Year 9
Subject Selection

LEARNING FOR LIFE

Vincentia HIGH SCHOOL

2025

respect I responsibility I personal best

ba yilinj ganji buraaja buran
we carry the fire for tomorrow

MESSAGE FROM THE PRINCIPAL

Dear Parents and Students,

Vincentia High School is a dynamic school that has the resources and expertise necessary to provide opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

As a part of this process, we encourage our students to pursue their interest and abilities through our elective curriculum.

Students entering Year 10 are given the opportunity to elect subjects of interest to them. Vincentia High School is proud to offer a diverse range of subject electives for Year 10, designed to meet the passions, learning needs and learning styles of our dynamic student body. I encourage all students to consider their interests, their learning strengths and their broader abilities when they determine their preferences. By taking the time to seriously consider their electives now, students will be better placed to make more successful academic decisions as their schooling career continues.

In making subject choices, students should remember that the 100 hr courses must be studied to a satisfactory standard for **one** year. Changes during this time are not usually feasible, so a wise choice is necessary. If students would like additional information they are encouraged to talk to their classroom teachers, faculty Head Teachers or their Year Adviser. By encouraging our students to make informed choices, we empower them to achieve.

The information contained in this booklet relates to subjects and units that may be available in the 2024 Stage 5 Curriculum. Availability of subjects will be at the discretion of the Principal and Curriculum Team in accordance with NESA and school requirements. The Stage 5 elective lines generated after the students have made their choices will reflect this student choice.
Please read this book thoroughly.

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RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Department of Education follows curriculum courses as mandated by the NSW Educational Standards Authority (NESA). If students successfully complete Years 7 to 10 they are eligible for a Record of School Achievement (RoSA) credential, issued by NESA.

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 BOSTES' curriculum and assessment requirements for the RoSA.
● Complied with all requirements imposed by the Minister or BOSTES.
● Completed Year 10.

Students are required to complete the following mandatory curriculum for the RoSA:

● English
● Mathematics
● Science
● Human Society and Its Environment
● Languages other than English
● Technological and Applied Studies
● Personal Development, Health and Physical Education
● Planned physical activity including planned weekly sport
● Additional Studies (Electives) including Board Developed or School Developed Board Endorsed courses

Schools award each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grades are reported on the student's RoSA and range from A to E, based on performance descriptors as outlined for each Stage 5 course by NESA.

YEAR 9 AND 10 CURRICULUM STRUCTURE 2024–2025

In Years 9 and 10 students are required to study the mandatory subjects:

- English
- Mathematics
- Science
- PDHPE
- History
- Geography

At Vincentia High School students in Years 9 and 10 complete 400 hrs of additional subjects (Stage 5 Electives).

SUCCESSFUL COMPLETION OF ELECTIVE SUBJECTS

By the end of Stage 5 (Year 10) students should have completed 400 hoursof additional studies

This may be:

4 x 100 hour courses	selecting new subjects in Year 10
2 x 200 hour courses	continuing the same subjects in Year 10
1 x 200 hour course 2 x 100 hour courses	one new subject and one continued course in Year 10

MAKING THE BEST CHOICE

This booklet contains information relating to all the electives being offered at Vincentia High School. Students and parents are asked to read the information and choose their elective subjects carefully.

Students should consider their interests and abilities when selecting elective subjects.

There are no pre-requisite elective studies in Year 9 or 10 that impact student studies in Year 11 and 12.

In addition to this booklet students are encouraged to discuss their choices with their classroom teachers or Year Adviser, as well as parents and students in Years 9 and 10.

SUBJECT SELECTION PROCESS

Students will be required to select the RoSA approved electives to study in Years 9 and Years 10. These elective courses will be allocated to either Line X or Line Y. During the subject selection period in Term 2, students will be asked to nominate their top FIVE elective subject preferences. It is essential that students indicate their choices in order of preference.

Students will have approximately two weeks to record their subject preferences. It does not matter how quickly within that week they make their preferences, although students are reminded that the ranking of their preferences is important for their confirmed subject list.

Please note that the offering of a subject is not a guarantee that the course will run. Final classes being run and their alignment on the timetable will be based on overall interest levels and whole-school constraints.

The electronic submission of subject choices is most important as it directs decisions regarding the viability of courses. Failure to submit an electronic subject choice may result in a student not receiving their higher prioritised subject choices and or may result in subjects being selected for students.

Subjects are selected online using the Edval Web choices system. Students will be issued a link and an individual code before the selection period begins.

It is imperative that students are aware of their DoE Student email address and login details. If they are unable to access their account they are encouraged to see the Librarian or their Year Adviser.

TIMELINE
1. Term 2, Week 8 - Booklet issued
2. Term 2, Week 8 - Web Codes and link issued to students (selections are open)
3. Term 2, Week 10 - Online choices close

SUBJECT AVAILABILITY

Once the students have completed their preference lists, the Principal and Executive team consult to determine the final number of classes and subjects running.

If a student does not get enough classes from their selected preferences they will be interviewed and asked to re-prioritise in order to ensure they have the required classes to complete their studies in Years 9 and 10.

CHANGES TO SUBJECTS SELECTED

Only in extreme and special circumstances will changes to elective subjects be considered. Students seeking to change their elective subjects should consult their Deputy Principal.

SUCCESSFUL COMPLETION OF ELECTIVE SUBJECTS

By the end of Stage 5, students should have completed 400 hours of additional studies (Board Endorsed Elective courses).

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses contribute to the broad education of students. They have the capacity to engage and challenge students to maximise their individual talents and capabilities for further education and training and lifelong learning.

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers

For NSW school students in Years 9-12 VET is 'dual-accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (<u>Certificate or Statement of Attainment</u>).

LIFE SKILLS COURSES

Students with additional learning needs can also participate in electives by completing Life Skills Courses for their chosen subject.

Students who require Life Skills options can participate in elective courses in different ways.

● The student does the same work,
● The student completes some class work some assessment tasks,
● The student completes a modified program of work.

## Elective Course : Year 9 & 10 2025

Aboriginal Studies

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

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression, and the maintenance of Aboriginal identities and cultures. They also develop understanding of the importance of self-determination and autonomy for the ongoing contribution and success of Aboriginal Peoples and communities. Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions. They learn about the range of interactions and relationships between Aboriginal Peoples and non-Aboriginal people, and the continued roles of Aboriginal Peoples and communities locally, regionally, nationally and internationally.

Students develop understanding of community consultation protocols that enable them to engage respectfully and responsibly with their local Aboriginal community and other Aboriginal communities. They learn about the importance of Indigenous Cultural and Intellectual Property (ICIP), and ethical research practices to gather, protect and interpret data. In their research, students develop skills in the use of a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Through their study of core and option topics, case studies and research, students develop knowledge, understanding, skills, values and attitudes that are of value to their personal, social, cultural, academic and professional development, and enable them to become active and informed advocates for a just and inclusive world.
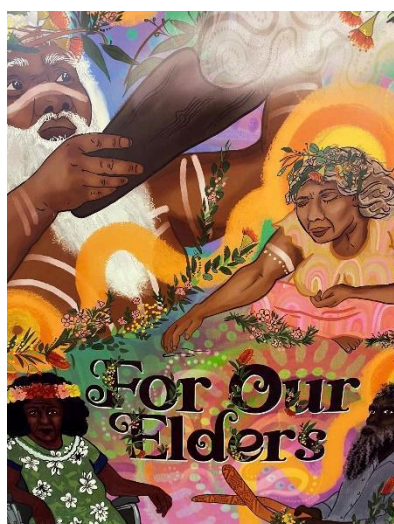
Agricultural Technology

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.

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.

Child Studies

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

The syllabus modules are:

Preparing for parenthood
Conception to birth
Family interactions
Newborn care
Growth and development
Play and the developing child
Health and safety in childhood
Food and nutrition in childhood
Children and culture
Media and technology in childhood
Aboriginal cultures and childhood
The diverse needs of children
Childcare services and career opportunities

Throughout the course, students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

You will also have practical experiences such as a child care centre.

Commerce

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political 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.

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order 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.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Dance

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

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

Students learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings and experiences. They learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Drama

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.

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.

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.
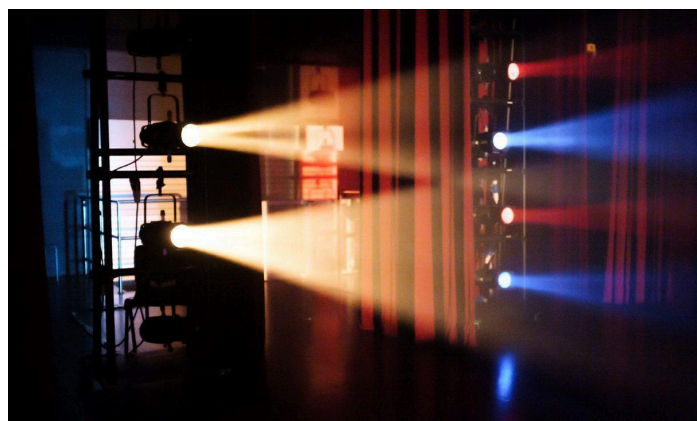
Food Technology

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, 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.

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.

History Elective

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

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

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

Industrial Technology (Electronics, Metal, Timber)

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This may include study in the focus areas of: Electronics, Metal or Timber. They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Students can do two Industrial technology subjects for their electives.

Information and Software Technology

People benefit from high levels of computing and technology literacy in 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, enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

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

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

Marine & Aquaculture Technology

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

Music

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.

Students 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.

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.

Philosophy

The aim of philosophy is to develop student knowledge of key philosophical thinkers, problems and arguments. By applying this knowledge to social dilemmas through communities of inquiry, students will challenge assumptions and beliefs and build their capacity for critical reasoning and ethical decision making.

Philosophical thought shapes what people think, value, and how they engage with others and the world around them. Philosophy is concerned with questions of ethics, knowledge, aesthetics and reality. It seeks to shed light on life's big issues, such as the nature of reality, how we should live and what it means to be human. Philosophy also grapples with the problems that lie at the foundation of issues of public debate such as artificial intelligence, human rights and freedom of speech.

In this course, students are actively engaged in exploring authentic ethical, social and political dilemmas in philosophy. They are challenged to think rigorously and discuss these issues in communities of inquiry. This engagement in philosophical discussion encourages students to think creatively, critically and collaboratively.

Philosophy equips students with the skills essential for active citizenship in today's complex global society. Through the study of philosophy, students will develop the skills to think deeply and formulate sound arguments. A study of philosophy will also encourage an open-minded disposition and a willingness to challenge existing beliefs and values.
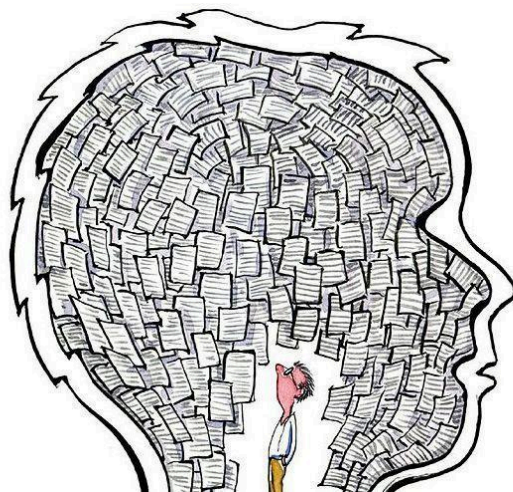
Photographic and Digital Media

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

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

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

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They 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 Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The course includes modules selected from each of the following three areas of study:

1 Foundations of Physical Activity

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

2 Physical Activity and Sport in Society

    Australia's sporting identity
    Lifestyle, leisure and recreation
    Physical activity and sport for specific groups
    Opportunities and pathways in physical activity and sport
    Issues in physical activity and sport

3 Enhancing Participation and Performance

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

Throughout the course, students develop knowledge, understanding and skills that develop their ability to:

    - work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
    - display management and planning skills to achieve personal and group goals in physical activity and sport
    - perform movement skills with increasing proficiency
    - analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Psychology

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

Students will identify psychology as a scientific discipline which studies mental processes and human behaviour, the world of the psychologist, the history of psychology and present-day theories of psychology.

Students will learn how the knowledge gained by research psychologists is used by applied psychologists in their dealings with individuals and groups. Students will appreciate the eclectic nature of psychological theories and the contributions made by psychologists of the past in formulating contemporary theories.

Students examine the scientific methods and ethics involved in psychological research and experimentation. They will investigate the types of psychological research and examine the ethical principles that practices are required to adhere to when engaging participants in research studies.

Textiles Technology

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. 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 give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

    Apparel
    Furnishings
    Costume
    Textile Arts
    Non-apparel.

Project work enables 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.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

Visual Arts

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

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

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

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

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

Visual Design

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

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

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

Students 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.

Stage 5 School Delivered Vocational Education and Training (VET) Courses

Stage 5 Vocational Education and Training (VET) courses are offered as part of the Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain a RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Public Schools RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved.

It is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

VET Retail – Certificate I

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

Course: **Retail Services** Board Endorsed Course (100 hour)	Stage 5 Accredited for the Record of Achievement RoSA

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide a pathway toward your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR10116 Certificate I in Retail Services https://training.gov.au/training/details/SIR10116. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 5 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.

Entry Requirements
You must complete the VET induction process, supply your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.

Transferrable industry skills gained in this course

- Communication
- Teamwork
- Time management
- Problem solving

Examples of job roles relevant to this qualification

This qualification provides a pathway to work in a variety of industry sectors and business contexts.
Individuals with this qualification are able to perform roles such as frontline team member.

VET requirements

Competency-Based Assessment
In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to meet the assessment requirements for the performance and knowledge of the unit of competency.

Appeals and Complaints
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

Consumable Costs: $ **Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)**	**Refunds** Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

Exclusions: Stage 6 Retail (VET BEC)

VET Course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses

VET Workplace Skills – Certificate I

2025 Workplace Skills Certificate I Course Descriptor
BSB10120 Certificate I in Workplace Skills

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

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

Course: **Workplace Skills Certificate I** Board Endorsed Course (100 hours)	Stage 5 Accredited for the Record of Achievement RoSA

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide a pathway toward your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification you must meet the assessment requirements of BSB10120 Certificate I in Workplace Skills https://training.gov.au/training/details/BSB10120. You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.

Entry Requirements
You must complete the VET induction process, supply your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

Transferrable industry skills gained in this course

- Communication
- Teamwork
- Time management
- Customer service

Examples of job roles relevant to this qualification

This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment.

VET requirements

Competency-Based Assessment
In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to meet the performance and knowledge requirements of the unit of competency.

Appeals and Complaints
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

Consumable Costs: $	**Refunds**
Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)	Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

Exclusions: Nil
VET course exclusions can be found on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/workplace-skills-certificate-i

Contacts:

Faculty	Head Teacher
CAPA (Creative and Performing Arts)	Ms Jaz Corr
English	Ms Ashley Oxley
HSIE (Human Society and its Environment)	Mr Michael Matuschka
PDHPE (Personal Development Health and Physical Education)	Mr Peter Raftery
Science	Mr Pat Twining
TAS (Technology and Applied Sciences)	Mr Andrew Newton
VET (Vocational Education and Training)	Ms Amy Harper
Life Skills (Mudjingaal)	Ms Katherine Antonio

Year Advisors	Ms Madi Wheeler Ms Monique Jackson
Deputy Principal	Ms Sue Fisher