DUNGOG HIGH SCHOOL

RECORD of SCHOOL ACHIEVEMENT

SUBJECT INFORMATION BOOKLET

YEAR 10
2016
Year 10 - 2016

This handbook outlines the education program for Year 10 in 2016. It has been prepared so that parents and students will be aware of the variety of courses offered.

If further advice is required ask any of the following people:

• Year Advisor          Mrs V van de Scheur
• Head Teacher Administration  Mr P Holmes
• Careers Advisor      Ms J Smith

Please make any problems known to us.

☐ The course descriptions in this booklet are provided by the Board of Studies.
**Pattern of Study:**

At Dungog High School 2016 each day students will participate in 6 lessons of 52 minutes duration. The timetable cycle will consist of 60 periods that rotate through a two week cycle. Sport will continue to occur on Thursday afternoon and will be of 2 periods in length, Assemblies will occur twice within each two week cycle, once each week.

Year 10 students attending Dungog High School in 2015 will have the following pattern of study.

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>HSIE</th>
<th>PD/H/PE</th>
<th>Y Elective</th>
<th>Z Elective</th>
<th>Careers</th>
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</thead>
<tbody>
<tr>
<td>Periods per cycle</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>4</td>
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</tbody>
</table>

**Elective Choices for Years 9 and 10 2016:**

**100 and 200 hour Course:**

Students must study at least one course for **200** hours for the Record of School Achievement. In the majority of cases this will mean that they will study at least **one** subject in both Year 9 and 10. Other courses of 100 and 200 hour duration will also be recorded on their Record of School Achievement. Students need to take careful note of the subject selection sheet as to which subjects are **not** eligible to be recorded on their Record of School Achievement.

**Elective Course fees:**

Some Elective courses have fees additional to the general school contribution fee. These additional fees cover the cost of materials consumed during the running of these courses. The fee for each elective course is noted on the Courses Information Table on the Elective Choice Sheet. **By electing a subject a student is also indicating that they are prepared to pay the associated fees for that subject.**

**Which Elective do I choose?**

Students are advised to pick subjects they are interested in and enjoy. Only those electives attracting significant numbers will be formed into classes. Those electives with little interest will not run and students who have picked these subjects will be asked to pick again from the subjects available.

Some subjects have prerequisites; that is, you need to have studied them in Year 9 before studying them in Year 10.

Some 100hour courses cannot be studied twice, that is in Year 9 and Year 10. This will be indicated on the Elective Choice Sheet.

P. Holmes
Head Teacher Administration
STUDENT FINANCIAL CONTRIBUTIONS 2016

The Department of Education and Communities guidelines relating to school contributions are that while the payment of school contributions is not compulsory, schools are free to continue the practice of seeking a General School Contribution. This has been in place for many years and is acknowledged by the community. Thank you to the families who pay this contribution.

The compulsory side of school fees is used for the PURCHASE OF MATERIALS used and consumed in particular Key Learning Areas. Parents or guardians will be made fully aware of the costs involved prior to student enrolment in subjects which require additional costs.

The following information is provided for parents in relation to the school’s finances and family contributions. The school receives some financial grants from the state and federal government, however as you can imagine, it is nowhere near enough to provide all student requirements.

There are two separate forms of payment requested. The first is General School Contributions which apply to each student and vary according to their school year.

The second payment relates to consumable-specific subjects, and covers the actual amounts that will have to be paid if your child elects to study that particular subject.

The Administration Office will prepare details of these payments for your child, and an invoice will be sent home.

It is in this second area of payments that parents may apply to the school for financial support if there is a difficulty in meeting costs. This is done through the Student Assistance Scheme. The Student Assistance Scheme is available to students up to the age of 16 years; older students are eligible to apply for Youth Allowance, which can be used to meet these costs. The Principal will consider applications for Student Assistance Scheme from older students in special circumstances.

General School Contributions are as follows:

Year 10 ... ... $80.00

Subject Materials Consumables. Some subjects use a considerable amount of materials from which the individual students personally benefit. For example, Food Technology students experiment with recipes and Industrial Technology students take home the items they make. In Years 9 and 10 the total amount of subject material costs vary with the courses each student takes. Consumables are payable at the beginning of each semester. Semester 1 covers Terms 1 and 2, Semester 2 begins in Term 3.

Details of all elective subject consumables are listed on the next page.

The preferred method of payment is via Parents Online Payments, accessed from the home page of the school’s website, http://www.dungog-h.schools.nsw.edu.au/ $Make a payment button. By selecting the link you will be taken to a secure Westpac Quickweb payment page. Payment of fees, excursions, etc can also be made by cash, cheque or EFTPOS which is available at the school office.
## YEAR 10 COURSES

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<tr>
<th>SUBJECT</th>
<th>PAGE NO.</th>
<th>COST</th>
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<td>English</td>
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<td></td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Personal Development, Health and Physical Education</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>HSIE - Geography (Mandatory)</td>
<td>10</td>
<td>$40 per year</td>
</tr>
<tr>
<td>HSIE - History (Mandatory)</td>
<td>11</td>
<td>HSIE fee</td>
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<td>ELECTIVE COURSES</td>
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<td>Aboriginal Studies</td>
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<td>Agricultural Technology</td>
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<tr>
<td>Commerce</td>
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<td>Drama</td>
<td>15</td>
<td>Cost of excursions</td>
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<td>Graphics Technology</td>
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<tr>
<td>Industrial Technology</td>
<td>18</td>
<td></td>
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<tr>
<td>Industrial Technology - Metal</td>
<td>19</td>
<td>$70 +</td>
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<td></td>
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<td>Major Project</td>
</tr>
<tr>
<td>Industrial Technology - Timber</td>
<td>19</td>
<td>$70 +</td>
</tr>
<tr>
<td></td>
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<td>Major Project</td>
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<td>Information and Software Technology</td>
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<tr>
<td>Japanese</td>
<td>21</td>
<td></td>
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<tr>
<td>Marine and Aquaculture Technology</td>
<td>22</td>
<td>$40</td>
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<tr>
<td>Music</td>
<td>23</td>
<td>$10 per year</td>
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<td>Personal Development - Child Studies</td>
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<td>$25</td>
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<tr>
<td>Physical Activity and Sports Studies</td>
<td>25</td>
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<tr>
<td>Programming and Computer Games</td>
<td>26</td>
<td></td>
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<tr>
<td>Textiles Technology (Fashion)</td>
<td>27</td>
<td>$25</td>
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<td></td>
<td></td>
<td>(Students supply own fabric for garments)</td>
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<td>Visual Art</td>
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<td>Visual Design</td>
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<tr>
<td>Work Education</td>
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</table>
Mandatory Courses

English

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description
Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?
Students study novels, plays, films, nonfiction texts, poems, picture books, media and multimedia texts. The texts give students experience of quality literature, Australian literature, insights into Aboriginal experiences in Australia, insights about peoples and cultures of Asia, explore aspects of environmental and social sustainability and intercultural experiences.

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

What will students learn to do?
Students will use language to learn about language. Students develop their skills, knowledge and understanding so they can use language to respond to and compose a range of texts to effectively communicate for a range of purposes and audiences. Students learn to think in ways that are imaginative, interpretive and critical, while reflecting on their own learning in English. Students express themselves and their relationships with others and the world.

Course Requirements
The study of English in Stage 4 (Years 7 – 8) requires students to study at least two works of each of fiction, film nonfiction and drama and a wide range of types of poems. Stage 5 (Years 9 – 10) requires experience of at least two works of fiction, film, nonfiction, drama and a variety of poetry drawn from different anthologies and/or study one or two poets.

In Stages 4 and 5, the selection of texts must give students experience of texts that are recognised as; being quality literature, provide insight into Aboriginal experiences in Australia and provide insight about peoples and cultures of Asia.

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

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

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description
Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

What will students learn about?
Students study 3 strands - Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each of these strands they will cover a range of topics including but not limited to:

- fractions
- consumer arithmetic
- coordinate geometry
- area
- properties of solids

- decimals
- probability
- graphing and interpreting data
- surface area and volume
- geometrical figures

- percentages
- algebraic techniques
- perimeter
- trigonometry
- deductive geometry.

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

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

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed Science syllabus substantially in each of Years 7–10, and
- complete at least 400 hours of Science study by the end of Year 10.

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

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

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

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

Record of School Achievement
Students who have met the mandatory study requirements for Science during Years 7–10 will receive a grade for Science for the Record of School Achievement.

Course Cost: NIL
Personal Development, Health and Physical Education

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

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

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

What will students learn about?
All students study the following four modules:

- **Self and Relationships** – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- **Movement Skill and Performance** – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- **Individual and Community Health** – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- **Lifelong Physical Activity** – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

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

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

The Geography (Mandatory) course requires students to complete:
- 100 hours of Global Geography in Stage 4
- 100 hours of Australian Geography in Stage 5
This is a requirement for eligibility for the award of the Record of School Achievement.

Civics and citizenship learning is an essential feature of the Years 7–10 Geography syllabus.

Course Description
Geography allows students to develop an understanding of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:
- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

What will students learn about?
Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and different perspectives about the issues; and develop an understanding of civics and appropriate methods of citizenship for individual and group responses to these issues.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia’s physical environments and communities and explore how they are changing and responding to change. Students also look at Australia’s roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

What will students learn to do?
Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Course Requirements
Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

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

Course Costs: $20 per year for compulsory site study.
History (Mandatory)
New NSW K–10 syllabus for the Australian curriculum
Implementation from Year 7 and Year 9 2014
and Year 8 and Year 10 2015

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:
- study the Board developed History syllabus substantially for each of Years 7–10, and
- complete 100 hours of History in Stage 4 and 100 hours of History in Stage 5.

Course Description
History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

What will students learn?
In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study.

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives and interpretations to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

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

Record of School Achievement
Students who have met the mandatory study requirements for History during Years 7–10 will receive a grade for History for the Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the RoSA website.

Course Costs: $20 per year for compulsory site study
Elective Courses

Aboriginal Studies

The aim of the *Aboriginal Studies Years 7–10 Syllabus* is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society.

**Knowledge, understanding and skills**
Students will develop:

- knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression
- understanding of the importance of Aboriginal autonomy to Australia’s future
- understanding of Aboriginal Peoples’ ongoing contribution to, and interaction with, the wider Australian society
- understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes
- research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.

**Values and attitudes**
Students will value and appreciate:

- the diversity of Aboriginal cultures, experiences and perspectives
- the dynamic nature of Aboriginal cultures
- the importance of social justice and equity
- ethical practices.

**Organisation of Content**

The content is organised into essential and additional content and information is provided on structuring the content.

<table>
<thead>
<tr>
<th>Part 1 (30 indicative hours)</th>
<th>Core</th>
<th>Part 2 (30 indicative hours)</th>
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</thead>
<tbody>
<tr>
<td>Aboriginal Identities</td>
<td></td>
<td>Aboriginal Autonomy</td>
</tr>
</tbody>
</table>

**Options**

- 1. Aboriginal Enterprises and Organisations
- 2. Aboriginal Visual Arts
- 3. Aboriginal Performing Arts
- 4. Aboriginal Peoples and the Media
- 5. Aboriginal Oral and Written Expression
- 6. Aboriginal Film and Television
- 7. Aboriginal Technologies and the Environment
- 8. Aboriginal Peoples and Sport
- 9. Aboriginal Interaction with Legal and Political Systems
- 10. School-developed Option
Agricultural Technology

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

Agriculture may be studied for 100 hours in Year 10 although it was not studied in Year 9.

Course Description
Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

What will 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, focussing 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.

What will students learn to do?
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. As part of Occupational Health & Safety requirements students are required to provide and wear a broad brimmed hat.

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

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

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?
All students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study Legal and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

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

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 and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

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.
Drama
Improvisation, Acting & Performance Skills

Drama is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

Course Description
Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

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

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

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

Materials Cost: Cost may be incurred for excursions e.g. Gloucester-Shakespeare Festival or visiting performances.
Food Technology

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

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.

What will students learn about?
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.
Options studied may include:

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

What will students learn to do?
The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

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

Materials Cost: $70
Graphics Technology

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

Course Description
The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?
All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration

What will students learn to do?
The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

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

Materials Cost: $25
Industrial Technology

Industrial Technology is an elective course that can be studied for 200 hours for the Record of School Achievement during Years 9-10.

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

Students may elect to study up to two (2) of the three (3) focus areas offered, based on a range of technologies of industrial and domestic significance. These include studies in:

Metal Technology - General Metal Modules 1 and 2, then either Metal Machining 3 and 4 Or Metal Fabrication 3 and 4.

Timber Technology - General Wood Modules 1 and 2, then either Cabinetetwork 3 and 4 Or Woodmachining 3 and 4.

Each module is studied for 50 hours.

What will students learn about?
All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

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

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

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

Practical projects 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. These may include:
- sheet metal products
- metal machining projects
- fabricated projects
- artistic metal projects

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

Materials Cost: $70 + Major Project

Industrial Technology - Timber

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:
- Cabinetwork
- Wood Machining.

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-related technologies. These may include:
- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar storage and display units.

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

Materials Cost: $70 + Major Project
Information and Software Technology

Information and Software Technology is an elective course that may be studied for 100 or 200 hours for the Record of School Achievement. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

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

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

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

The option topics to be studied within this course may include:

1. Artificial Intelligence, Simulation and Modelling
2. Authoring and Multimedia
3. Database Design
4. Digital Media
5. Internet and Website Development
6. Software Development and Programming
7. Robotics and Automated Systems
8. Networking Systems

* A minimum of 2 options are studied and 2-4 projects completed in the 100hr course.
* A minimum of 4 options are studied and 4-8 projects completed in the 200hr course.
# Studied in Year 10

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

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

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

Cost: $15
Japanese

The Year 10 Japanese course is designed to follow on and compliment the Year 9 Japanese course. Our goal is to encourage students to experience and appreciate different cultures by providing them with cultural experiences relevant to everyday life. Whether a fan of manga and anime, a Japanese film buff, a ninja wannabe, or just want to know more about the culture that brought us karaoke, karate, and kendo, studying Japanese will help cater for these interests.

Benefits of studying Japanese

• Japan has one of the largest economies in the world, and as such they are one of Australia’s largest trading partners. Japanese also heavily influences Australian tourism.
• Japanese is a stepping-stone to learning other Asian languages and their culture. The language is very similar to Chinese in script and Korean in grammar.
• The Japanese are innovators and efficiency-oriented and as such, a lot of what we see and use has come from these innovations.
• Research shows that bilingualism enhances literacy skills and cognitive development.

Course Information

During the Year 10 Japanese course students will learn how to:
Describe themselves, friends, family and their neighbourhood
Talk about daily routines and what they do in their free/leisure time
Communicate in familiar situations e.g. restaurants, shopping
Get lost in Japan and navigate their way safely to their hotel.

In addition, students will be exposed to a wide variety of cultural activities that will enhance their knowledge of other subjects such as:

Music – experiencing Taiko drumming and using songs for learning;
PE – doing exercise, martial arts and sports instructed in Japanese;
Hospitality – cooking food such as Okonomiyaki and Sukiyaki with recipes written in Japanese script.
Art – calligraphy, origami, flower arrangements.

Course cost: Nil.
Marine and Aquaculture Technology

Marine and Aquaculture Technology is an elective content endorsed 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.

Course Description
Marine and Aquaculture Technology develops students’ capacity to design, produce, evaluate, use and manage marine and water-related technologies and environments in an environmentally sustainable way.

Students will study a core unit as well as several elective modules, selected from the forty-eight modules available across a broad range of marine and aquaculture areas. These modules come from seven distinct focus areas:

- Biology
- Employment
- Ecology
- Leisure
- General Interest
- Management
- Aquaculture

What will students learn about?
Students will study water safety, general first aid and the use and maintenance of equipment. They will also learn about a range of topics which may include keeping and maintaining aquarium fish; boating and watercraft design and construction; fishing, tackle and fish harvesting techniques; ethical and sustainable use, management and protection of the marine environment; industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?
The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Occupational Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment for commercial and recreational purposes. Other learning experiences in the course are dependent on the optional modules studied.

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

Cost: $40.00
This will cover the cost of pool entry for the core module and materials required for other practical components of the course.
Music

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course must be studied for 100 hours in Stage 4 (Years 7 and 8). This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Students who have not studied Music in Year 9 are still able to choose Music in Year 10.

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

What will students learn about?
In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?
In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Course Requirements
The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

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

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

Materials Cost: $10 per year
Personal Development: Child Studies

Child Studies is an elective course that may be studied for 100 hours or 200 hours for the Record of School Achievement in Year 9 and Year 10.

Course Description
This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early learning years. Study can include pre-conception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

The course involves guest speakers, visit to local pre-school and each student has the opportunity to have an overnight or weekend care session with the “Reality Babies” which simulate the care required with a real baby.

What will students learn about?
Students will learn about:
• Preparing for parenthood
• Conception to birth
• Newborn care
• Stages of growth and development
• Family interactions
• Play and the developing child
• Health and safety in childhood
• Food and nutrition in childhood
• Children with additional needs
• Childcare services
• Media and technology in childhood
• Indigenous Culture and childhood
• Working with children

Students will develop:
• knowledge and understanding of child development from pre-conception and during the early years
• knowledge, understanding and skills required to positively influence the growth and development of children
• knowledge and understanding of external factors that support the growth and development of children
• skills in researching, communicating and evaluating issues related to child development

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

Materials Cost: $25
Physical Activity & Sports Studies

Physical Activity & Sport Studies is an elective course that can be studied for 100 or 200 hours at any time during Year 7 – 10.

Course Description
Physical Activity & Sport Studies is an extension of the mandatory PD/H/PE course in Year 7-10. Many students have an interest and talent in this area and there are limited opportunities for development in the local community. The development of skills and knowledge through Physical Activity & Sport Studies will complement and enhance future studies in the senior years, particularly in the PD/H/PE courses.

What will students learn about and learn to do?

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Foundations of Physical Activity</th>
<th>Physical Activity and Sport in Society</th>
<th>Participation and Performance</th>
</tr>
</thead>
</table>
| **MODULES**   | • Body systems& energy for physical activity  
                • Physical activity for health  
                • Physical fitness  
                • Fundamentals of motor skill development  
                • Nutrition and physical activity  
                • Participating with safety  
                • School-developed module  | • Australia's sporting identity  
                • Lifestyle, leisure and recreation  
                • Physical activity and sport for specific groups  
                • Opportunities and pathways in physical activity  
                • Issues in physical activity and sport  
                • School-developed module  | • Promoting active lifestyles  
                • Coaching and leading  
                • Enhancing performance – strategies and techniques  
                • Technology, participation and performance  
                • Event management  
                • School-developed module  |
| Movement Application | Aerobics and fitness  
                           Games  
                           Martial arts  | Aquatics  
                           Dance  
                           Outdoor education  | Athletics  
                           Gymnastics  
                           Recreational pursuits |

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

Would you like to learn how computer programmers tell a computer how to do the things you see happening? Do you enjoy playing computer games and want to know how they are made? If you answered yes, this is the course for you.

Understanding of computer programming, databases and game creation is a very useful skill to have in this day and age. The fundamentals of coding are becoming a basic digital literacy that everyone should try to learn.

What will students learn about and to do?

The course will explore computer programming and introduce students to the fundamentals of how computers work. No previous experience in programming is necessary. It is a hands-on course that exposes students to the major concepts of writing computer software as well as improving their general technology skills.

Students will learn the fundamentals of programming using the Python programming language, a general purpose language that has a wide variety of uses from testing microchips at Intel, to powering Instagram, to building computer games. Students will be required to demonstrate an understanding of the basic concepts of programming by completing a series of problems and challenges, both individually and in small groups.

By the end of the course students will also complete a project that requires them to create their own computer game or program. Projects will be catered to individual students’ interests, experience and abilities but will include using pre-made components as well as writing programming code of varying complexity that may include languages such as Python, Java, HTML, Visual Basic, C++ or computer programs such as Scratch or GameMaker.

Course Cost: Nil
Textiles Technology  
(Fashion)

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

Course Description
The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles

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

- Apparel
- Furnishings
- Costume
- Textile arts
- 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.

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

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

Materials Cost: $25
Visual Arts

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course must be studied for 100 hours in Stage 4 (Years 7 and 8). This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Course Description
Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?
Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks. They also explore how their own lives and experiences can influence their artmaking.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. Students also learn about relationships in the artworld between the artist – artwork – world – audience.

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

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

Course Requirements
Students are required to produce artworks and keep a Visual Arts diary.

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

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

Materials Cost: $55 for specialist art materials over and above the basics, e.g.
- digital and photographic paper
- photographic chemicals
- sculpture materials
- canvases
- specialist papers
Visual Design

Visual Design is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course (Years 7 and 8).

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

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

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

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

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

Course Requirements
Students are required to design and produce 2d and 3d designed objects and keep a Visual Design journal.

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

Materials Cost: $55 for materials over and above the basics, e.g.
- digital and photographic paper
- graphic design materials
- materials needed to produce 3d design projects
**Work Education**

Work Education is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

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

**What will students learn about?**
The core content is arranged in two parts:

- **Core Part 1 – Preparing Futures**
  - Transition Planning
  - What is Work?
  - Introduction to Workplace Safety
  - Enterprise Initiatives

- **Core Part 2 – Working Communities**
  - Workplace Rights and Responsibilities
  - Exploring Post-school Pathways
  - Technology and Communication
  - Partnerships in the Community

Students completing the 100 hour course may study either Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and two options.

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

All 100-hour courses must include the mandatory topic Introduction to Workplace Safety to ensure an understanding of occupational health and safety issues.

In addition students will study selected Options that cater for specific needs and interests. The Options cover areas such as technology, transitions, community participation, communication and partnerships. The Work Education syllabus encourages the integration of work and community based learning opportunities.

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

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

**Course Cost:** Nil