

A young man with dark hair, wearing a dark blue polo shirt and a bright blue apron, is focused on cooking. He is standing in a kitchen with orange and white countertops. In the background, other students in school uniforms are visible, some working at a counter. The man is holding a white cutting board with some green herbs and small pieces of food on it. In the foreground, there are two frying pans on a stove. One pan contains sliced yellow vegetables, and the other contains sliced white vegetables. A wooden spoon is visible in the bottom right corner, stirring the contents of the second pan. The overall scene is a busy kitchen environment.

Chifley College  
Shalvey Campus

# Stage 5 Handbook

2023



# Introduction

This handbook has been developed to provide a summary of the courses that are available at Chifley College Shalvey Campus in 2023 for Years 9 and 10 and to support students and parents preparing for entry into Stage 5.

Current Year 8 students will use the information in this booklet to make informed choices about their Stage 5 pattern of study. Years 9 and 10 together constitute the Stage 5 course. Grades from all subjects studied over the two years are submitted to NESA for the awarding of the Record of School Achievement (RoSA) credential. This credential is a prerequisite for the commencement of the Year 11 Preliminary HSC course, the first year of Stage 6 studies.

It is important for students to give their elective choices careful consideration. Students should select subjects they enjoy, as this will provide them with a positive attitude towards learning and develop the essential study skills and motivation required for success in the important Years of 11 and 12.

Students are required to study the following subjects:

- english, mathematics, science, personal development, health and physical education (PDHPE), human society and its environment (HSIE)
- each student is also required to study at least 2 elective subjects during Years 9 & 10. 200 hour courses run for two years, 100 hour courses run for one year

Ms Linklater  
Principal

# Stage 5 RoSA Requirements

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Chifley College Shalvey Campus awards a Stage 5 Certificate to all students who have:

- Satisfactorily completed the prescribed pattern of study as prescribed by the New South Wales Education Standards Authority (NESA) and the Department of Education
- Demonstrated diligence and sustained effort in all courses
- Achieved some or all of the course outcomes
- Satisfactorily completed the required school-based assessment programs in all subjects
- Maintained a satisfactory level of attendance



# **Mandatory Courses**

**English**

**Mathematics**

**Science**

**History**

**Geography**

**PDHPE**

# English

Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples.

By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

In English during Stage 5 students will engage with:

- Novels and short stories
- Media and Non-fiction texts
- Drama (including Shakespeare)
- Poetry
- Film and audio texts

# Mathematics

Mathematics provides students with knowledge, skills and understanding in number and algebra, measurement and geometry, and statistics and probability. It focuses on developing mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to employ strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

**A new Mathematics curriculum will commence for Year 9 in Term 1, 2024.**

The main change from the current **Stage 5 (Year 9/10)** course is the implementation of Core content and optional Pathways for extended learning.

The NSW Education Standards Authority (NESA) has the following statement on the Core-Paths structure of the new Mathematics course;

The Core-Paths structure is designed to provide students the opportunity to develop knowledge, skills and understanding of concepts related to everyday living as well as foundation for students wishing to pursue higher levels of mathematics in **Stage 6 (Year 11/12)**.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6. The Path outcomes provide students with the opportunity to engage with Mathematics Advanced and Extension courses in Stage 6.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The study of science has led to a dynamic body of knowledge organised as models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations and enables sense to be made of the natural world.

As students actively engage in the processes of 'working scientifically' they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology and its importance in the current and future practice of science.

Students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

Learning science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

## Personal Development, Health and Physical Education (PDHPE)

Personal development, health and physical education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Students learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

# Human Society and Its Environment (HSIE)

Human Society and its Environment (HSIE) is the study of how humans interact with the world, how society operates and how it is changing. Through the study of HSIE, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world. HSIE encompasses several subjects. Stage 5 students study various topics in both History and Geography.

## History

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.

The study of history investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that history contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of history strengthens an appreciation for and an understanding of civics and citizenship. 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.

## Geography

Geography is the study of places and the relationships between people and their environments. Geography integrates knowledge from natural sciences, social sciences and humanities to build understanding of the world. Through the study of geography, students are encouraged 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.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

The study of geography provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

Fieldwork is an essential part of the study of geography.

# Elective Courses

Aboriginal Studies  
Agricultural Technology

Child Studies

Commerce

Design and Technology

Food Technology

History Elective

Industrial Technology

IST

Korean

Music

Photography

PASS

Textiles Technology

Visual Arts





# 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 learn about a range of factors that influence attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes.

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.

Through their study of core and optional 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.

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

# Agricultural Technology



Through the study of agricultural technology students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. Students explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to learn about plants and animals and a variety of outside activities.

The dynamic nature of modern agriculture results from the increasing knowledge and application of current and emerging technologies to the production, processing and marketing of products.

The study of agricultural technology develops knowledge and understanding about a range of agricultural practices. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products.

Learning about agriculture develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences.

Students will investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water and make responsible decisions about the appropriate use of agricultural technologies.

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

# Child Studies



Child Studies explores the factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. Students will have the opportunity to learn about each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

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

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

# 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.

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.

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

# Design and Technology



Through the study of Design and Technology, students investigate, analyse and apply a range of design concepts and design processes. They apply and evaluate a process of design when developing design ideas and solutions. Through engagement with project work, students develop skills to manage time as they sequence, produce and evaluate in relation to a design process.

Students demonstrate skills in innovation and enterprise in their project work. They communicate ideas about designed solutions to a range of audiences. They apply technological skills to select computing software applications in order to develop documentation for project work and to communicate designed solutions.

Design and Technology is delivered through units of work that integrate core content with project work in the creation and documentation of designed solutions. During the study of each unit students are required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

A design project is the main learning activity of students during a unit of work and culminates in the designed solution and documentation. The design project should be relevant to student needs and interests. It is expected that there will be greater opportunities offered to students in successive design projects to enhance the development of knowledge, understanding and skills.

Design and production folios reinforce and document student learning. Documentation provides the student with a means of recording all aspects of the design process used, evaluating and justifying the reasons for the decisions made. Design and production folios will provide evidence of the design process used in the development and the realisation of a project.

# 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 (WHS) issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food in Australia; food equity; food product development; food selection and health; food service and catering; food for specific needs; food for special occasions and food trends.

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

# 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. 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. They apply research and communication skills, including the use of information and communication technology (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.

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

# Industrial Technology - Metal



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.

Industrial technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials 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.

The study of industrial technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

**The metal focus area** provides opportunities for students to develop knowledge, understanding and skills in relation to metal and associated industries. Practical projects provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies including fabricated projects, metal machining projects and sheet metal products and engage in artistic metal projects such as jewellery and accessories.

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



# Industrial Technology - 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.

Industrial technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials 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.

The study of industrial technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

**The timber focus area** provides opportunities for students to develop knowledge, understanding and skills in relation to timber and associated industries. Students will develop knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies including decorative timber products, furniture items, small bowls or turned items, storage and display units and storage and transportation products.

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

# Korean



Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Korean is the language of one of Australia's significant Asian neighbours and is spoken by a population of more than 80 million people in Korea and communities worldwide. The exponential growth of technologies especially online streaming services such as YouTube and Netflix have enabled the rapidly growing interest in Korean culture across the world, the number of people learning Korean is also increasing in many countries in Asia, Oceania, the North and South Americas, Europe and Africa.

The major emphasis of the Korean language is on offering students various cultural and language lessons using the broad range of authentic cultural resources and materials. Students are invited to use Korean language for communicative purposes of interacting with other students and Korean communities. Moreover, students learn to analyse and understand language and culture by reflecting on the role of language and culture in the exchange of meaning.

Through learning of Korean language, students are encouraged to appreciate and value their own heritage, culture and identity and to respect the culture, beliefs and values of others through language learning.

# Music



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 study of music allows for the expression of emotion and imagination, the intellect and the exploration of values in the act of making music. 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. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

While students will develop knowledge and skills in each of the individual areas of performing, composing and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

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

# Photographic and Digital Media



This Stage 5 course builds on the Stage 4 visual arts mandatory course. It allows opportunities for students to investigate photographic and digital media in greater depth and breadth than through the visual arts elective course.

New technologies have changed the possibilities of production of artworks and the role of the artist. This course provides opportunities for students to investigate practice that uses photographic and digital technologies to produce, store and present artworks in digital form.

Artistic practice that incorporates photographic and digital media plays an essential part in the contemporary art world. The evolution of digital technologies, in particular, has altered the nature of photographic practice and has created new practices with many variables. This syllabus provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved into the 21st century.

The course provides opportunities to investigate the technological, artistic and theoretical development and making of photographic and digital works, the role of the artist as photographer and digital artist, the world and the use of photographic and digital forms.

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

# 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 involves the study of modules within the areas of foundations of physical activity, physical activity and sport in society and enhancing participation and performance.

Throughout the course students will 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

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

# Textiles Technology



Through the study of Textiles Technology, students undertake project work, identify functional requirements and aesthetic features of their designs, demonstrate decision-making processes and express individual ideas. Students demonstrate practical skills in design and in the manipulation of textiles, including the ability to select and use appropriate techniques, equipment and technologies. These investigations enable them to design, produce and evaluate quality textile projects with confidence.

Project work forms the basis of every unit of work. Teachers select a focus area as a starting point for the development of a unit of work. Appropriate content from project work and areas of study is integrated in creating units of work that meet student needs and interests. Focus areas are recognised fields of textiles that direct the choice of student projects.

The focus areas are:

- Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design
- Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks, surfboard covers.

Focus areas are intended to encourage students to engage with a range of textile items and cater for a variety of student interests. They provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

# Visual Arts



Visual Arts fosters interest and enjoyment in the making and studying of art. Visual arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds.

The content of visual arts provides opportunities for students to investigate the field of visual arts in complex and rich ways and contribute to students' creative and interpretive achievements and the works they produce. These opportunities lead to greater understanding of the field of art through critical and historical studies.

The knowledge, understanding, skills and values gained from the study of visual arts assists students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning.

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

