. In this module, students will explore these ideas through different styles of theatre such as playbuilding, commedia dell'arte, political/protest theatre, Ancient Greek theatre, masks, melodrama and Shakespeare. Students will explore their own world and worlds beyond their own environment to experience a sense of empowerment.

Students learn about
- Elements of drama including role, character, focus, tension, time, place, situation, space, structure, language, sound, movement, rhythm, atmosphere and symbol.
- Dramatic forms including playbuilding, commedia dell'arte, political/protest theatre, Ancient Greek theatre, masks, melodrama and Shakespeare.
- Performance styles.
- Dramatic Techniques and theatrical conventions.

Students learn to
- Use elements and styles of theatre in performances.
- Playbuild.
- Work collectively to playbuild a piece of theatre.
- Reflect on the building process of performances.
- Incorporate contemporary themes.

Specific course requirements
A4 art book – spiral bound

Course costs
Nil

Career relevance / Pathways / Transferable skills
Transferrable skills including analytical skills, interpersonal skills, writing skills, empathy, higher order thinking, investing skills and research skills.
Career pathways that this unit leads into include script writer, director, actor, lawyer, drama teacher, stage manager, theatrical costume and design marker, publicity agent, artist, counsellor and film and TV editor or producer.

Music

MU11 Music for the Soul (100 hours)

Course description
Everyone has a different experience when it comes to music. People like different styles of music and have different areas of interest. Music for the soul looks to build on a student's own skills and experiences and develop them.

Students will be able to focus on developing their skills in performance, composition and musicology. The course has a particular focus on allowing students to choose their own individual instruments and style choices.

Students learn about
- Stylistic features of music.
- How to create music in style by listening to other performances.
- Developing their interests and skills in music.

Students learn to
- Create their own music in the chosen style
- Listen to and evaluate musical performances
- Perform music in their chosen style.

Specific course requirements
- eraser
- ruler
- plastic sleeve for protecting sheet music.

Course costs
Nil

Career relevance / Pathways / Transferable skills
- group work and collaboration
- skilful listening
- life-long music appreciation
- higher-order thinking.

MU12 Blues, Funk and Rock (100 hours)

Course description
This course focuses on the development of popular music. There is emphasis on the development of the particular styles of blues, moving to different styles of funk and finally the development of rock music.

Students are expected to sing or play a particular instrument which they will focus on throughout the course. They will also play in a range of ensembles.

Students will learn through performance, composition and musicological focus.

Students learn about
- chords and chord progressions
- melodies and how they relate to music and musical style
- solo and ensemble skills
- features of pop and rock music.

Students learn to
- Play or sing as a means of self-expression.
- Read and write music using a variety of notations.
- Listen to and analyse musical performances.

Specific course requirements
- eraser
- ruler
- plastic sleeve folder to protect sheet music.

Course costs
Nil

Career relevance / Pathways / Transferable skills
- skilful listening
- composer
- group work Higher order thinking
- Life-long music appreciation.

MU14 Music for Ensembles (100 hours)

Course description
Music often requires more than one person. Music for ensembles focuses on the interaction of musicians when they perform as a group. Focus will be on the use of lead playing and accompaniment.

Students will be exposed to a range of styles to develop their understanding of the concepts of music. Tasks will include performance, composition and musicology.

Students learn about
- solo and ensemble skills
- skilful listening
- some composing/arranging for groups
- some history of ensemble music.

Students learn to
- perform as part of a group
- develop solo skills
- analyse and evaluate musical performances.

Specific course requirements
- eraser
- ruler
- plastic sleeve folder to protect sheet music.

Course costs
Nil

Career relevance / Pathways / Transferable skills
- group work and collaboration
- critical listening
- higher-order thinking
- life-long music appreciation.

Visual Art

VA10 Printmaking - Photography (100 hours)

Course description
Explore the possibilities of the printed image using techniques such as etching, lino, screen printing and photography. Students may explore the visual world through photographic techniques including darkroom use and digital technologies. They may utilise other image-makers such as a photocopier, photo silkscreen, computer image scanning, handmade negatives and photographs without a camera.

This course extends student drawing and design skills and challenges their ideas about art making.

Students learn about
- Artists who work in the field of printmaking and photography.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a site for documentation of personal development, evaluative, critical and reflective practice.

Students learn to
- Develop subjective, structural, cultural and postmodern approaches to making artworks.
- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

Specific course requirements
- A4 art book (spiral-bound)
- 2B pencil
- eraser
- ruler.

Course costs
$25 per semester

Career relevance / Pathways / Transferable skills
This course will develop creative thinking and problem solving, material management skills and organisational skills.
The course may be useful for careers such as animator, artist, advertising, graphic designer, photographer and printmaker.

VA11 Visual Design (100 hours)

Course description
We live in a world full of visual images and objects, all created and designed by artists and visual designers. From posters, logos, advertisements, comic strips and book illustrations to animated movies, products and packaging and wearable designs such as jewellery, shoes and clothing.

This module allows students the opportunity to explore the world of commercial art, graphic design and product design: Utilising and developing their skills in drawing, painting, printmaking, digital and 3D techniques.

Students learn about
- The field of visual design, its traditions and conventions.
- The world as a source of ideas to make visual designs using a range of techniques and materials.
- The visual art diary as a tool for documentation of personal development, evaluative, critical and reflective practice.

Students learn to
- Explore, investigate and apply visual design conventions to make artworks.
- Explore, experiment with and employ different and innovative materials and technologies.
- Explore and value the different practices of visual designers to inform their own practice.
- Document and reflect on their own practice in their visual art diary.

Specific course requirements
- A4 art book (spiral-bound)
- 2B pencil
- eraser
- ruler.

Course costs
$25 per semester

Career relevance / Pathways / Transferable skills
Foster creative thinking and problem solving.

This course may provide a lead into careers like illustrator, graphic designer, creative industries, animator, designer, set/stage designer and industrial designer.

VA12 Sculpture (100 hours)

Course description
Have you ever wanted to be more hands on with your art making? Mould clay, carve into wood, stone, plaster, make plaster moulds, solder metal, snap, break, glue, tie and nail anything and everything into sculptural masterpieces.

Use your world to develop ideas large and small.

Students learn about
- Artists who work in the field of sculpture.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a tool for documentation of personal development, evaluative, critical and reflective practice.

Students learn to
- Develop subjective, structural, cultural and postmodern approaches to making artworks.
- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

Specific course requirements
- A4 art book (spiral-bound)
- 2B pencil
- eraser
- ruler.

Course costs
$25 per semester

Career relevance / Pathways / Transferable skills
Creative thinking and problem solving.

This course may provide a lead into careers like animator, product designer, artist and set/stage designer.

VA14 Drawing and Painting (100 hours)

Course description
Do you want to improve your drawing skills? Do you have some painting experience and want to extend your ideas, compositional skills and techniques?

This module will help you to develop sketches into finished artworks using materials such as pencils, pastels, ink and mixed colours. Develop your design ideas to make paintings using a range of techniques, both traditional and contemporary.

Students learn about
- The practices of art making and artists who make works.
- Artists throughout history, from a variety of cultures.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a tool for documentation of personal development, evaluative, critical and reflective practice.

Students learn to
- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

Specific course requirements
- A4 art book (spiral-bound)
- 2B pencil
- eraser
- ruler.

Course costs
$25 per semester

Career relevance / Pathways / Transferable skills
Creative thinking and problem solving.

This course may provide a lead into careers like make-up artist, illustrator, graphic designer, creative industries, animator and artist.

VA15 Clay (100 hours)

Course description
Since ancient times, artists have used clay to create functional items and to express themselves. Would you like to express your creativity through clay?

This course will take you on an inventive journey exploring the language of clay. Use your imagination as you learn modelling and construction techniques. Develop your knowledge and expertise of surface, texture, colour and glazes.

Students learn about
- Artists who work in the field of ceramics.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a tool for documentation of personal development, evaluative, critical and reflective practice.

Students learn to
- Develop subjective, structural, cultural and postmodern approaches to making artworks.
- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

Specific course requirements
- A4 art book (spiral-bound)
- 2B pencil
- eraser
- ruler.

Course costs
$25 per semester

Career relevance / Pathways / Transferable skills
Creative thinking and problem solving.

This course may provide a foundation for those looking at careers like animator, product designer and/or artist.

VA16 Advanced Visual Art (100 hours)

Course description
Finish junior school with advanced art making skills. Explore ideas, techniques and materials as you develop a series of artworks. This module utilises a wide range of art materials and techniques including drawing, painting, printmaking, photography and 3D construction.

You will take control of your own ideas and interests under the guidance of a teacher. The aim is for you to be open to change and willing to take risks in your art making. Do not limit your skills to one medium. Decide which art form you like best.

Students learn about
- The practice of art making and artists who make artwork.
- Artists throughout history from a variety of cultures.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a tool for documentation of personal development, evaluative, critical and reflective practice.

Students learn to
- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

Specific course requirements
- A4 art book (spiral-bound)
- 2B pencil
- eraser
- ruler.

Course costs
$25 per semester

Career relevance / Pathways / Transferable skills
Creative thinking and problem solving, material management skills and organisational skills.

This course may provide a foundation for careers such as animator, artist, advertising, photographer, recreation officer, museum curator and printmaker.

Human society and its environment (HSIE)

Aboriginal Studies

ABS11 Aboriginal Studies (100 hours)

Course description
This module covers Core Part 1 (Aboriginal Identities) and Core Part 2 (Aboriginal Autonomy) + Option 6 (Aboriginal Film and Television) + Option 4 (Aboriginal Peoples and the Media). The two option topics may be changed to suit the interests of the class group.

Students learn about
Aboriginal Identities
The focus of this topic is the diversity of Aboriginal cultures and identities and the factors that contribute to their development and expression. Students explore the social factors and experiences that affect identity and cultural expressions. This topic also develops knowledge and understanding about appropriate consultation protocols so that students can work effectively with their local Aboriginal communities.
Case Study
The case study will have a local/regional community focus; it will familiarise students with the nature of their local Aboriginal communities. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and expressions of identity.

Aboriginal Autonomy
The focus of this topic is Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy.
Case Study
Students explore the activities of organisations, movements and individuals who have worked towards Aboriginal autonomy, through the context of an integrated case study that focuses on:
- An Aboriginal response to an aspect of the content of this topic that demonstrates self-determination.
- A broader community response to the selected aspect of content.
Students may choose to create their own event, movement or response in their own school, and use this experience as the basis of the second part of the case study, which is the broader community response.

Aboriginal Film & Television
The focus of this option is the role of film and television in Australia in the development of non-Aboriginal people's perceptions and understanding of Aboriginal Peoples and cultures. Students will analyse a variety of contemporary films, documentaries and television shows that deal with Aboriginal issues, including those written by Aboriginal as well as non-Aboriginal people. Students are expected to explore this option with reference to their local Aboriginal community/ies.

Aboriginal Peoples & the Media
The focus of this option is the key role that the media plays in today's society, in particular its impact on mainstream perceptions of Aboriginal Peoples, cultures and issues. The presentation of Aboriginal Peoples and cultural images from pre-invasion times to today are investigated and compared. Students also explore the role Aboriginal Peoples play in the media as advocates for themselves and the community, and the importance of Aboriginal controlled media outlets.

Students learn to
- develop their research skills
- develop their tolerance and understanding for cultures other than their own.

Specific course requirements
There are no prerequisites for this module.

Course costs
Nil

Career relevance / Pathways / Transferable skills
This module will provide you with an introductory foundation for future studies in Aboriginal Studies, Society & Culture, Ancient History, Modern History and Legal Studies.

The topics in this module will prepare you for a career in anthropology, archaeology, museum curator, journalism and documentary construction, archivists, and a wide range of other related industries. Aboriginal Studies begins the journey to becoming a historically literate and globalised citizen.

Commerce

COM11 Business Economics (100 hours)

Course description
This module covers Core Part 1.1 (Consumer Choice) and Core Part 1.2 (Personal Finance) + Option 9 (Our Economy) + Option 11 (Running a Business) + Option 3 (E-Commerce).

Money – so hard to earn, so easy to spend!

Being a wise and careful consumer is not luck, it is good management in these days of high pressure selling and slick advertising. This module also deals with how to run a business and how to wisely manage the money earned. This is an essential module for all students.

Students learn about
- commerce and choice
- consumer decisions
- consumer protection
- payment choices
- earning an income
- spending and saving income
- borrowing money
- managing finances
- investing money
- economic change
- price changes and inflation
- being an entrepreneur
- planning for business success
- business operation
- the scope of e-commerce
- the e-commerce user and online shopping.

Students learn to
- interpret and analyse commercial data
- read and interpret laws and regulations
- calculate and develop budgets
- investigate and evaluate economic opportunities
- develop and operate a small business.

Specific course requirements
There are no prerequisites for this module.

Course costs
Nil

Career relevance / Pathways / Transferable skills
This module will provide students with a foundation for future studies in Commerce, Business Studies, Legal Studies, Economics and Society & Culture.

These topics will prepare students for a career in business and industry, including owning / running your own business, working in all range of businesses from small enterprises right through to multi-national companies. Commerce begins the journey to becoming a global consumer who is economically and financially literate.

COM12 Legal Studies (100 hours)

Course description
This module covers Core Part 2.1 (Law and Society) and Core Part 2.2 (Employment Issues) + Option 8 (Law in Action) + Option 6 (Political Involvement) + Option 12 (School-Developed Option – Crime Case Study).

Laws affect us every day and in everything that we do. Most students are fascinated by the law and by what happens to those who break the law. They are also keen to understand why we have the laws that we do. In this course you will study real cases and real laws to better understand the world around you.

Students learn about
- the legal framework
- areas of law
- consumer protection
- using the legal system – class mock trial
- the workplace
- employment relations
- taxation and superannuation
- contact with the law
- rights and responsibilities
- resolving disputes
- crime Case Study
- structure of government
- political action
- decision-making
- participation in the democratic process
- class election campaign.

Students learn to
- investigate and analyse a range of laws and legal practices
- participate in a mock trial
- research workplace issues, industrial relations and the role of unions
- calculate taxation
- investigate a real crime and the legal processes involved
- analyse the structures of government and determine the roles within
- conduct an election campaign

Specific course requirements
There are no prerequisites for this module.

Course costs
Nil

Career relevance / Pathways / Transferable skills
This module will provide you with a foundation for future studies in Commerce, Business Studies, Legal Studies, Economics and Society & Culture.

These topics will prepare you for a career in business and industry, including law, criminology, politics and community building. It begins the path to working in all range of structures from court rooms to policing, to community justice centres to political arenas. Commerce begins the journey to becoming a global citizen who is socially and culturally literate.

History

HE11 History's Mysteries (Year 10 only) (100 hours)

Course description
We can promise you a semester of History like no other! This subject will throw you deep into the heart of historical investigation. Be taken on a journey where you become the detective, learning how to decipher evidence to build a historical argument. You, as the detective, get to decide the direction in terms of topics explored, which will include a cross-over from Ancient to Modern History. You could be taken on a journey in search of Dracula or the myths surrounding the legend of King Arthur. You could uncover the true Jack the Ripper or debunk theories about secret societies. The choice is yours! This subject is suited to all students passionate about history and who love a bit of mystery, intrigue and problem solving.

Students learn about
Students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Students learn to
Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Specific course requirements
There are no prerequisites for this module.

Course costs
Nil

Career relevance / Pathways / Transferable skills
This module will prepare you for the study of Ancient History and Modern History for the HSC. The aim of the History Elective course is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

You will gain skills for a career in anthropology, archaeology, museum curator, journalism and documentary construction, archivists, tourism sector, and a wide range of other related industries. Elective History begins the journey to becoming a historically literate and globalised citizen.

Languages

Japanese

JA15 Language and Identity (100 hours)

Course description
Are you interested in learning about other countries, cultures, cuisines and customs? Do you want to give yourself an edge against your monolingual peers in any future career you choose? Are you interested in travel?

This course is designed for students who have a foundation (or willingness to fast track) language skills in Japanese. Society, culture and history play a significant role in shaping a language and a study of one without the others limits overall understanding. Language & Culture offers students an insight into how contemporary Japanese has evolved, as well as introducing new vocabulary and grammar for students to give more detail when discussing personal topics.

Students learn about
- The gift giving culture in Japan, levels of politeness in spoken and written language, and the impact of school and home life on students of a similar age.
- Historical influences on the Japanese language for example, using honorifics.

Students learn to
- Develop an understanding of Japanese society and customs to enhance their knowledge of the practical uses of the Japanese language.
- Talk about personal interests, describing things in detail and give suggestions.
- Students will also develop their recognition of the Hiragana, Katana and Kanji scripts.

Specific course requirements
There are no prerequisites for this module.

Course costs
Nil

Career relevance / Pathways / Transferable skills
This course will continue to develop students' language skills for future studies in Japanese, and equips them with highly desirable transferable skills.

Skills:
- Cultural sensitivity – communicate effectively with people from various backgrounds.
- Interpreting – using language to bridge people together.
- Communication and language analysis – understand the role of language and culture.

The topics in this module will prepare you for a career in:
- interpreting (business, legal, medical, travel, political)
- teaching
- translating
- public relations (ambassador)
- tourism
- forensic linguistics.

JA16 Conversational Japanese (100 hours)

Course description
Are you interested in learning about other countries, cultures, cuisines and customs? Do you want to give yourself an edge against your monolingual peers in any future career you choose? Are you interested in travel?

This course is designed for students who have a strong foundation (or willingness to fast track) language skills in Japanese. Authentic resources for stimulating conversation is essential to develop students' ability to engage with real Japanese speaking communities. Conversational Japanese offers students a chance to engage with Japanese TV dramas, songs, and anime to understand how language can represent certain age groups and contexts.

Students learn about
- Japanese film, music, drama and pop culture.
- Honorific and humble forms of language.

Students learn to
- Engage in meaningful conversation about a wide range of topics in Japanese.
- Understand language choices in various texts.
- Develop pronunciation and fluency.
- Students will also develop their recognition of the Hiragana, Katana and Kanji scripts.

Specific course requirements
There are no prerequisites for this module.

Course costs
Nil

Career relevance / Pathways / Transferable skills
This course will continue to develop students' language skills for future studies in Japanese, and equips them with highly desirable transferable skills.

Skills:
- Cultural sensitivity – communicate effectively with people from various backgrounds.
- Interpreting – using language to bridge people together.
- Communication and language analysis – understand the role of language and culture.

The topics in this module will prepare you for a career in:
- interpreting (business, legal, medical, travel, political)
- teaching
- translating
- public relations (ambassador)
- tourism
- forensic linguistics.

Personal development, health and physical education (PDHPE)

Physical Activities and Sports Studies (PASS)

PD18 Physical activities and sports studies (Year 10 only) (100 hours)

Course description
This 100-hour module aims to enhance students' capacity to participate effectively in physical activity, leading to improved quality of life for themselves and others.

Students learn about
Throughout the course, students will complete areas of study including physical fitness, physical activity for health, physical activity for specific groups, coaching, exploring issues in physical activity and sport, and opportunities and pathways in physical activity. Some coursework may involve planning and implementing a fundamental movement skills program with young children.

Students learn to
Throughout the course, students will develop skills that enhance their participation in and enjoyment of physical activity through working collaboratively with others, analysing and appraising information, and displaying management and planning skills to achieve person and group goals.

Specific course requirements
There are no prerequisites for this module.

Course costs
Nil

Career relevance / Pathways / Transferable skills
Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity to also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships. Participation in particular physical activities can be culturally significant and play an important role in the development of cultural understanding.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills is closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle.

Careers include: Personal trainer, Outdoor educator, Physical Education Teacher; Nursing, Physiotherapy; Medicine; Gym Instructor; Community Nurse; Community Health Worker; Sports Trainer; Human Movement Science; Professional Sport; Recreation Officer; Dept. of Sport and Recreation; Community Youth Worker; Ambulance Officer; Gymnasium Manager; Occupational Therapy; Radiology.

Technological and applied science (TAS)

Agricultural Technology

Agriculture (100 hours)
Agriculture is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

Course description
The study of Agricultural Technology develops students' knowledge and understanding of a range of agricultural practices. It promotes the ability to respond to human needs and emerging opportunities. The course develops students' knowledge, understanding and skills in the management of plant and animal enterprises and the technology associated with these enterprises. Students are encouraged to develop skills to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences.

Students learn about
The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

Students learn to
Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Practical Experiences
To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy a minimum of 50 per cent of course time. It is expected that students engage in experiences relevant to all aspects of the enterprises studied. Practical experiences may include fieldwork, small plot activities, laboratory work, plant and animal husbandry activities, and visits to commercial farms and other parts of the production and marketing chain. These experiences should be used to develop the skills of designing, investigating, using technology and communicating. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course. Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Specific course requirements
Enclosed shoes and appropriated sun protection for practical experiences.
Workbook and normal, expected writing equipment for theory lessons.

Course costs
Nil

Career relevance / Pathways / Transferable skills
Students will develop an ability to demonstrate a detailed understanding of the diverse and dynamic nature of Australian agriculture. Students can analyse the management of agricultural enterprises and the marketing of a range of products. They use a variety of techniques and associated technologies in the demonstration of workplace practices associated with agricultural enterprises and are aware of the impact of current and emerging technologies on local and global environments.

Students will learn to make considered decisions and responsible judgements on the use of sustainable and ethical management practices. Students will learn to work safely and independently and apply appropriate OHS practices whenever engaged in practical activities. They will learn to perform agricultural experiments and investigations based on sound experimental method, collect and draw valid and reliable conclusions.

Students will be able to demonstrate an appreciation of the value of working cooperatively with others on a common task. Students will be able to identify hazards and apply risk management strategies when using chemicals, tools and agricultural machinery, when handling animals and performing animal and plant husbandry procedures.

General Capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st Century.
The general capabilities are:
- critical and creative thinking
- literacy
- ethical understanding
- numeracy
- information and communication technology capability
- personal and social capability
- intercultural understanding
- civics and citizenship
- difference and diversity
- work and enterprise.

AG11 Agriculture 01 (100 hours)

Animal Enterprise: Sheep Production (General)
Sheep are an accessible and small grazing animal. They allow students to practice skills with animals that would not be possible with the limited number of cattle we have, and due to the constraints of safe handling of a larger animal. Students learn about general sheep physiology, husbandry, behaviour and welfare considerations. Students are involved in a range of practical sheep husbandry activities e.g. yarding, foot trimming and drenching.

Animal Enterprise: Prime Lamb
Prime lamb is the production of high quality animals to cater for consumer demands of lamb. Students learn about crossbreeding, nutrition, carcase composition, marketing and meeting market specifications. Students are involved in the husbandry and growth monitoring of the school's Merino wethers in preparation for the Merino Wether Challenge excursion.

Animal Enterprise: Wool Production
Wool production has paved the way for the growth of the Agricultural industry in Australia. Wool is still an essential natural fibre and commodity for the growth of our economy. Students learn about the growing, processing and marketing of wool. Students develop their skills in assessing and classing wool. Students are involved in the nutrition, growth monitoring and halter breaking of the school's Merino wethers in preparation for the Merino Wether Challenge excursion.

Plant Enterprise: Cotton Production
It is highly likely that most of the clothes you wear contain cotton, a natural fibre produced by the cotton plant. Students will develop knowledge and understanding in the planting, maintaining and harvesting of a cotton crop and the essential products that cotton are used for in a student's everyday life. Students also gain an understanding of the importance of cotton to both the Australian industry, as well as, the World Cotton industry.

Plant Enterprise: Cropping Production
Grain and oils crops are essential to both local community economic survival and the growth of the Agricultural industry in Australia. Students develop an understanding of the environmental sustainability, financial viability, marketing, technology and ethical considerations of these crops. Practical activities provide opportunities for students to reinforce theoretical concepts and participate in the growing, tending, harvesting and processing off crops, making connections to the food/fibre chain.

AG12 Agriculture 02 (100 hours)

Animal Enterprise: Beef Cattle Production
Beef cattle production is an important industry in Australia, both for the local and National economies. Students develop an understanding of beef production related issues including breeds, nutrition, climate/limiting factors, distribution, ruminant digestion, reproduction, calendar of operations, husbandry techniques, pests and diseases, animal behaviour and ethical feedlot issues. Students will be involved in numerous practical activities including mustering and moving cattle, catching cattle in crush, parading, judging live animals, live appraisal (fat and muscle score) and monitoring health.

Plant Enterprise: Pastures
Pasture growth has an impact on the success of a large amount of grazing animal enterprises. Students will develop knowledge and skills in the importance of pastures to agricultural production, pastures role in supporting grazing animal production, planting, maintaining and harvesting pasture crop. They will learn about related aspects of the production process, such as plant pests and diseases, soils, climate, plant nutrition, irrigation, processing, storing and marketing. Students also gain experience in the safe use, maintenance and storage of agricultural hand tools.

Plant Enterprise: Soils and Fertilisers
Soils and fertilizers are an important addition to the agricultural industry. Without these we may not get maximum production from our agricultural land. Students examine the relationships between soils and other agricultural enterprises. Students will develop skills in soil analysis and experimental design through practical experiences in the unit.

Animal Enterprise: Dairy Cattle Production
Students develop knowledge of a more intensive farming model focusing on the importance of animal health and welfare and quality control in an agricultural industry. This unit will introduce students to a range of dairy related production issues. Students also investigate the processing and marketing of an agricultural product from the farm to the consumer. Students will be involved in numerous practical activities including: mustering and moving cattle; setting up yards and moving cattle through; catching cattle in crush, parading, washing and grooming, monitoring health, drench/backline, setting up scales and weighing.

Plant Enterprise: Summer Crops and Tractors
It is important to sow a summer crop for to provide feed to livestock. Students learn about plant and soil skills including biosecurity precautions, weed spraying, identifying and applying fertilizers, soil preparation and establishment of an irrigation system suitable for the summer crop. Students are involved in the production cycle of the summer crop from sowing to harvest and marketing. Students participate in a tractor safety training and driving instruction course. Agronomic practices skills of cultivating, seed bed preparation, sowing, fertilizer use, irrigating, and pest and disease prevention are developed by students.

Child Studies

CD11 Child Studies (100 hours)

Child Studies CEC Years 7–10 is a Content Endorsed Course which can be studied as an elective in Stage 5 as a 100 or 200 hour course for the Record of School Achievement.

Course description

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. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They will become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies will promote in student's a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

Students learn about
- preparing for parenthood
- conception to birth
- family interactions
- newborn care
- growth and development
- play and the developing child
- health and safety in childhood
- food and nutrition in childhood
- children and culture
- media and technology in childhood
- aboriginal cultures and childhood
- the diverse needs of children

Students learn 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.

Specific course requirements
There are no prerequisites for this module.

Course costs
$15 per semester

Career relevance / Pathways / Transferable skills
Students can take the Virtual Baby home, create a child's story book and also create a colourful, fabric growth chart for young children.

Food Technology

Food Technology is an elective course that may be studied for 100 or 200 hours in Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

FT12 Food Technology 12 (100 hours)

Course description
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling them to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Focus Area: Food in Australia
Colonisation and migration have had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, beginning with traditional bush foods prepared by Aboriginal or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation

Focus Area: Food for Special Occasions
Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.

Focus Area: Food Service and Catering
Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

Focus Area: Food Equity
Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

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

Students learn to
Explore food related issues through a range of practical experiences, allowing then to make informed and appropriate choices about food. Integral to this course is the development of individual ability and confidence to design, produce and evaluate solutions to situations involving food. Students will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Practical Experiences
To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning

sequences in the course. Adjustments can be made to support students with special educational needs in practical experiences.

Specific course requirements
Person Protective Equipment. This includes:
- fully enclosed, leather, vinyl or suede shoes
- 2 tea towels
- apron
- oven mitts
- container for food products made in practical lessons
- workbook and normal, expected writing equipment for theory lessons.

Course costs
$55 per semester

Career relevance / Pathways / Transferable skills
Students make informed decisions based on the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes about food.

Students select, use and apply appropriate terminology, resources and media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students demonstrate practical skills to select and use appropriate ingredients, methods and equipment, and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Students develop understanding, knowledge and skills of processes, resources and technologies, appropriate to the planning, preparation, manufacture, experimentation and serving of food.

Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.

Students reflect on and evaluate decisions made in relation to solutions for specific purposes about food at a personal level, and consider the social implications of these in a variety of settings.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.
The general capabilities are:
- critical and creative thinking
- ethical understanding
- information and communication technology capability
- intercultural understanding
- literacy
- numeracy
- personal and social capability
- civics and citizenship
- difference and diversity
- work and enterprise.

FT13 Food Technology 13 (100 hours)

Course description
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Focus Area: Food Selection and Health
The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Focus Area: Food for Special Needs
Foods for special needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for special needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

Focus Area: Food Product Development
An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

Focus Area: Food Trends
Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

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

Students learn to
Explore food related issues through a range of practical experiences, allowing then to make informed and appropriate choices about food. Integral to this course is the development of individual ability and confidence to design, produce and evaluate solutions to situations involving food. Students will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Practical Experiences
To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course. Students with special education needs may require adjustments and/or additional support to engage in practical experiences.

Specific course requirements
Person Protective Equipment. This includes:
- fully enclosed, leather, vinyl or suede shoes
- 2 tea towels
- apron

- oven mitts
- container for food products made in practical lessons
- workbook and normal, expected writing equipment for theory lessons.

Course costs
$55 per semester

Career relevance / Pathways / Transferable skills
Students make informed decisions based on the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes about food.

Students select, use and apply appropriate terminology, resources and media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students demonstrate practical skills to select and use appropriate ingredients, methods and equipment, and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Students develop understanding, knowledge and skills of processes, resources and technologies, appropriate to the planning, preparation, manufacture, experimentation and serving of food.

Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.

Students reflect on and evaluate decisions made in relation to solutions for specific purposes about food at a personal level, and consider the social implications of these in a variety of settings.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.
The general capabilities are:
- critical and creative thinking
- ethical understanding
- information and communication technology capability
- intercultural understanding
- literacy
- numeracy
- personal and social capability
- civics and citizenship
- difference and diversity
- work and enterprise.

Graphics Technology

TG12 Graphics Technology (100 hours)

Course description
Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

Graphics is a key communication skill in technology throughout the world and is used in many areas of employment. The practical skills gained in this course can be of benefit in many other subjects, as well as having vocational applications.

Students studying the core 100 hour course will complete Core modules over the full year. After completing the core modules, students may elect to complete the study of four option modules for the second 100 hour course. The option modules may include: Engineering Drawing. CAD, Australian Architecture, Architectural Drawing, Cabinet and Furniture drawing, Graphic Design and Communication, Technical Illustration Product illustration and a Student negotiated project. Each module is 25 hrs and students complete 4 in the 100 hour course

Students learn about
Graphics principles and techniques, work practices, equipment type and care and use, clean and ordered work practices, how to apply planned and ordered approaches to producing drawings and Australian and international drafting standards.

Students learn to
- Apply drafting conventions to create standard page layouts (e.g. paper size, borders, title blocks, projection symbols).
- Set up computing principles CAD application.
- Configure drafting applications.
- Use CAD environment including tools, methods and modes constraints and modifiers.

Specific course requirements
There are no prerequisites for this module.

Course costs
$20 per semester

Career relevance / Pathways / Transferable skills
All modules provide essential content designed to develop knowledge, understanding and skills related to the four key areas of graphics principles and techniques, design in graphics, planning and construction.

This course provides excellent preparation for senior Design and Technology, Industrial Technology, Engineering Studies and VET courses

Students interested in careers in architecture, graphic design, engineering, building and metal trades, will benefit from this course.

Industrial Technology

TEL11 Industrial Technology - electronics (100 hours)

Course description
The electronics focus area provides opportunities for students to develop knowledge understanding and skills in relation to the electronics and associated industries.

This course can be studied in 100 hour blocks in stage 5 in year 9 or 10. The first 100 hours core focus area module develops knowledge and skills in the use of materials, tools and techniques related to electronics. These skills are enhanced and further developed through the study of a specialist module in circuits and components.

Electronics now plays a key role in the daily life of virtually every Australian. A wide range of careers exists in this area as the use of electronic devices continues to expand. Many Australians are life-long hobbyists in this very enjoyable area.

This practical based course is designed to provide a strong foundation in the knowledge of electronics, as well as in practical construction techniques. The projects in the course introduce many types of components and circuits. Practical projects reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies.

These may include:
- electronic circuits and kits
- electronic controlled devices
- robotic projects.

Students learn about
- WHS and risk management
- materials and components
- equipment
- tools and machines
- techniques
- electronics related industries**.**

Students learn to
- Use a range of components in the production of practical projects. They will use simple PCB construction methods involving the use of etchant solutions.
- Students will use acrylic sheet, metals, timber and timber products and 3D printing to produce circuit housings.
- Use the correct techniques in solder and desoldering components from a circuit along with using multimeters to test circuits and components.

Specific course requirements
Students are required to wear leather or leather like footwear and wear PPE.
A work book is also required.

Course costs
$20 per semester

Career relevance / Pathways / Transferable skills
Students will gain an insight into the electronics industry. These skills will include being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.

They learn to identify and assess risks and apply appropriate WHS practices to all the hand and machine tools and materials that they use and follow correct procedures in completing processes. Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment. They can describe the effect of these technologies on industry and the local and global environment and to envisage future directions and possible applications of technology These are qualities that would be beneficial starting a career in this field.

TEN11 Industrial Technology – engineering (100 hours)

Course description
This course provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Modules of work allow students to develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the production of practical structures and mechanisms.

This course would suit students who are good at mathematics and/or science and have an interest in how things are built and work.

Students studying the core 100 hour course will complete Core modules 1 Engineering Structures and Core Module 2 Mechanisms over the full year.

This course provides excellent preparation for senior Engineering Studies

Students learn about
- materials
- equipment
- tools and machines
- engineering principles and processes
- design
- workplace communication skills
- societal and environmental impact.

Students learn to
- Use materials in the design and production of structures based on an understanding of their properties.
- Conduct experiments and tests to understand the properties of materials.
- Design and construct simple structures for specific purposes.
- Experiment with load applications on structures.
- Destructive and non-destructive testing to determine the effects of forces on engineered structures and mechanisms.

Specific course requirements
Students are required to wear leather or leather like footwear and wear PPE.

Course costs
$20 per semester

Career relevance / Pathways / Transferable skills
Students interested in careers in Engineering, Metal trades and the mining industry will benefit from this course.

TM11 Industrial Technology – metal (core module) (100 hours)

Course description
Metal is a key material of technology and has many important uses within daily life. Metal related industries provide full time employment to around 170,000 people in NSW alone making it the largest provider of full time employment in the state.

Students undertaking this practical based course can experience working with many different metals using a wide range of techniques which include the use of hand and machine tools, welding and oxy cutting, shaping, joining and finishing methods.

Students can use this course as a base for senior Design and Technology, Industrial Technology and VET courses.

The 100 hour core module area provide opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries needs to be completed before the Specialised modules can be completed.

Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. including: sheet metal projects, metal machining projects and. fabricated projects

Students who have completed the TM11 module (or equivalent old module TM01/TM02) can select the specialised modules TM12 Metal Fabrication or TM 13 Metal Machining

Students learn about
- WHS and Risk Management
- materials and components
- equipment, tools and machines
- techniques
- metal related industries.

Students learn to
- Safely use tools, materials and equipment.
- Consider basic timber working characteristics and use solid timbers in the production of practical projects.
- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects apply correct measuring standards and methods.
- Measure and mark out metal projects from a workshop drawing.
- Accurately cut and prepare materials to size use a variety of joining methods.

Specific course requirements
Students are required to wear leather or leather like footwear and wear PPE.

Course costs
$40 per semester

Career relevance / Pathways / Transferable skills
Students interested in careers in Engineering, Metal trades, Motor Mechanics and the mining industry will benefit from this course.
These skills will include:
- Being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Identify and assess risks and apply appropriate WHS practices to all the hand and machine tools and materials that they use and follow correct procedures in completing processes.

Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment. They can describe the effect of these technologies on industry and the local and global environment and to envisage future directions and possible applications of technology. These are qualities that would be beneficial starting a career in this field.

TM12 Industrial Technology – metal fabrication (100 hours)

Course description
The Practical projects completed in this module reflect the nature of the Fabrication focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. Including; sheet metal products, metal and. fabricated projects. The projects completed are varied and can be negotiated from a list of set projects.

Students learn about
- WHS and risk management
- materials and components
- equipment, tools and machines
- techniques and metal related industries**.**

Students learn to
- safely use tools, materials and equipment
- use metal in the production of practical projects
- adjust and use hand tools in the production of practical projects
- use machines and portable power tools in the production of practical projects
- apply correct measuring standards and methods
- measure and mark out metal projects from a workshop drawing
- accurately cut and prepare materials to size using a variety of joining methods.

Specific course requirements
Students are required to wear leather or leather like footwear and wear PPE.

Course costs
$40 per semester

Career relevance / Pathways / Transferable skills
Students interested in careers in Engineering, Metal trades, Motor Mechanics and the mining industry will benefit from this course.
These skills include:
- Being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Students can identify and assess risks and apply appropriate WHS practices to all the hand and machine tools and materials that they use and follow correct procedures in completing processes. Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment.
- Students can describe the effect of these technologies on industry and the local and global environment and to envisage future directions and possible applications of technology.

These are qualities that would be beneficial starting a career in this field.

TM13 Industrial Technology – metal machining (100 hours)

Course description
The Practical projects completed in this module reflect the nature of the Metal Machining focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. In metal machining and assembly. The projects completed are varied and can be negotiated from a list of set projects.

Students learn about
- WHS and risk management
- materials and components
- equipment, tools and machines
- techniques and metal related industries**.**

Students learn to
- safely use tools, materials and equipment
- use metal in the production of practical projects
- adjust and use hand tools in the production of practical projects
- use machines and portable power tools in the production of practical projects
- apply correct measuring standards and methods
- measure and mark out metal projects from a workshop drawing
- accurately cut and prepare materials to size using a variety of joining methods.

Specific course requirements
Students are required to wear leather or leather like footwear and wear PPE.

Course costs
$40 per semester

Career relevance / Pathways / Transferable skills
Students interested in careers in Engineering, Metal trades, Motor Mechanics and the mining industry will benefit from this course.
These skills include:
- Being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Students can identify and assess risks and apply appropriate WHS practices to all the hand and machine tools and materials that they use and follow correct procedures in completing processes. Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment.
- Students can describe the effect of these technologies on industry and the local and global environment and to envisage future directions and possible applications of technology.

These are qualities that would be beneficial starting a career in this field.

TW11 Industrial Technology – timber (core module) (100 hours)

Course description
Timber is a renewable resource that has been of great value to humans throughout history. This practical based course introduces students to modern timber products, tools and techniques, while maintaining traditional concepts of craftsmanship and pride in work completed. The projects made in the course enable students to develop the knowledge and skills to confidently work with timber. All projects are designed to offer a challenge and gradually build the level of skill.

Industrial technology offers a balance of practical skills and academic challenge to suit any ability level. This course is a good basis for senior Design and Technology, Industrial Technology and VET courses. Students interested in careers in Cabinet making and the Building industry will benefit from this course.

The 100 hour core module 1 must be completed before the 100 hour core module 2 (students in year 10 can complete both modules concurrently).The 100 hour core module 1 introduces students to projects that develop skills in cabinet work and basic machining.

Students learn about
- WHS and risk management
- materials and components
- equipment, tools and machines
- techniques
- timber related industries**.**

Projects such as dart board/ display cabinet, wall clock, collectors box, foot stool or other similar skills based projects will be completed.

Students learn to
- Safely use tools, materials and equipment.
- Consider basic timber working characteristics and use solid timbers in the production of practical projects.
- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects apply correct measuring standards and methods.
- Measure and mark out timber projects from a workshop drawing.
- Accurately cut and prepare materials to size using a variety of joining methods including: Simple joints; screwing; nailing and gluing.
- Describe reasons for timber finishing and prepare surfaces and apply clear finishes to timber.

Specific course requirements
Students are required to wear leather or leather like footwear and wear PPE.
A work book is also required.

Course costs
$40 per semester

Career relevance / Pathways / Transferable skills
This course is a good basis for senior Design and Technology, Industrial Technology and VET courses. Students interested in careers in cabinet making or the building industry will benefit from this course. These skills will include:
- Being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Being able to identify and assess risks and apply appropriate WHS practices when using hand and machine tools and materials and will be able to follow correct procedures in completing processes.

Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment. These are qualities that would be beneficial starting a career in this field.

TW12 Industrial Technology – cabinet work (100 hours)

Course description
The 100 hour core module 2 can be undertaken after the TW11 core module 1 has been completed. (students in year 10 can complete both modules concurrently)

Practical projects undertaken will reflect the nature of the Cabinet work focus area and will provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. The course involves projects such as the breadbox, tool box, wall organiser, or similar projects. A major project may be completed by negotiation with the class teacher. Material costs for any major project are in addition to the semester course fee.

Projects that the students complete are designed promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Students learn about
- WHS and risk management
- materials and components
- equipment
- tools and machines
- techniques
- timber related industries**.**

Students learn to
- Safely use tools, materials and equipment.
- Consider basic timber working characteristics and use solid timbers in the production of practical projects.
- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects apply correct measuring standards and methods.
- Measure and mark out timber projects from a workshop drawing.
- Accurately cut and prepare materials to size using a variety of joining methods including: Simple joints; screwing; nailing and gluing.
- Describe reasons for timber finishing and prepare surfaces and apply clear finishes to timber.

Specific course requirements
Students are required to wear leather or leather like footwear and wear PPE.
A work book is also required.

Course costs
$40 per semester

Career relevance / Pathways / Transferable skills
This course is a good basis for senior Design and Technology, Industrial Technology and VET courses. Students interested in careers in cabinet making or the building industry will benefit from this course. These skills will include:
- Being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Being able to identify and assess risks and apply appropriate WHS practices when using hand and machine tools and materials and will be able to follow correct procedures in completing processes.

Information and Software Technology (IST)

IST17 Information and Software Technology A (IST A) (100 hours)

Course description
IST A involves the study of Multimedia Production. This course is designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and equipment such as Adobe Creative Cloud software, vinyl cutter, laser cutter and 3D printer technology. It covers a wide range of areas, so it appeals to a diverse group of students.

Students learn about
Topics include graphic design, animation, audio production, video production, and web design.

Topics covered include:
- the internet and website development
- digital media
- authoring and multimedia.

Students learn to
Students will have the opportunity to complete a teacher negotiated project. This project may involve animation, print, video, web or audio production.
The core essentials of hardware, software and users, as well as social and ethical issues and emerging technologies are integrated throughout projects.

Specific course requirements
There are no prerequisites for this course.

Course costs
$20 per semester

Career relevance / Pathways / Transferable skills
In all aspects of the course students study appropriate industry standards and work practices. Students gain an understanding of specific career opportunities related to information and software technology. Technical literacy is integral to the study of the course, preparing students with an understanding of and skills in the use of software and hardware devices. Problem-solving, workplace communication, collaborative work practices, occupational health and safety issues are embedded throughout the course.

IST18 Information and Software Technology B (IST B) (100 hours)

Course description
IST B involves the study of Robotics and Software Programming. This course is designed to educate students on the advancing technological world of the 21st Century by developing computational thinking and problem-solving skills.

Students learn about
Topics covered include:
- robotics and automated systems
- software development and programming
- artificial intelligence, modelling and simulation.

Students learn to
The students will use Lego Mindstorms EV3 robotic kits to design, produce and evaluate a range of projects. They will then move on to using Arduino programmable boards to develop a simple automated system. Students will have the opportunity to learn a programming language such as JavaScript or Python and program a computer game or application. Students may have the opportunity to complete a teacher negotiated project. The project could involve an Arduino project, programming an app or game. There is also the opportunity for students to enter programming competitions such as NCSS Challenge or RoboCup Jnr.

Specific course requirements
There are no prerequisites for this course.

Course costs
$20 per semester

Career relevance / Pathways / Transferable skills
In all aspects of the course students study appropriate industry standards and work practices. Students gain an understanding of specific career opportunities related to information and software technology. Technical literacy is integral to the study of the course, preparing students with an understanding of and skills in the use of software and hardware devices. Problem-solving, workplace communication, collaborative work practices, occupational health and safety issues are embedded throughout the course.

MS11 Marine Studies (100 hours)

Course description
Marine and Aquaculture Technology fits into an emerging field of study relating to sustainability of marine and related environments. At a time of great pressure on the marine environment, Australians must be aware of and understand this fragile environment.

This course is adapted to the local environment and specifically concentrates on the Murray Darling Basin, water safety, fish, yabbies and fishing.

Students learn about
- the Murray Darling Basin – it's environment and issues
- fishing and fish harvesting
- aquarium design and construction
- biology of native crayfish
- growing crustaceans
- skills management and employment.

Students learn to
- Source, select and sequence information about issues in a selected focus area, developing competence in collecting, analysing and organising information.
- Debate, describe, discuss and explain ideas and issues in written, graphic and oral form, developing competence in communicating ideas and information.
- Plan, prepare and present project work to meet a range of needs within set time frames, developing competence in planning and organising activities.
- Cooperate with individuals and groups, developing competence in working with others and in teams.
- Design, implement and evaluate solutions to practical situations in a specific focus area, developing competence in solving problems.

Specific course requirements
There are no prerequisites for this course.

Course costs
$10

Career relevance / Pathways / Transferable skills
In all aspects of the course students will use appropriate industry terminology and work practices. They learn to identify and describe a range of marine and maritime vocations and volunteer organisations. Students develop an awareness of the range of vocational opportunities available through the study of focus areas. Optional study of the Marine Employment focus area can also be undertaken.

Problem-solving, workplace communication, cooperative work practices and Work Health and Safety are embedded in the syllabus.

Textiles Technology (textiles and design)

TX12 Textiles 2 (100 hours)

Course description
The study of Textiles Technology provides students with a broad knowledge of textiles. 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 learn about
Students will learn about textiles through the study of apparel, furnishings, and non-apparel. Project work will enable students to discriminate in their choices of textiles for particular uses.

Unit 2.1 Winter Warmers - Apparel (A Hoodie)
In this unit students will examine the materials used in the construction of Apparel items. Students will investigate the historical development of Hoodies and how designers produce these items as fashion statements in today. **Project work involves making a winter weight Hoodie.**

Unit 2.2 Time for bed - Furnishings (A Quilt)
In this unit students explore interior design and how it is an extension of personality and a statement about who we are. Students will investigate the use of colour to create a personalised furnishing item for their bedroom. **Project work involves making a patchwork bed runner /quilt.**

Unit 2.3 The Great Outdoors - Non-apparel
This unit of work examines traditional, new and emerging textiles. Students investigate recent developments in clothing, textiles and accessories associated with outdoor leisure pursuits as well as the impact of textile production on the consumer and society will also be considered.
Project work involves producing a small item of non-apparel such as a backpack. (This project is optional if time permits)

Students learn to
Use the creative process to design textile items and to select and use appropriate materials, equipment and techniques to produce quality textile projects.

Specific course requirements
There are no prerequisites for this course.

Course costs
Unit 2.1 - Materials Kit - Cost $25
Unit 2.2 - Materials Kit - Cost $25
Unit 2.3 - Materials Kit - Varies depending on the project selected. Students may choose to supply their own recycled materials.

Career relevance / Pathways / Transferable skills
This course content includes specific knowledge and understanding of current textile industry issues and employment opportunities. Employment and enterprise skills are developed throughout the course through self-evaluation, projects and practical application of knowledge.

TX13 Textiles 3 (100 hours)

Course description
The study of Textiles Technology provides students with a broad knowledge of textiles. 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 learn about
Students will learn about textiles through the study of apparel, furnishings, furnishings, costume, textile arts and non-apparel. 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.

Unit 3.1 Let's get Creative – Textile Art
This unit explores the world of Textile Art. Many new creative techniques will be experimented with. Students will investigate and profile a textiles designer and explain the factors affecting their work. **Project work involves students in designing, producing and evaluating a small Textile Art Wall Quilt** inspired by the natural world and using the new techniques learned.

Unit 3.2 The World is a Stage - Costume
In this unit students examine the world of theatrical costume design. They will investigate how historical, cultural and contemporary sources of inspiration influence designers and the creative process. **Project work for this unit requires students to design, produce and evaluate a CORSET** from an identified source of inspiration.

Unit 3.3 Upcycle Recycle Embellish.
This extension unit aims to develop student skills and confidence in generating and applying design ideas. Students will be introduced to the concept of sustainability and the "reduction, recycling and reuse" of textile items.
Project Work involves making useful and/or personalised items out of recycled denim or other repurposed materials.

Students 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. Select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.
- Identify the properties and performance of the textiles used in each of their projects.

Specific course requirements
There are no prerequisites for this course.

Course costs
Unit 3.1 - Materials Kit - Cost $15
Unit 3.2 - Materials Kit - Cost $30
Unit 3.3 - Materials Kit – Varies (Students may choose to supply their own recycled materials)

Career relevance / Pathways / Transferable skills
Work, employment and enterprise students are given opportunities to examine various sectors in the textiles industry, developing knowledge and understanding of the workplace practices, issues, legislation and the changing nature of work within this industry. This content includes specific knowledge and understanding of current employment opportunities. Employment and enterprise skills are developed throughout the course through self-evaluation, projects and practical application of knowledge.