

# CROOKWELL HIGH SCHOOL



## STAGE 5 SUBJECT INFORMATION BOOKLET

Year 9 - 2024  
Year 10 - 2025





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## INTRODUCTION

This booklet outlines the courses which will be available to Year 9 students in 2024.

To enable students a wide choice of subjects three elective lines will be established. This means that all students will follow a pattern of courses as outlined below:

**English, Mathematics, Science, Geography (Mandatory), History (Mandatory), PDHPE and Sport plus at least 3 additional courses.**

The process of determining what additional courses will operate in Year 9, 2024 is as follows.

- STEP 1: Students indicate the subjects they are interested in studying online by **Tuesday, 22<sup>nd</sup> August**
- STEP 2: Subjects will be put into lines, based on student selections and students will be asked to make their subject selection based on these lines. Every effort is made to place students in subjects of their preferred choice however, this is not always possible.
- STEP 3: Parents will be informed of the elective line structures that are available.

All students' program of study per fortnight will read as follows:

<b>COURSE</b>	<b>PERIODS OF 60 MINUTES PER FORTNIGHT</b>
English	7
Mathematics	7
Science	7
History/Australian Geography	6
PDHPE	3
Block A Elective	5
Block B Elective	5
Block C Elective	5
Sport	3

## **INTRODUCTION TO THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)**

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). This credential is administered and issued by the NSW Education Standards Authority (NESA).

The RoSA is designed to record and credential all secondary school student's academic results up until the HSC.

- All students will receive grades for Board Developed courses they complete at the end of Year 10 and for courses they complete in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.
- Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study from their school at their time of departure. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

To qualify for the RoSA a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the NESA's curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or NESA; and
- completed Year 10.

## **FAIR ALLOCATION OF GRADES**

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. NESA works with teachers to ensure that appropriate standards are developed and applied at that level. These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

## **RECORDING EXTRA-CURRICULAR ACHIEVEMENTS**

NESA recognises many employers are interested in more than academic results and is working on an online resource to help students bring together evidence of a range of extra-curricular activities.

## PATTERN OF STUDIES

Students are required to complete the following mandatory curriculum for the RoSA. This is accumulated over Years 7 to 10.

<b>English</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of History and Geography in Stage 5.
<b>Languages Other Than English</b>	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies</b>	Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
<b>Creative Arts</b>	200 hours to be completed, consisting of 100-hour mandatory courses in each of Visual Arts and Music. 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	Mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

## **HOMWORK/HOMESTUDY ADVICE**

In an attempt to assist parents, students and caregivers prepare for the demands of RoSA study, the school has included a section in the front of the School diary which is issued annually to each student. This section has valuable advice, suggestions and strategies for success at school.

## **SCHOOL ATTENDANCE**

NESA does not set a minimum attendance for the satisfactory completion of a course. However, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10.

## **SCHOOL LEAVING AGE**

As of January 2010 a new school leaving age was introduced in New South Wales. All students are required to complete Year 10 and then have a number of options in which to participate until at least age 17.

Students, after completing Year 10, and until the age of 17 students must be:

- in school, or registered for home schooling OR
- in approved education or training OR
- in full-time, paid employment (average 25 hours/week) OR
- in a combination of these

This decision has been made as a result of Australian and International evidence which demonstrates a high correlation between students' level of education and their prospects in life. Research shows that early school leavers are two and a half times more likely to be unemployed, earn lower wages and have poorer quality of life outcomes.

## **'N' DETERMINATIONS**

'N' determinations are issued for the non-completion of requirements in a course. In order to assist students to focus on achieving to their potential in their Stage 5 studies, the school issues Warning Letters to students whose performance is not meeting the minimum course requirements.

These letters are designed to alert students, and their parents, to the likelihood of an 'N' determination being made if the concerns expressed in the letter are not addressed.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

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

- is ineligible for the award of the RoSA if they leave school at the end of Year 10
- may be ineligible to enter Year 11 courses.



## ELECTIVE COURSES

Parents and caregivers need to be aware that a number of elective courses use expensive materials throughout the course and consequently students choosing these courses will incur a fee.

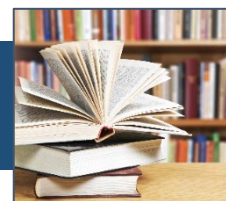
### Stage 5 Elective Course Fees

Subject	Year 9	Year 10
<b>AgriFood Operations</b>	NIL	NIL
<b>Agricultural Technology</b>	NIL	NIL
<b>Child Studies</b>	NIL	NIL
<b>Commerce</b>	NIL	NIL
<b>Food Technology</b>	\$110.00	\$110.00
<b>German</b>	NIL	NIL
<b>Industrial Technology</b>	\$60.00	\$60.00
<b>iSTEM</b>	NIL	NIL
<b>Music</b>	NIL	NIL
<b>PASS</b>	\$10.00	\$10.00
<b>Textiles Technology</b>	\$25.00	\$25.00
<b>Visual Arts</b>	\$40.00	\$40.00



# COMPULSORY COURSES

## ENGLISH



English is a Mandatory subject that is studied in each of Years 7-10 with at least 400 hours completed by the end of Year 10.

### Course Description

English 9–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

### What will students learn about?

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English, students study language in its various textual forms, including novels, poetry, drama, films, visual texts, digital and multimodal text to understand how meaning is shaped, conveyed, interpreted, and reflected. Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

### What will students learn to do?

Students progressively build on their literacy skills through reading, viewing and listening to texts, understanding and responding to texts and expressing ideas and composing text. This enables them to learn about and control language in a range of increasingly sophisticated contexts. Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

### Course Requirements

In Stage 5 students will study at least two works of extended prose, two collections of poetry, two films, two drama texts (including at least one Shakespeare play) alongside a range of texts including short prose, visual, spoken, multimodal and digital texts.

# MATHEMATICS



The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students study the Board developed Mathematics syllabus substantially in each of Years 7–10, and complete at least 400 hours of Mathematics study by the end of Year 10. Satisfactory completion of at least 200 hours of study in Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the Mathematics course based on Life Skills outcomes and content are not allocated a grade.

## Course Description

Mathematics in Stage 5 continues to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Course content is divided into a Core-Paths structure. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5. The Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6.

## What will students learn about?

Stage 5 Mathematics outcomes and their related content are organised into three main areas including:

- Number and algebra
- Measurement and space
- Statistics and probability.

Each of these main areas include a range of topics for students to study.

## What will students learn to do?

Students develop understanding and fluency in mathematics through:

- Exploring and connecting mathematical concepts.
- Choosing and applying mathematical techniques to solve problems.
- Communicating their thinking and reasoning coherently and clearly.

# SCIENCE



Science 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.

## Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

## What will students learn about?

Through their study of science, students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

## What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

## Course Requirements

Practical experiences, which emphasise hands-on activities, will occupy a substantial amount of course time. All students will be 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.

# GEOGRAPHY (Mandatory)



The Geography (Mandatory) course must be studied substantially in each of the Years 7-10 with at least 200 hours to be completed by the end of Year 10.

## Course Description

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

The aim of Geography in Years 7-10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales including local, regional, national and international levels. Students also learn to explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

## Topics to be covered in Stage 5:

- Sustainable Biomes
- Changing Places
- Environmental Change
- Management Human Wellbeing

## What will students learn to do?

Students undertake geographical inquiry which involves students acquiring, processing and communicating geographical information. to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

## Course Requirements

Fieldwork is an essential part of the study of Geography. Within the course students will learn about key geographical concepts, geography inquiry and geographical tools applying these skills to gather, analyse and communicate geographical information.

# HISTORY (Mandatory)



The History (Mandatory) course must be studied substantially in each of Years 7-10 with at least 200 hours to be completed by the end of Year 10.

## Course Description

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

## Topics to be covered are:

- The making of the Modern World
- Making a Nation or Industrial Revolution
- Australia and World War I
- Australia and World War II
- Rights and Freedoms (1945 – present)
- Australia in the Vietnam War era or Popular Culture or The Holocaust

## All students must complete a site study in Stage 5

The broad skills to be developed in this course are interpretation and analysis of source materials, research and communication.

## What will students learn about?

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914 – 1918) and World War II (1939 – 1945).

The history of the modern world and Australia from 1945 to present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

## What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation.

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

# PERSONAL DEVELOPMENT, HEALTH & 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.

The Year 9 and 10 course aims to develop the knowledge and skills to foster attitudes that will empower students to adopt healthy lifestyles. It is founded on a broad based notion of health, which encompasses the total well-being of the individual.

The program will affect the way students think, feel and act in regard to their own well-being and to that of others and the community in which they live. The program will focus on enabling and encouraging students to make informed decisions related to health, physical activity, lifestyle and life planning.

## 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.

## What will students learn about?

The course is comprised of the following PDHPE Skill domains:

- Self-management skills
- Interpersonal skills
- Movement skills

## Studied within the following three content strands:

- Health, Wellbeing and Relationships  
Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.
- Movement Skill and Performance  
Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- Healthy, Safe and Active Lifestyles  
Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The course outcomes will be assessed using a range of tasks including practical observations skills tests, written assignments, tests and group work contributions.

## 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.



## ELECTIVE COURSES

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### IMPORTANT NOTES:

1. Elective courses are offered as a 100-hour or 200-hour course at Crookwell High School.
  2. All students must study at least one 200-hour course.
  3. 100-hour courses run for 1 year/200 hour courses run for 2 years.
  4. Most electives are Board Developed and will appear on a student's RoSA. Electives that are not Board Developed will only appear on the Crookwell High School Semester report.
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# AGRIFOOD OPERATIONS



100-hour Board Endorsed Course - RoSA

## Course Description

Studying AgriFood Operations will provide students with an AQF VET qualification AHC10216 Certificate I in AgriFood Operations. The 100-hour course includes course units of competency (totalling 35 hours) and elective units of competency (totalling 65 hours).

## What will students learn about?

The core units aim to develop students' knowledge about working safely and maintaining the workplace. The elective units provide opportunities for students to develop their knowledge in the areas of agricultural crop work, chemical safety, livestock work, maintaining machinery and equipment, horticultural production and woolshed activities.

## What will students learn about?

In the core units, students will learn to identify and report safety hazards as well as follow safety procedures to operate machinery, tools and equipment. Students will also develop their skills in participating in teams, communicating effectively and use industry standard terminology. Depending on which electives are chosen, students will also develop skills in some agricultural and horticultural processes associated with food production.

## Course Content

### Core

Unit code and title	Status for AQF VET qualification	Indicative hours of credit
AHCWHS101 Work safely	core	20
AHCWRK101 Maintain the workplace	core	15

**Total indicative hours for core units of competency: 35**

### Electives

Unit code and title	Status for AQF VET qualification	Indicative hours of credit
AHCCHM101 Follow basic chemical safety rules	elective – listed	10
AHCLSK101 Support extensive livestock work	elective – listed	20
AHCLSK102 Support intensive livestock work	elective – listed	20
AHCNSY101 Support nursery work	elective – listed	15

**Total indicative hours for elective units of competency: 65**

# AGRICULTURAL TECHNOLOGY



100-hour or 200-hour Board Developed Course – RoSA

## Course Description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

## What will students learn about?

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

Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

## Course Requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Agricultural Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

Students undertaking the 100-hour course are required to complete Core A.

Students undertaking the 200-hour course are required to complete Core A followed by Core B.

<b>Agricultural Technology 1 (Core A)</b>	<b>Agricultural Technology 2 (Core B)</b>
Introduction to Agriculture	Agricultural Systems and Management
Plant Production 1	Plant Production 2
Animal Production 1	Animal Production 2

# CHILD STUDIES



## 100-hour Content Endorsed Course

### Course Description

Child Studies is a Stage 5 (Year 9 & 10) elective subject that is a content endorsed course from the PDHPE branch of elective subjects. It is a relatively new course that incorporates a range of learning experiences, both theoretically and practically based.

### What will students learn about?

It is organised into 13 modules where students will study a selection of any of the following in the 100-hour course:

- 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
- The diverse needs of children
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- Childcare services and career opportunities

This course explores a wide range of content that allow students to develop their knowledge and understanding on a broad range of social, environmental, genetic and cultural factors that influence a child's sense of wellbeing and belonging.

Child Studies will assist students to become aware of and learn to access a range of relevant community resources and services.

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.

The knowledge, understanding, skills and values developed in the Child Studies course, provides a foundation for a wide range of study options in and beyond school, as well as 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 (babysitting), supervision (coaching and training children in a range of settings) and child support roles in formal work opportunities such as childcare, education and nursing.



# COMMERCE

## 100-hour or 200-hours Board Developed Course – RoSA

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 investigate the consumer, financial economic, business, legal, political and employment world and are provided with the opportunity to develop research skills. Students develop political and legal processes to become informed, responsible, and active citizens.

Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

### Course Requirements

Students may undertake either 100 or 200 hours of study in Stage 5 Commerce.

### What will students learn to do?

Students learning Commerce will help 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 our legal system and in the workplace.

<p><b>Core Topics:</b></p> <ol style="list-style-type: none"> <li>1. Consumer and Financial Decisions</li> <li>2. The Economic and Business Environment</li> </ol> <p><b>Option Topics:</b></p> <ul style="list-style-type: none"> <li>- Investing</li> <li>- Promoting and Selling</li> <li>- Running a Business</li> <li>- Our Economy</li> </ul>	<p><b>Core Topics:</b></p> <ol style="list-style-type: none"> <li>1. Law, Society and Political Involvement</li> <li>2. Employment and Work Futures</li> </ol> <p><b>Option Topics:</b></p> <ul style="list-style-type: none"> <li>- Law in Action</li> <li>- Political Involvement</li> <li>- Towards Independence</li> <li>- Travel</li> </ul>
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# FOOD TECHNOLOGY



**100-hour or 200-hour Board Developed Course -RoSA**

**Has an overall fee of \$110.00 per 100 hours**

**Students are also required to provide PPE of an apron, solid upper shoes and a container to take food home in.**

## Course Description

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

## What will students learn about?

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. 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. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

The content is organised in modules and can be chosen as a 100hr or 200hr Board Developed course (RoSA).

Students undertaking the 100-hour course are required to complete three to four focus areas. Students undertaking the 200-hour course are required to complete six to eight focus areas.

<b>Food Technology 1</b>	<b>Food Technology 2</b>
Food selection and health Food in Australia Food Production and development	Food for specific needs Food equity Food service and catering

## Assessment

Assessment will incorporate various tasks including:

- Practical tasks
- Research tasks
- Experiments and reports
- Homework



# GERMAN

## 100-hour or 200-hour Board Developed Course – RoSA

Through learning German, students develop an intercultural capability and an understanding of the role of language and culture in communication. Students of languages become more accepting of difference and diversity.

### Sample Course Outline

German 1	German 2 * Prerequisite - German 1
<p>Students interact with others in German to exchange information and ideas on topics of interest. They engage in collaborative tasks and activities that involve making plans and arrangements.</p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Friends, recreation and pastimes</li> </ul>	<p>Students develop skills in maintaining sustained interactions with others in German to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences.</p> <ul style="list-style-type: none"> <li>• Holidays, travel and tourism</li> <li>• Issues and interests</li> <li>• Education and work</li> </ul>

### What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in German. They will explore the nature of languages as systems by making comparisons between English and German. Students will also develop intercultural understanding by reflecting on similarities and differences between their own and the target culture.

### What will students learn to do?

Students will develop the skills to communicate in German. They will access, respond, compose and interact in German. Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They will develop a capacity to interact with people, their culture and their language.



# INDUSTRIAL TECHNOLOGY – Metal/Timber



100-hour or 200-hour Board Developed Course – RoSA

**Each 100-hour course has a fee of \$60.00**

Industrial Technology is an elective subject for Stage 5.

The timber focus area may be studied for 100 hours in either Year 9 or Year 10.

The metal focus area may be studied for 100 or 200 hours for Stage 5. Metal 1 is a prerequisite for Metal 2.

Students may choose to study both metal and timber focus areas for Stage 5.

## Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus. 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 undertake one or two courses in Industrial Technology. These focus areas are based on a range of technologies of industrial and domestic significance. The focus areas offered at Crookwell High are:

- Metal
- Timber

## 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.

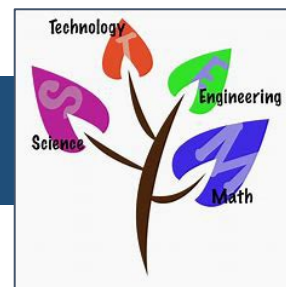
## What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and producing 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 equipment and machines related to the area of study to assist in the completion of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

<b>Metal 1</b> (100 hours)	<b>Metal 2</b> - (100 hours) (Metal 1 is a prerequisite for Metal 2)	<b>Timber 1</b> - (100 hours)
<b>Cost \$60.00</b>	<b>Cost \$60.00</b>	<b>Cost \$60.00</b>
Core Module 1 (50 hours) Core Module 2 (50 hours)  Projects can include: - Screwdriver Rack - Tool Box - Nail Punch - Welding techniques	Advanced welding techniques (50 hours) Scrolling and Construction (50 hours)  Projects can include: - Engineers Square - Camping Shovel - Tack Hammer	Core Module 1 (50 hours) Core Module 2 (50 hours) Includes basic carcass construction using router.  Projects can include: - Jewellery Box - Dartboard Cabinet



# iSTEM



## 100-hour Board Endorsed Course

This is a Board Endorsed Course – Stage 5. This course will contribute to a student's Record of School Achievement (RoSA)

### Course Description

STEM stands for Science, Technology, Engineering and Mathematics.

The iSTEM course utilises a practical integrated approach with engineering and technology being used to drive engagement in Science and Mathematics, through the development of technical skills and mechanical engineering. The iSTEM Board Developed Course provides an innovative and imaginative curriculum which will inspire students to take up the challenge of further study or career in Science, Technology, Engineering or Mathematics.

### What will students learn about?

Students will develop an appreciation of the role of STEM in the world in which they live. They will also develop an understanding of the contribution of STEM disciplines to the economic wellbeing of nations.

Students will complete four core modules of STEM Fundamentals 1 & 2 and Mechatronics 1 & 2. They will then complete two elective modules, which may be based on design for space, biomedical innovation, surveying, aerodynamics, 3D CAD or another topic of their choice.

### What will students learn to do?

Students will develop:

1. Inquiry and project-based learning skills.
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

# MUSIC



## 100-hour or 200-hour Board Developed Course – RoSA

The students will study the Concepts of Music (duration, pitch, dynamics, expressive techniques, tone colour and structure) through the learning experiences of **performing**, **composing** and **listening** within the context of a range of styles, periods and genres.

**The 200 hour (Years 9-10) Elective Music Course provides a secure pathway for the study of Music in Years 11 and 12.**

### What will students learn about?

Students will learn about performing, listening and composing by learning to play a musical instrument of their choice (guitar, bass, voice, drum kit, piano, keyboard, saxophone, flute, recorder, etc) as a soloist and an ensemble member.

Students will study topics:

- "Australian Music" (compulsory)
- Two elective topics per 100 hours as outlined in the NESA Stage 5 Music Syllabus.

Topics may vary slightly owing to student interest and 21<sup>st</sup> Century media influences.

### Sample Course Outline

Music 1		Music 2	
Performing	Composing/Listening	Performing	Composing/Listening
Solo and ensemble work on your instrument of choice Eg, Rock Band, Solo Piano, Vocal Duet, Country Band, Metal Band, Acoustic Ensembles, Theatre Music, Ensembles, etc.	Topic 1: Musical Concepts and Small Ensembles	Solo and ensemble work on your instrument of choice Eg, Rock Band, Solo Piano, Vocal Duet, Country Band, Metal Band, Acoustic Ensembles, Theatre Music, Ensembles, etc.	Topic 1: Australian Rock Music
	Topic 2: Australian Music		Topic 2: The Musical
	Topic 3: Western Art Music & Popular Music		Topic 3: Styles of Rock
	<b>Public Performances:</b> Open Night, GCOPS, MADD Night, Presentation Night		<b>Public Performances:</b> Anzac Assembly, Open Night, GCOPS, Showcase Concert, Presentation Night.

### What will students learn to do?

Students will complete tasks in each learning experience: Tasks can include:

- **Performing** (Solos, ensemble, singing, playing, moving, original compositions, accompanying, interpreting musical notation, using different types of technology, performance presentation, song and dance routines, public performances, and classroom performances).
- **Composing** (improvisation, original works, arrangements, notation, using different types of technology, digital composing, scoring, group work and individual tasks).
- **Listening** (analysing in relation to the treatment of the concepts of music in a composition, developing score reading, written responses, using different types of technology, gaining an understanding of music in its historical and cultural context).

**Each learning experience is evenly weighted for assessment.**

# PHYSICAL ACTIVITY AND SPORTS STUDIES



## 100-hour or 200-hour Board Developed Course – RoSA

**This 100-hour or 200-hour course has an overall fee of \$20.00**  
**Year 9           \$10.00 plus costs for participation in excursions**  
**Year 10          \$10.00 plus costs for participation in excursions**

**Physical Activity and Sports Studies is an elective course that builds on the knowledge, skills and experiences developed in the PDHPE syllabus.**

### Course Description

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. 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. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

### What will students learn about?

The content is organised in modules and can be chosen as a 100hr or 200hr course:

PASS 1		PASS 2	
Theory	Practical	Theory	Practical
Body Systems and energy for physical activity	Ultimate Frisbee/Frisbee golf Circus Skills	Participating with Safety	Swimming, Oz-Tag
Technology, participation and performance	Golf Hacky Sack	Coaching	Primary School visits, Fitness
Physical Fitness	Fitness Activities (Circuits, Power Walking, Weights, Yoga, Tai Chi, Pilates)	Issues in Physical Activity and Sport	World Games (European Handball, Gridiron, Gaelic Football)
Fundamentals of Movement Skill Development	Squash, Team Games	Physical Activity and Sport for Specific Groups	Sitting Volleyball, Orienteering, Lawn Bowls

**NOTE:** The above modules are indicative of the PASS 100 hour and 200 hour courses, Flexibility exists to alter the course of study to suit student interest and available resources.

### What will students learn to do?

Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.
- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

# TEXTILES TECHNOLOGY



**100-hour or 200-hour Board Developed Course – RoSA**

**This two year course has an overall fee of \$50.00**

**Year 9           \$25.00**

**Year 10         \$25.00**

**Students will be required to plan and then purchase all materials for their Textiles related projects.**

Textiles Technology is an elective course that builds on the knowledge, skills and experiences developed in the Technology (mandatory) Years 7 – 8 Syllabus.

## **Course Description**

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

## **What will students learn about?**

Students will learn about textiles in relation to the following areas:

- Design of Textile Items
- Properties and Performance of Textiles
- Textiles and Society
- Designers and their work

## **What will students learn to do in Textiles 1?**

Stargazing – Students use a commercial pattern to create boxer shorts,  $\frac{3}{4}$  pants or full length pants. They then purchase a singlet which they decorate to match their pyjama pants. Techniques include applique, digital imaging, embroidery, dyeing and applying lace and braids.

Urban Escape – Students create an apparel design for winter, many use knit fabrics like fleecy.

Like a Kaleidoscope – Free choice furnishing item which incorporates surface embellishment like applique, patchwork, quilting or felting. Furnishing items may include bean bags, cushions, wall hangings or doona covers.

## **What will students learn to do in Textiles 2?**

Designers of our Time – Students explore the work of textile designers. The class will visit St Vincent DePaul and purchase an item which they will deconstruct or renovate to create a costume. Students also make a felted mask to complement their costume.

Textile Art tells a Story – Using a variety of creative techniques, students create a fabric book. The fabric book could be a story book or a photo book.

In term 4 students can either make a textile item of their choice or continue to work on their fabric.

# VISUAL ARTS

100-hour or 200-hour Board Developed Course – RoSA

Course fees: \$40 per year



## 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 ceramicists, make artworks.

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

### 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 art making practice in their Visual Arts Process Diary.

They learn to investigate and respond to a wide range of artists and artworks in art making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks. Students will also have access to state of the art cameras and photographic equipment for photographic and film work.

## Course Requirements

Students are required to produce a body of work and keep a Visual Arts Process Diary. Students will have the opportunity to attend excursions to visit art galleries including those in Sydney. They will also have the chance to exhibit their artworks both in school and within the wider Arts community.

Visual Arts 1	Visual Arts 2
2D: Students will learn how to improve their skills in drawing, painting and printmaking including etching, collographs and monoprinting.	2D: Students will further develop their drawing and painting skills to create an illusion of reality. This will be extended into a variety media and printmaking techniques. Students will explore their environment and sketch and paint outdoors.
3D: Ceramics and sculpture: students learn new techniques in making clay sculptures based on imagination and fantasy.	2D/3D: Students will develop a body of work in a medium of their choosing. This could be a combination of 2 and 3D artforms.
2D: Photography and Digital Art	2D/4D: Photography, Digital Art and Film Making.

## Students applying to study Agrifood Operations must complete this form at time of selection.

Public Schools NSW, Wagga Wagga. RTO 90333

### VET ENROLMENT FORM

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>.

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

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#### Privacy Notice

**Under the *Data Provision Requirements 2012*, Public Schools NSW Wagga Wagga, RTO 90333, is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).**

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by **Public Schools NSW Wagga Wagga, RTO 90333**, for statistical, administrative, regulatory and research purposes. **Public Schools NSW Wagga Wagga, RTO 90333**, may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and NCVER
- Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes
- populating authenticated VET transcripts
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information and
- administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

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#### Study reason

Select the main reason you are undertaking this course (Tick ONE box only)

To gain extra skills to apply for a job	<input type="checkbox"/>
For personal interest or self-development	<input type="checkbox"/>
To gain skills for community/voluntary work	<input type="checkbox"/>
To learn about the requirements for work	<input type="checkbox"/>
Other reason	<input type="checkbox"/>



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**Personal details****Full Name** \_\_\_\_\_**Date of Birth** \_\_\_ / \_\_\_ / \_\_\_\_\_**If you have a disability, impairment or long-term condition ensure your school is informed.**

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**Delivery details** This qualification will be delivered at school over one or two years.  
**Unique Student Identifier (USI)**

Detailed course information is provided on each Course Information Sheet.

From 1 January 2015, we Wagga Wagga RTO can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVET. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

**Each student must provide the school with their USI number before enrolment in a VET course.**

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**Training Product (Qualification) Details**

Your school has the Authority to Deliver (ATD) the following courses.

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**Select the course(s) below in which you are requesting to enrol.**AHC10216 Certificate I in Agrifood Operations 

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**Fees and refunds**

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet.

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**Parent / Carer declaration:**

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

STUDENT NAME .....

PARENT NAME ..... PARENT SIGNATURE ..... DATE .....

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**Complaints and appeals statement**<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>  
[For specific RTO procedures please contact your VET coordinator.](#)

**Crookwell High School**

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RESPECT | RESPONSIBILITY | PROSPER