



MUSWELLBROOK HIGH SCHOOL
**Elective Handbook -
Stage 5
2021**





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Introduction

Subject selection for Years 9 and 10 requires careful consideration of each student's abilities and interests. Discussion amongst students, parents and teachers is vital in order to make the correct choices. Some of the reasons students may elect to study an elective subject include:

- To prepare for a career
- To study an area of interest
- To achieve good marks
- To prepare themselves for their senior years of study
- Previous enjoyment and/or success in a subject
- To be with friends

NESA requires each student completing the Record Of School Achievement (ROSA) to complete a minimum of 400 hours of elective study with a minimum of 200 hours in at least one subject.

Muswellbrook High School Stage 5 electives are designed around elective modules of 100 hours. Students will complete 100 hours of study in these areas in both Year 9 and 10, therefore equalling 200 hours of study.



The Subject Selection Process

Note: The subject selection process has been adjusted in 2020 due to COVID-19 restrictions.

1. Yr8 students attend a subject information day at school, which provides an opportunity to gather information related to subjects offered at Muswellbrook High School.
2. Following consultation with their parents/caregivers and teachers, students select three electives online that they would like to study from a list of 100hr courses. They will also be required to choose a further three preferences for the purpose of referring to if a first selection subject does not run. All preferences should be made in order of preference. Students are provided an individual code and instructions to log onto the subject selection website. The electronic receipt should be printed and signed by parents and return to E Block no later than one week from the information day.
3. The Elective Selections are then tallied. The number of classes and electives to be offered are discussed by the School Curriculum Committee in consultation with the Principal.

When selecting a subject, students must take into consideration:

- **The cost of the elective.** The majority of electives have a course fee to cover the costs of items and materials used in the teaching of the subject.
- No more than **TWO Industrial Technology Subjects** may be studied. Students may only study any combination of two of the Industrial Technology electives offered – Electronics, Metal or Timber.
- **All other electives may only be selected once.** Students can only study a maximum of 100 hours in Years 9 and 10 in any elective. They cannot pick the same elective in more than one line (as their first priority).



The Record Of School Achievement (ROSA)

The ROSA is awarded by NESA to eligible students at the time of leaving school after Year 10. To receive the ROSA, students are required to study courses in each year in Years 7-10 in:

- English,
- Mathematics,
- Science,
- Human Society and its Environment and
- Personal Development, Health and Physical Education.

At some time during Years 7-10, students are also required to study courses in:

- Creative Arts,
- Technology and Applied Studies
- Languages Other Than English



ROSA Key Facts

Who will get it?

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

When will they get it?

- A ROSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?

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

Why give grades?

- Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students.
- Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

How will students get grades?

- A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).
- Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to NESAs for inclusion on the ROSA if required.

How can we be sure that grades are awarded consistently?

- It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and NESAs will support that further by providing workshops and online resources, including student work samples.

Why offer literacy/numeracy tests?

- Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.
- The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

Students also are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by NESAs. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.



The ROSA Credential

Sample A: Record of School Achievement (issued to eligible students leaving school)

Record of School Achievement



*This is to certify that **Sample Student of Sample High School** has received the results shown below:*

Course Results

Year	Course	Result
Board Developed Courses		
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and Physical Education (200)	A
Board Endorsed Courses		
2012	Physical Activity and Sports Science (100)	A
	Religion, Catholic Studies (100)	D
Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and Physical Education	Completed

Sample Student has met the requirements for the award of a Record of School Achievement



Sample B: Transcript of Study (issued to students leaving school who are ineligible for the RoSA)

Transcript of Study



*This is to certify that **Sample Student of Sample High School**
has received the results shown below:*

Course Results

Year	Course	Result
Board Developed Courses		
2012	English (200)	Not completed
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and Physical Education (200)	A
Board Endorsed Courses		
2012	Physical Activity and Sports Science (100)	A
	Religion, Catholic Studies (100)	D
Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and Physical Education	Completed

Not eligible for the award of a Record of School Achievement



Sample C: Online information on course completion and results (available to all Year 10 students)

Name: *Sample Student*
School: *Sample High School*

Stage 5

Course Results

Year	Course	Result
Board Developed Courses		
2012	<i>English (200)</i>	A
	<i>Mathematics (200)</i>	C5
	<i>Science (200)</i>	B
	<i>Australian Geography (100)</i>	D
	<i>Australian History (100)</i>	C
	<i>History (Elective) (100)</i>	B
	<i>Industrial Technology – Electronics (200)</i>	C
	<i>Personal Development, Health and Physical Education (200)</i>	A
Board Endorsed Courses		
2012	<i>Physical Activity and Sports Science (100)</i>	A
	<i>Religion, Catholic Studies (100)</i>	D
Mandatory Curriculum Requirements		
	<i>English</i>	Completed
	<i>Mathematics</i>	Completed
	<i>Science</i>	Completed
	<i>Human Society and Its Environment</i>	Completed
	<i>Languages</i>	Completed
	<i>Technology</i>	Completed
	<i>Music</i>	Completed
	<i>Visual Arts</i>	Completed
	<i>Personal Development, Health and Physical Education</i>	Completed

Award eligibility: *Has met requirements of Record of School Achievement*

Date: *14 December, 2012*



Life Skills

Where students undertake a course based on Life Skills outcomes and content, achievement in the course is reported as 'Completed'. A separate Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved. Examples of a Record of Achievement and a Profile of Student Achievement for a student studying a full program of courses based on Life Skills outcomes and content are shown below.

Sample D: Profile of Student Achievement (issued in addition to RoSA documentation to students leaving school who have undertaken Life Skills content and outcomes)

Profile of Student Achievement



Sample Student of Sample High School
has achieved the outcomes listed below for English (Life Skills) (Stage 5)

- Listens for a variety of purposes in a range of contexts
- Uses technology and aids to communicate with a range of audiences
- Uses visual texts in a range of contexts
- Reads and responds to short written texts
- Writes short texts for everyday purposes
- Composes increasingly complex written texts*
- Communicates with a range of audiences
- Explores social and cultural issues through texts*
- Uses individual and collaborative skills in the learning process*

**Achieved with support*

Creative and Performing Arts

Head Teacher: Mr Foy



Electives Offered:

- Ceramics 1
- Drama
- Entertainment & Music Production 1 & 2
- Music 1 & 2
- Darkroom Photography 1
- Digital Photography 1
- Photographic & Digital Media 2
- Visual Design 1 & 2
- Visual Arts 1 & 2



Ceramics 1

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

Cost: \$65

Course Outline:

This is a *school-based interest elective*, which has been designed for students who wish to specifically develop knowledge and skills in this strand of the Visual Arts. Ceramics is the art and technology of forming, firing and glazing clay to make a range of products. Students will gain an increasing accomplishment and independence in their representation of ideas in ceramics and understand and value how ceramics, as a field of practice, invites different interpretations and explanations.



Students will study a number of modules, which could include some/any of the following topics: handbuilding, throwing, sculptural forms, kilns, glaze technology, casting, surface treatment or mixed media. Some part of the course will be delivered in the CAPA Pottery shed, making use of the manual and electric pottery wheels.

Students will develop and extend their skills in selected handbuilding methods such as slab, pinch and coil techniques and extend this into sculptural forms, demonstrating refined skills in carving, sprigging, modelling, joining or other appropriate methods.

Students will develop and extend their skills in selected handbuilding methods such as slab, pinch and coil techniques and extend this into sculptural forms, demonstrating refined skills in carving, sprigging, modelling, joining or other appropriate methods.

As this is not a board-developed or endorsed course, it will not appear on the student's RoSA.

Course Outcomes:

Students will be assessed on their achievement of the following outcomes:

- develop knowledge, skills and understanding through the making of ceramic works that lead to and demonstrate conceptual and technical accomplishment
- develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of ceramics

Drama

Any student can study this course, even if Drama has previously been completed in Year 9.

Cost: NIL

Course Outline: Students will develop and explore skills in movement, voice, improvisation, characterisation and playbuilding. Students will work collaboratively to develop their own characters, scripts and group performances.



Students will study the conventions and acting techniques of a wide variety of theatrical styles. These will include Greek Theatre, Melodrama, Commedia del' Arte, Clowning, Musical Theatre and Film. Throughout these studies students will discover varying performance spaces and an understanding of the role of Drama in society.

Students will develop script analysis skills, allowing them to bring theatre from the page to the stage. This will encompass the exploration of lighting, set and costume design.

A large component of the course is practical, allowing students to perform for an array of audiences, including the opportunity to compete in the Muswellbrook and Upper Hunter Eisteddfod. Students will also be encouraged to participate in the whole school CAPA productions such as musicals, the Performing Arts Tour and the Big Night In.



Course Outcomes:

Students will be assessed on their achievement of the following outcomes:

- Demonstrating competency in performance skills and applying these to various theatrical styles
- Ability to contribute, select and develop ideas in playbuilding
- Understanding and manipulation of elements of drama
- Ability to respond, reflect and evaluate dramatic work

Entertainment Industry 1 & 2

100 Hour Course - Any student can study this course, as long as it has not been previously studied.

200 Hour Course - This course can be studied only by students that have already completed 100 hour course.

Cost: NIL

Course Outline:

This is a *school-based interest elective*, which has been designed for students who wish to develop knowledge and skills to undertake tasks in the entertainment industry.

Students will have the opportunity be involved in many extra-curricular events inside and outside the school.



The 100 Hour Course will allow students have experience and develop skills in all areas listed. The 200 Hour course will go further in depth and allow students to choose an area of specialisation in Semester 2.

As this is not a board-developed or endorsed course, it will not appear on the student's RoSA.



Course Outcomes:

Students will develop skills and perform tasks in the following areas:

- Live sound engineering
- Music recording and editing
- Digital Lighting & follow spots
- Vision systems
- Event management & budgeting
- Event setup, load in load out
- Advertising through newspaper, radio and social media
- Digital Lighting & associated software for managing shows

Music 1 & 2

100 Hour Course - Any student can study this course, as long as it has not been previously studied.

200 Hour Course - This course can be studied only by students that have already completed 100 hour course.

Cost: NIL

Special Requirements: Workbook with manuscript paper.

Course Outline:

Students will experience the opportunity to perform, compose and listen to a wide variety of musical styles. While no previous knowledge is required, a willingness to learn to play an instrument or sing is essential.

Students can elect to study the course for one or two years and will cover topics such as: Pop Music, Music of a Culture, Rock Music, Music for Radio, Film TV and Multimedia, Music of the 20th & 21st Centuries & Jazz Music.



Students have the opportunity to participate a wide range of extra-curricular activities and events such as: Big Night In, Performing Arts Tour and the School Musical.

This course will prepare students well, for moving into the HSC Music course, where Muswellbrook High School has a very strong record of achievement.

Course Outcomes:

Students will:

- learn to perform individually and in groups, on an instrument of their choice
- arrange others' music and compose original music using traditional instruments and music technology
- learn to edit and publish music in the iMac Lab
- respond to and converse about music orally and in written forms
- read and use various forms of musical notation, including professional notation software

Darkroom Photography 1

100 Hour Course - Any student can study this course, as long as it has not been previously studied.

Students can study both the Darkroom Photography and Digital Photography courses at the same time, if desired.

Students who studied Photographic and Digital Media in 2020 are ineligible to study this course, these students must pick Photographic and Digital Media 2

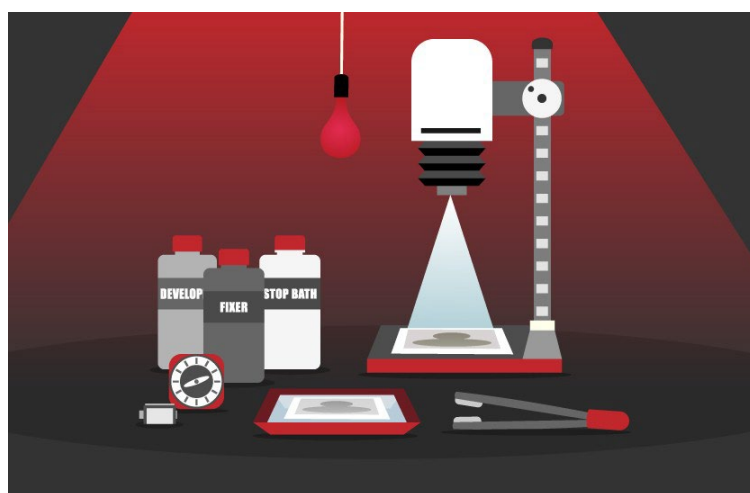
Cost: \$60

Course Outline

This course is designed as an introduction to film-based image capture and processing. Students will learn about all basic darkroom processes and printing, including film processing, paper development and a variety of printing procedures and techniques. Students will have an opportunity to experiment with non-camera-based darkroom practices to create photographs before being introduced to SLR cameras, both digital and film, in order to capture and compose images.



They will become familiar with darkroom equipment, techniques and chemicals in order to develop film and enlarge their photographs in the darkroom environment.



Course Outcomes:

Students will be assessed on their achievement of the following outcomes:

- Their ability to select and apply photographic and digital conventions and procedures to make photographs and develop their own informed practice.
- Their ability to relate to a variety of viewpoints in relation to their own practice as photographers.
- Their ability to investigate the world as a source of ideas,

concepts and subject matter and make informed choices in developing meaning in their photographic work.

- Their understanding of the function of and relationship between the artist-artwork-world-audience in relation to their own practice and the practice of other photographers.
- Their ability to consider the practice of other photographers from different points of view
- Their ability to construct critical and historical accounts of photographic and digital works

Digital Photography 1

100 Hour Course - Any student can study this course, as long as it has not been previously studied.

Students can study both the Darkroom Photography and Digital Photography courses at the same time, if desired.

Students who studied Photographic and Digital Media in 2020 are ineligible to study this course, these students must pick Photographic and Digital Media 2

Cost: \$60

Course Outline

Students will also learn to acquire images through various means and experiment with Photoshop to digitally compose and manipulate their photographic works. Students also consider and learn about composition and picture building, in order to achieve strong images qualities and develop their own practice in both outdoor and studio settings. The practice of a variety of photographers will further inform their understanding of this subject through the critical and historical investigation of photographers and their works. Ultimately students will have the opportunity to prepare their images for printing and public exhibition at the local art gallery.

The ownership of a digital camera is beneficial but not necessary.



Course Outcomes:

Students will be assessed on their achievement of the following outcomes:

- Their ability to select and apply photographic and digital conventions and procedures to make photographs and develop their own informed practice.
- Their ability to relate to a variety of viewpoints in relation to their own practice as photographers.
- Their ability to investigate the world as a source of ideas, concepts and subject matter and make informed choices in developing meaning in their photographic work.
- Their understanding of the function of and relationship between the artist-artwork-world-audience in relation to their own practice and the practice of other photographers.
- Their ability to consider the practice of other photographers from different points of view
- Their ability to construct critical and historical accounts of photographic and digital works.

Photographic and Digital Media 2

200 Hour Course - This course can be studied only by students that have already completed 100 hour course.

Cost: \$60

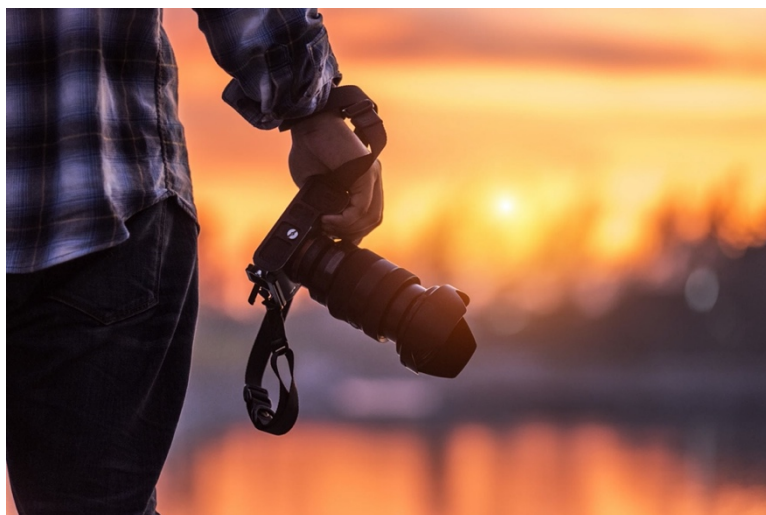
Course Outline: This course build on students' skills that have developed during the 100 Hour Photographic and digital Media Course. Students will continue to explore darkroom practices and SLR cameras, both digital and film, in order to capture and compose images.

They will further explore darkroom equipment and a wider range of techniques and chemicals in order to develop film and enlarge their photographs in the darkroom environment.

Students will learn extended and more advanced techniques using Photoshop to digitally compose and manipulate their photographic works. Students also

consider and learn about composition and picture building, in order to achieve strong images qualities and develop their own practice in both outdoor and studio settings. The practice of a variety of photographers will further inform their understanding of this subject through the critical and historical investigation of photographers and their works. Ultimately students will have the opportunity to prepare their images for printing and public exhibition at the local art gallery.

The ownership of a digital camera is beneficial but not necessary. The 200 Hour Course may also include units on Filmmaking.



Course Outcomes:

Students will be assessed on their achievement of the following outcomes:

- Their ability to select and apply photographic and digital conventions and procedures to make photographs and develop their own informed practice.
- Their ability to relate to a variety of viewpoints in relation to their own practice as photographers.
- Their ability to investigate the world as a source of ideas, concepts and subject matter and make informed choices in developing meaning in their photographic work.
- Their understanding of the function of and relationship between the artist-artwork-world-audience in relation to their own practice and the practice of other photographers.
- Their ability to consider the practice of other photographers from different points of view
- Their ability to construct critical and historical accounts of photographic and digital works

Visual Design 1 & 2

100 Hour Course - Any student can study this course, as long as it has not been previously studied.

Cost: \$55, which will cover most standard consumable resources and students may require to purchase additional, personalised materials to complete their Student-devised Project.

Course Outline:

If you have a flair for creativity, Stage 5 Visual Design provides students an introduction to the fundamentals of Visual Design by allowing the opportunity to explore modules such as Tattoo Design, Fashion Design, Interior/ Exterior Design, Mural Design and Digital Media including logo design and branding.



Students are able to transform fantastic concepts into visual reality through understanding key conceptual ideas, enhancing their design awareness and combining problem solving and technical skills. Students will be equipped to respond to a fast paced visually literate society. This course enables students to gain an increasing accomplishment and independence, inviting them to develop different works of art to exciting design briefs. Students are also given an opportunity to learn and master a number of skills and techniques essential to design, using both ICT and traditional media to express their ideas.

This practical course also allows insight into a large scope of career paths which students with a creative mind may be interested in being involved in after they finish school.

Course Outcomes:

- develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- makes visual design artworks informed by an understanding of how the frames affect meaning
- investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- selects appropriate procedures and techniques to make and refine visual design artworks
- applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
- uses the frames to make different interpretations of visual design artworks
- constructs different critical and historical accounts of visual design artworks

Visual Arts 1 & 2

100 Hour Course - Any student can study this course, as long as it has not been previously studied.

200 Hour Course - This course can be studied only by students that have already completed 100 hours of this course.

Cost: \$55

Course Outline: Students will have opportunities to extend their skills and knowledge of the Visual Arts that they have already gained in the Mandatory course. Students will also have opportunities to develop skills in broader areas of the Visual Arts through various art making and art studying activities in forms such as; drawing, painting, lino printing, street art, portraiture ceramics, sculpture and mixed-media sculpture.

This course will prepare students well for moving into the HSC Visual Arts course, where Muswellbrook High School has a strong record of achievement.

Students will be invited to take part in excursions to world-class exhibitions in Sydney and/or Newcastle, as well as engage with exhibitions at the Muswellbrook Regional Arts Centre as part of the course.

Course Outcomes:

Students will be assessed on their achievement of the following:

- Investigations of an extended range of materials, techniques and procedures to make artworks.



- Demonstrating development of technical skills in various techniques in artmaking.
- Recording of photographs, sketches, notes, plans, diagrams etc and other research documented in process diaries related to art making and art studying.
- Critical and Historical investigations and interpretations of various artists and artworks.
- Critically review their own and others' works.



Science/Languages

Head Teacher: Ms Shaw



Electives Offered:

- Japanese
- STEM – Science, Technology, Engineering and Mathematics



Japanese

Cost: \$30

Course Outline:

This course is for students who have studied Japanese in Year 7 and would like to continue studying Japanese further in Year 9 and/or 10. Students will begin by learning how to read and write the first script of Japanese; Hiragana. Students studying this course will then learn to speak, write, read and listen in Japanese about themselves, their friends, pets, families, hobbies and school life.



Students will use interactive websites to complete quizzes, homework, word games, assessments and vocabulary activities. Students may also take part in the pen pal program with our sister school in Japan. Cultural activities may include calligraphy, cooking, excursions to restaurants and to watch Japanese movies, craft and taking part in cultural presentations on Harmony Day.

Note: If the biannual trip to Japan goes ahead, only students who study Japanese in Stage 5 will have the opportunity to take part.

The trip has previously been of approximately 20 days which included sightseeing, cultural experiences, homestay and attending school at Sayama Seiryō Senior High in Saitama, Japan.

STEM 1 & 2 – Science, Technology, Engineering and Mathematics



100 Hour Courses - Any student can study this course, as long as it has not been previously studied

200 Hour Courses - This course can be studied only by students that have already completed 100 hours of this course

Cost: \$90

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. Businesses competing in a global economy driven by data, digital technologies and innovation will need more employees trained in science, technology, engineering and mathematics (STEM).

STEM is an innovative course designed to increase engagement in and knowledge of the areas of science, technology, engineering and mathematics leading to increased numbers of students studying chemistry, physics, engineering, design and technology, computing and higher levels of mathematics in year 11 and 12, at tertiary and trade institutions and in STEM based employment. This is to be achieved through an integrative technology and engineering course structure, which gives practical relevance to scientific and mathematical concepts.

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations. This course is aimed at students who achieve highly in Science, Mathematics and Technology and are currently in 8Sc01 or 8Sc02 or have negotiated their position with Ms Reed, Ms Shaw and their classroom teacher.

Course Outcomes:

Students will develop:

1. inquiry and project based learning skills appropriate to STEM practice
2. knowledge and understanding of scientific and mechanical concepts through Investigations of technology and engineering
3. knowledge and understanding of STEM principles and processes
4. skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods
5. skills in communicating and critically evaluating



6. problem solving skills in a range of STEM contexts
7. an appreciation of the role and potential of STEM in the world in which they live
8. an understanding of the contribution of STEM disciplines to the economic well-being of nations

Course Outline:

Students will complete 4 units in a 100 hour course.

The units may include some of the following:

- STEM Fundamentals
- Aerodynamics
- Mechatronics
- 3D CAD / CAM
- Motion
- Design for Space
- Stem based Learning Project 1
- 3D CAD / CAM 2
- Statistics in Action
- STEM based Learning Project 2
- Surveying



We may also develop our own units based on local interests and needs.

We also expect to be involved in a variety of competitions and workshops throughout the year. Some possibilities include Science and Engineering Challenge, Electric Vehicle Challenge, Engineers Without Borders, F1 in schools program, Robotics, Paper plane Challenge, CO₂ dragsters.



Personal Development, Health and Physical Education



Head Teacher: Ms Hill

Electives Offered:

- Child Studies
- Physical Activity & Sport Studies





Child Studies

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

Cost: \$30 per year (for course equipment)

Course Outline:

Child Studies includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. Students will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional parenting practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies will promote in students 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.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children.

Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

Students may have the opportunity to take part in various excursions and tasks including: visits to child care centres, planning and preparing foods, toys, games and play for babies and children of differing age groups, experience the physical changes of pregnancy and what it feels like to look after a newborn baby. Through the support of the P&C we have purchased a number of new newborn simulators and pregnancy suits that students have the opportunity to use at school and in the home environment.

The content in Child Studies is organised into modules.

- 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
- Childcare services and career opportunities.



In 2021, students will study modules related to Preparing for Parenthood, Conception to Birth, Play and the Developing Child and Food and Nutrition in Childhood.



Physical Activity & Sport Studies

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

Cost: \$10 (For maintenance and purchase of sporting equipment specific to PASS programs)- Community engagement activities may also have a cost

Course Outline:

Physical Activity and Sports Studies aims to enhance students' ability to participate effectively in physical activity and sport, leading to improved quality of life for themselves and for others. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

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.

This course examines the areas of physical fitness, body systems and energy for physical activity, Australia's sporting identity, physical activity for specific groups, sports coaching and technology, participation and performance. Students learn about the different components of fitness, the various methods of measuring fitness and program design. The course looks at the various types of disabilities and students participate in a variety of Paralympic sports (including the wheelchair sports NSW road show). Ultimately, students should come away from this course with a better understanding of how the human body can be nurtured with food and exercise to perform better, and how technology can assist coaches and athletes alike to improve performance, despite disability, race, or national sporting contexts.

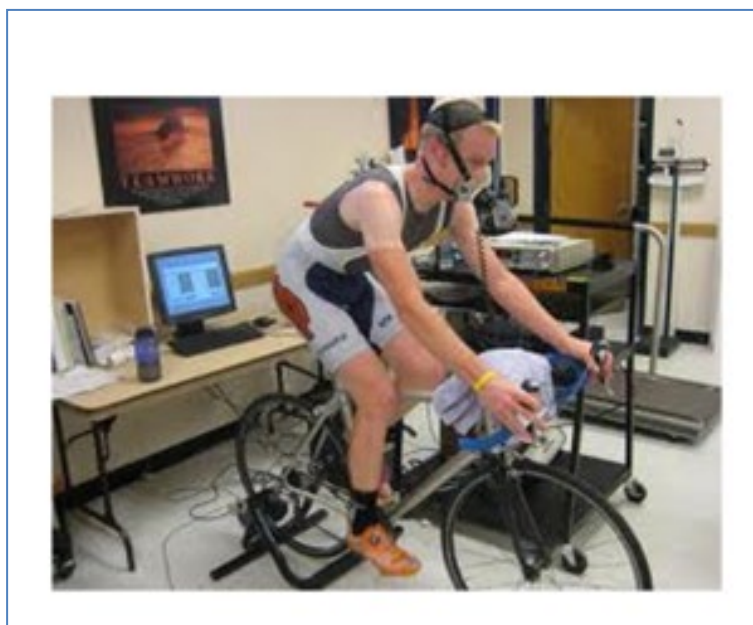
Additionally, students may be invited to participate in unique experiences including: wheelchair sports, University of Newcastle's exercise testing facilities, snow excursion to Thredbo and participate in a variety of sports that are outside the normal PDHPE curriculum and sport at MHS as a part of community engagement during designated double periods (eg., tennis, lawn bowls, swimming, weights training, fitness classes, Game ON Muswellbrook, bubble soccer and other outdoor recreation opportunities). Students also learn and participate in coaching and training activities.

**** please note – The cost of these community engagement activities varies and will require students to bring back permission notes and forms for different venues. Costs may include PCYC membership (\$10) and session costs for activities varying from \$0 - \$12.**

Course outcomes: Students will be assessed on the following outcomes.

- Discuss factors that limit and enhance the capacity to move and perform

- Analyse the benefits of participation and performance in physical activity and sport
- Discuss the nature and impact of historical and contemporary issues in physical activity and sport
- Analyse physical activity and sport from personal, social and cultural perspectives
- Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- Evaluate the characteristics of enjoyable participation and quality performance in physical activity and sport
- Works collaboratively with others to enhance participation, enjoyment and performance
- Displays management and planning skills to achieve personal and group goals
- Perform movement skills with increasing proficiency
- Analyse and appraise information, opinions and observations to make informed physical activity and sport decisions



Technology and Applied Science



Head Teacher: Miss Gageler

Electives Offered:

- **Food Technology 1 & 2**
- **Textiles and Design 1**
- **Agricultural Technology 1 & 2**
- **Industrial Technology - Metal 1 & 2**
- **Industrial Technology – Timber 1 & 2**
- **Industrial Technology – Electronics 1**
- **Industrial Technology – Multimedia 1**
- **Information Software Technology 1**



Food Technology 1

100 Hour Courses - Any student can study this course, if it has not been previously studied

Cost: \$100 (Year Total – Semester specifics listed below)

Special Requirements: Students must wear a full length apron and shoes with leather uppers and hair must be tied back in practical lessons.

TERM 1 - UNIT 1 - Food for Specific Needs

Course Outline: Focus area: Food for special needs looks at the special food needs that arises for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students will explore a range of special food needs and the means to satisfy these. Students will plan and prepare safe and nutritious foods to meet specific food needs in various circumstances. *SOME OF THE PRACTICALS INCLUDE;*

Rocky Road, Bruschetta, Club Chicken Sandwich, Scones with Homemade Strawberry Jam, Grilled Chicken Burger, Polka Dot Biscuits & Poached Pears with Chocolate Sauce.



TERM 2 - UNIT 2 – Food Service and Catering

Course Outline: Focus area: 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.

SOME OF THE PRACTICALS INCLUDE;

Hot Cross Buns, Moroccan Chicken, Vegetarian Nachos, Stir-fry, BLAT Loaded Pasta Salad, San Choy Bau, Chocolate Muffins, Butter Chicken and Pizza Scrolls.

TERM 3 - UNIT 3 – Food Product Development

Course Outline: Focus area: Food product development an ever increasing array of food products is available in the marketplace as a result of food product innovations. Students will examine the reasons for developing food products and the impact of past and present food product innovations on society and explore the processes in food product development. Students will develop, produce and evaluate a food product. *SOME OF THE PRACTICALS INCLUDE;*

Fried Rice, Wedges, lemon coconut muffins, Pizza Scrolls, Mexican Taco Bowl, Chicken Cesar Salad Burger, Cold Rock Ice Cream, Goyza's and Chocolate cups.

TERM 4 - UNIT 4 – Food Equity

Course Outline: Focus area: 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.

SOME OF THE PRACTICALS INCLUDE;

Pancakes, Budget Friendly Breaky, Chunky Choc Chips Cookies, Pizza Lunch Snack and Stuffed Potatoes.



Food Technology 2

200 Hour Courses - This course can be studied only by students that have already completed 100 hours of this course.

Cost: \$100 (Year Total – Semester specifics listed below)

Special Requirements: Students must wear a full length apron and shoes with leather uppers and hair must be tied back in practical lessons.

TERM 1 – UNIT 1 – Food in Australia

Course Outline: Focus area: Food in Australia Migration has had a dramatic effect on the food eaten in Australia. Students will examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines, 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 will plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine. *SOME OF THE PRACTICALS INCLUDE; Bush Tucker Pizza,*



Lemon Myrtle Chocolate Crackles, Milo Whoppie Pies, Johnny Cakes, Damper, Matcha Crepes, Chicken Sushi Burrito, Chicken Nuggets and Bacon and Cheese Chilli Hot Dog.

TERM 2 – UNIT 2 – Food Selection and Health

Course Outline: Focus area: 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. *SOME OF THE PRACTICALS INCLUDE; Apple Crumble, Rainbow Rice Paper Rolls, Buddha Bowl, Grasshopper Slice, Singapore Noodles, Steak Sandwich and Choc Chip Blondies.*



TERM 3 – UNIT 3 – Food for Special Occasions

Course Outline: Focus area: Food for special occasions Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills. Whilst exploring the impact of food consumption and maintaining health and wellbeing during special occasions. *SOME OF THE PRACTICALS INCLUDE; Greek*



New Years Cake, Meat Pie, Nasi Goreng, Spicy coconut noodles and Rich Chocolate Mud Cake.

TERM 4 – UNIT 4 – Food Trends

Course Outline: Focus area: Food trends Food trends influence food selection, food service and food presentation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends. *SOME OF THE PRACTICALS INCLUDE; Mini Cafe Style Banana Bread, Mango Chai Pudding, Falafel Kebab, Acai Bowl and Cookies and Cream Fudge.*



Textiles & Design 1

100 Hour Courses - Any student can study this course, if it has not been previously studied

Cost: \$100 for consumables/fabric/materials

As part of this course students undertake a range of PRACTICAL ACTIVITIES including *experimental work*, development of manufacturing and fabric decoration skills, communication and fashion sketching skills. Students will undertake project-based work in textiles where you will develop an independent work ethic and personal management skills whilst developing 'hands-on' skills.



Term 1 – Unit 1 – Selfie Generation – Textile Art

Course Outline: The Selfie Generation unit of work allows students to experiment with colouration and decoration techniques. Students will learn the necessary skills to use these techniques to produce quality textile items; they will achieve this through experimentation and project work. Students will learn about the elements of design and apply them to the colouration and decoration methods of both their project and work by other textile artists.

Term 2 – Unit 2 – Just Jacket/Hoodie – Apparel

Course Outline: In the Just Jackets unit of work students develop knowledge of the elements of design and the work of textile designers. They follow a commercial pattern to plan, construct and evaluate a jacket or hoodie. Students consider marketing strategies and design and produce a product label and swing tag for their jacket.

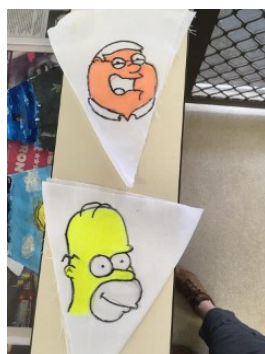
Term 3 – Unit 3 – Knit & Share – Furnishing

Course Outline: This unit of work allows students develop knowledge of fabric structures, innovations in textiles and the potential impact textiles production has on the environment. Students knit or crochet squares and as a class produce rugs for charity. Practical experiences should represent the majority of course time in this unit.



Term 4 – Unit 4 – Patch Work – Non Apparel

Course Outline: Students develop knowledge of historical, cultural and contemporary embroidery and patchwork. They describe how the functional properties of fabric, yarn and fibre contribute to the performance of textile items. Students design and construct a table runner or wall-hanging. This includes the skills of patchwork and embroidery. Documented evidence includes design inspiration, an annotated production drawing and embroidery experimentation. Practical experiences should represent the majority of course time in this unit.



Agricultural Technology 1 & 2

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

200 Hour Courses - This course can be studied only by students that have already completed 100 hours of this course

Course Cost: \$80 per year

Special Requirements: Students must ensure they wear fully enclosed footwear with leather uppers during practical work

Course Outline:



Core-A
Vegetable Production
Poultry Production
Prime Lamb production
Plant Nursery Production
Growing Plants Hydroponically

Agriculture Focus:

Vegetable Production

The key concepts involved in this course include-soil productivity, hydroponics, seasonality and vegetable types, machinery, tool use and safety, tractor operations, planting and care of a range of vegetables, mushrooms, mulching, plant nutrition, pests and diseases, vegetable marketing, plant spacing, sowing depth, transplantation of seedlings.

Poultry Production

The key concepts involved are breeds, cross breeding, ethics and welfare, nutrition, monogastric digestive system, reproduction and the reproductive system, chicken development including embryology, genetics and genetic techniques, pests and diseases, growth and production, record keeping.

Prime Lamb Production

Concepts include breeds, routine husbandry practices, calendar of operations, pastures and their uses, grazing strategies, selective breeding techniques, wool types and classing, yard and sheep handling, pest and disease management.

Plant Nursery Production

The key concepts include the needs of plants and basic plant physiology, sexual and asexual reproduction, potting mixes, seedling propagation, irrigation techniques, propagation techniques, greenhouse design and basic plant classification.

Growing Plants Hydroponically

Students will be involved in numerous practical activities including establishing and maintaining a small scale hydroponic system, selecting growing media, selecting and transplanting seedlings, mixing up nutrient solutions and applying where necessary, evaluating the efficiency of the systems and making changes.

Industrial Technology – Metal 1 & 2

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

200 Hour Courses - This course can be studied only by students that have already completed 100 hours of this course

Course Costs: \$100.00 per year



Special Requirements: Suitable, leather footwear, in good condition, **MUST** be worn in the practical rooms. Safety glasses are a must at all time in our workshops. An apron or other protective clothing is desirable.

Course Outline: Industrial Technology Years 7-10 is an elective course that builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

The major emphasis of the Industrial Technology (Metals) Syllabus is on students being actively involved in the planning, development and construction of quality practical projects. Students should be provided with a range of **theoretical and practical** experiences to develop knowledge and skills in the Metals focus.

A project report is required for each practical project completed and will form part of the overall assessment of each module. Students are expected to prepare workshop drawings, costing schedules and sequenced construction details that will enable them to satisfactorily complete their projects. Students will have access to the allowable range of fixed and portable equipment.

Metal Focus

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of

specialist modules in:

- Metal Machining
- Fabrication
- Work, Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

Focus areas and modules:

100hr

General Metal 1 & General Metal 2

200hr

Fabrication 3 & Fabrication 4



Industrial Technology – Timber 1 & 2

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

200 Hour Courses - This course can be studied only by students that have already completed 100 hours of this course

Course Costs: \$100 to pay for materials used during the year.



Special Requirements: Suitable, leather footwear, in good condition **MUST** be worn in the practical rooms. An apron or other protective clothing is to be also worn in the practical room.

Course Outline:

The skills and knowledge gained through the study of Industrial Technology Timber in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology Timber and Furniture Industries, Engineering Studies and/or Design and Technology.

Students will undertake the Industrial Technology Timber 100 hour course. Students will produce three projects in Year 9 and if students elect to undertake the 200hr course a further two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetical and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.



Students will produce three projects in Year 9 and if students elect to undertake the 200hr course a further two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetical and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

Timber Focus

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-based technologies. Students interested in timber should have an interest in working with timber to produce a range of modern furniture and products. Projects produced in this course include: a mantle clock, a small coffee table, a DVD tower, a toolbox, trophy cabinet, buffet and bedside table & drawer set.

Focus areas and modules:

100hr

General Timber 1 & General Timber 2

200hr

Cabinetwork 3 & Cabinetwork 4



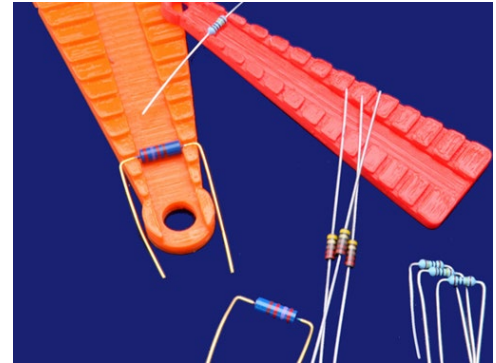
Industrial Technology – Electronics 1 & 2

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

200 Hour Courses - This course can be studied only by students that have already completed 100 hours of this course

Course Costs: \$100 to pay for materials used during the year.

Special Requirements: Suitable, leather footwear, in good condition MUST be worn in the practical rooms. An apron or other protective clothing is to be also worn in the practical room.



Course Outline:

Practical projects should 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
- computer systems
- work undertaken on isolated computer components.

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

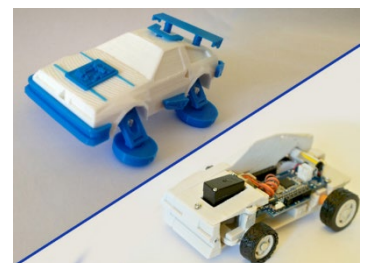


Electronics Focus

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to electronics which are enhanced and further developed through the study of specialist modules in:

- Circuits and Components
- Computer Repair and Construction.



Industrial Technology - Multimedia 1

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

Course Costs: \$40 to pay for consumables.

Special Requirements: Nil

Course Outline:

Multimedia is an elective subject within which students design, produce and evaluate quality design solutions. The subject is studied for 200 hours across Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.



Multimedia is an elective subject within which students design, produce and evaluate quality design solutions. The subject is studied for 200 hours across Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

Students initially develop skills in the capturing, editing and creation of still images. This will lead to skills in desktop publishing, digital design principles and industrial processes. Basic web development to guild ePortfolios will be used continually and used as assessment.

Building upon these skills students will then explore film capture, video editing and the application of special effects. The programs used will be Adobe Premiere and Adobe After Effects so as to produce a short film. Adobe flash will then be used to develop students' 2D animation skills through a series of tutorial exercises.

Motion graphics with specific emphasis on frame by frame animation techniques will then be the main focus. Students will design and create a scene, record stop-motion animation and roto scoping to further develop their composition skills by integrating captured animation with live action film.

Students will then investigate animation techniques through the development of skills in 3D modelling and animation. Character animations will be created using industry quality 3D characters. Game creation will then be the focus by learning to add interactivity to a 3D scene.

Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and/or photography-related technologies. These may include:

- individual photographic images
- photographic presentations
- brochures incorporating photographic images
- photo journals
- computer animations
- webpages.



Multimedia Focus

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia or photography which are enhanced and further developed through the study of specialist modules in photographic or multimedia-based technologies.

Information Software Technology 1

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

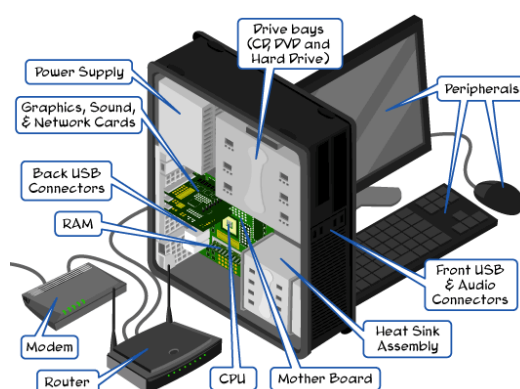
Course Costs: \$40.00 per year

Special Requirements: Nil

Course Outline:

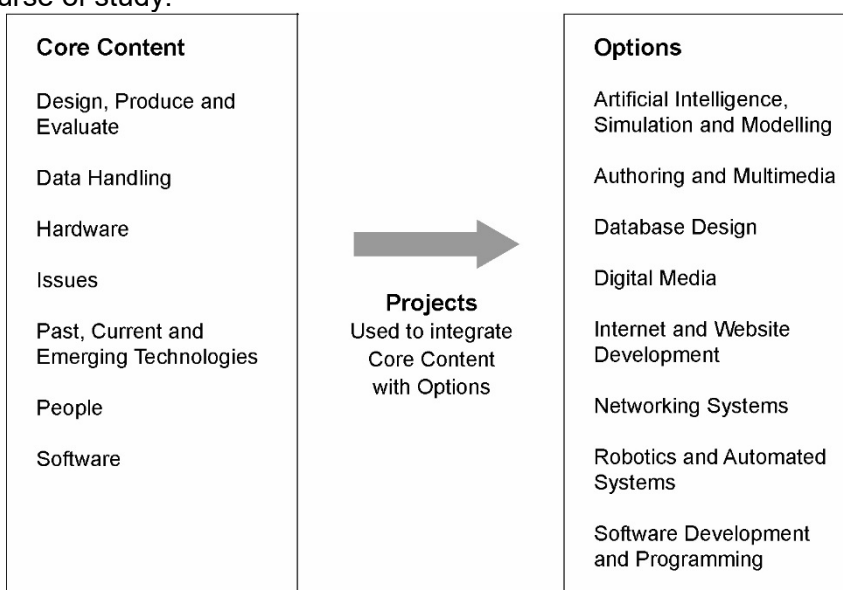
Core content of the *Information and Software Technology Years 7–10 Syllabus* provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

Students will be introduced to all core content within the study of a minimum of two options. Students will complete a minimum of two and a maximum of four projects.



IST Focus:

The core content cannot be taught in isolation: it must be integrated with options in the form of projects. Options should be planned to allow all of the core to be taught over the course of study.



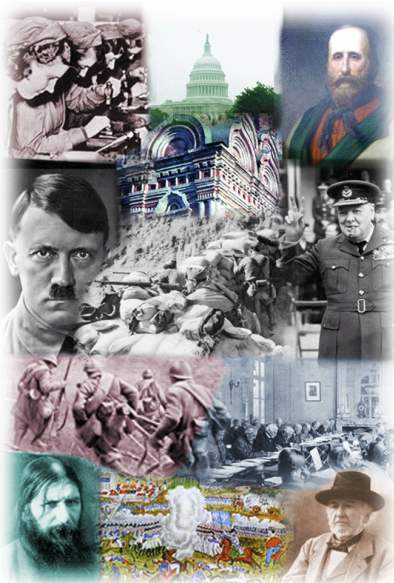
Human Society and its Environment



Head Teacher: Mr Baird

Electives Offered:

- **Aboriginal Studies**
- **Business Services Cert I (VET)**
- **Commerce**
- **Elective History**



Aboriginal Studies

Course number: 411 (100 Hours)



Course description

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

What students learn

Students learn about the contributions and significance of Aboriginal Peoples, their cultural identities and expressions, including in the visual and performing arts, languages and spiritualities. Students study interactions between Aboriginal Peoples and communities and non-Aboriginal people. Students develop understanding of the importance of self-determination, and the contributions of Aboriginal Peoples, locally and nationally.

Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students analyse the effects of stereotyping on Aboriginal Peoples and communities.

Students learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings. Students also develop an awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge.

Business Services

100 Hour Courses - Any student can study this course, as long as it has not been previously studied

Business Services- Certificate I allows students to work towards industry recognized vocational qualifications as part of their Stage 5 studies.

Course Description

Activities undertaken as part of the course can include:

- Creating safety signage for a workplace
- Completing a safety audit in areas of the school
- Taking part in a simulated workplace safety meeting
- Completing incident notification documentation for workplace accident scenarios
- Investigating ergonomic equipment for use when using keyboards for long periods
- Undertaking typing activities and speed tests
- Creating draft documents and completing required editing
- Developing skills proofreading documents
- Using a range of formats to communicate as part of workplace scenarios eg email, memo, phone
- Producing written information that meets required style, format and detail
- Practice using verbal and non-verbal communication effectively
- Using a PC- customising your desktop configuration, creating shortcuts, resize windows, file organization (folders/sub-folders- create, rename, move, delete, save to appropriate media, search), printing documents
- Visiting school office and HUB to look at various business equipment used in the school (photocopiers, scanners, shredders etc)
- Seek advice utilising the school Careers Advisor for future career directions
- Conduct an online self- assessment of skills
- Create a portfolio of evidence, including creating of a personal resume.

What will students learn about?

Benefits that students can gain are:

- Skills in communicating effectively in a workplace, using both written and verbal forms
- An understanding of the importance of working safely
- How to identify and report hazards in the correct manner
- Developing their keyboard skills- students will gain experience using touch typing
- Familiarity with the basic components of a personal computer
- Preparation of their resume and investigating possible career pathways

Record of School Achievement

Satisfactory completion of 100 hours of study in Business Services during Stage 5 (Years 9 and 10) will be recorded on their ROSA. Students achieving competency in all modules will result in the attainment of a Certificate I in Business Services.



BSB10115 Certificate I in Business BSB
BSB10115 Certificate I in Business (BSB - Business Services Training Package (Version 2.0))
2021 STAGE 5 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as	100 hours x 1 year
Participants in this program are all enrolled in NSW public schools secondary schooling. Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. <i>All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>	
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>	

Board Endorsed Course	Stage 5 course only
This board endorsed course provides students with the opportunity to obtain nationally recognised vocational qualifications. This course will be credentialed as a 100-hour elective study on the Record of School Achievement (RoSA).	
Course description: This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units- Attempt ALL units		Elective Units- Attempt ALL units	
BSBWHS201	Contribute to health and safety of self and others	BSBADM101	Use business equipment and resources
		BSBCMM101	Apply basic communication skills
		BSBITU101	Operate a personal computer
		BSBITU102	Develop keyboard skills
		BSBLED101	Plan skills development

Course contribution (to be made directly to school): \$Nil
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> • None required
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Exclusions:
There are no exclusions associated with this course



Assessment and course completion:

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are not required to complete work placement

Specialisation studies

There are no specialisation studies associated with this course.

N Determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs):

This course is not associated with any school based apprenticeship or traineeship

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority – NESAs.



Commerce

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 9–10.

Course Description

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

What will students learn about?

Students undertaking a 100-hour course in Commerce next year will complete core studies in **Law, Society and Political Involvement** and **Employment and Work Futures** in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

They will also complete three options from the following list: Investing; Promoting and Selling; Towards Independence; Travel; Law in Action; Our Economy; Running a Business; and / or a School-developed option.

Options may be studied for 15–25 indicative hours each.

Students undertaking the 200 hour course into Yr. 10 will complete core studies in **Consumer and Financial Decisions**, as well as the **Economic and Business Environment**, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy. They will also complete at least 2 more of the optional units.

What will students learn to do?

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

Record of School Achievement

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



History Elective

Course numbers: 450 (200 hours) 451 (100 hours)

Course description

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods. The History Elective Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Topics

Topic 1: History, Heritage and Archaeology

Topic 2: Ancient, Medieval and Modern Societies

Topic 3: Thematic Studies



Stage 5 Elective Fees 2021

SUBJECT	Cost
Ceramics	\$65
Dark Room Photography	\$60
Digital Photography	\$60
Visual Design	\$55
Visual Arts 1 & 2	\$55
Japanese	\$30
STEM	\$90
Child Studies	\$30
PASS	\$10
Food Technology 1 & 2	\$100
Textiles and Design 1	\$100
Agriculture 1 & 2	\$80
Industrial Technology – Metal 1 & 2	\$100
Industrial Technology – Timber1 & 2	\$100
Industrial Technology – Electronics 1 & 2	\$100
Industrial Technology – Multimedia 1	\$40
Information Software Technology 1	\$40