Holy Trinity Inverell

Live life to the full

Stage 5

ELECTIVE HANDBOOK 2026

CONTENTS

Our Vision

We are a Christ-centred, inclusive learning community committed to inspiring all to “have life and have it to the full.” John 10:10

Our Mission

A Catholic Professional Learning Community committed to improving the faith, learning and wellbeing of our students, staff, families and community.

Our Catholic Principles and Values

Primacy of God: Love of God; Love of Neighbour

Sanctity of Life: Life and dignity of the human person; Stewards of God’s creation

Fidelity in Relationship: Sacredness of self; sacredness of marriage

Common Good: Solidarity and Fraternity; Preferential option for the poor; Dignity of work.

CATHOLIC PRINCIPLES & VALUES (CPV)

Catholic Principles and Values underpin all we do in Catholic schools. These principles and values are explicitly taught in every subject. They have been chosen so that students in every year level will have a framework to help guide them in life once they leave school. Through the Catholic Principles and Values and their application in every subject, our students will be helped to develop a worldview that focuses on God and God's desire for all human beings to create a world where everyone is respected and cared for, the environment is managed for the future, and resources are used for the benefit of all. It is the explicit teaching of these principles and values that sets our Catholic schools apart.

The integration of Catholic Principles and Values across the curriculum aims to:

- ensure all students are able to articulate the core Catholic Principles and Values.
- assist students to integrate faith, culture and life experience
- enable students to recognise the religious character of the whole of life
- provide a perspective from which students can evaluate the curriculum content and structures and relationships within the school community
- help students to acknowledge and reflect on the integration of religion and culture in their own lives
- highlight the need for love, compassion, justice and service in the wider community

The Principle of the PRIMACY OF GOD

Values

- ❖ LOVE OF GOD
- ❖ LOVE OF NEIGHBOUR

The Principle of the SANCTITY OF LIFE

Values

- ❖ LIFE AND DIGNITY OF THE HUMAN PERSON
- ❖ RIGHTS AND RESPONSIBILITIES
- ❖ STEWARDSHIP OF GOD'S CREATION

The Principle of the FIDELITY IN RELATIONSHIPS

Values

- ❖ CALL TO FAMILY, COMMUNITY AND PARTICIPATION
- ❖ SACREDNESS OF SELF
- ❖ SACREDNESS OF MARRIAGE
- ❖ SACREDNESS OF THE FAMILY

The Principle of the COMMON GOOD

Values

- ❖ SOLIDARITY AND FRATERNITY
- ❖ PREFERENTIAL OPTION FOR THE POOR
- ❖ THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

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).

A cumulative record of all academic achievement:

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

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes 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.

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. As grading is extended into senior secondary courses the NSW Education Standards Authority (NESA) will work with teachers to ensure that appropriate standards are developed and applied at that level.
- The NSW Education Standards Authority (NESA) will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
- 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.

SECONDARY CURRICULUM AT HOLY TRINITY

The Secondary Department is constantly reviewing its curriculum pattern with reference to the guidelines outlined in the Education Reform Act, 1990. The Act, along with the Government's paper on Education Reform in NSW Schools, describes the program of curriculum reform introduced in 1992/1993.

At Holy Trinity, the Year 9/10 Elective program operates with vertical integration of Years 9 and 10 that conforms to the above Act.

The vertical integration system allows students to study areas that interest them and/or will benefit them. The system is designed to cater for the needs and interests of the students. Hence, the courses may vary from year to year, depending on student demand. In addition, some variations in electives can be expected due to the varying talents of the teaching staff at Holy Trinity.

All other subjects, such as Religious Education, English, Mathematics, Science, Personal Development, Health and Physical Education and History/Geography are not vertically integrated.

Vocational Education and Training (VET) courses are available for study by students in Stage 5. VET courses give our students the opportunity to work towards gaining nationally recognised qualifications. At Holy Trinity School, Construction and Primary Industries will be offered to Year 10 students in 2026. Interested students will choose one of these courses as one of their electives. Primary Industries and Construction will be taught on our campus. Students undertaking these courses need to be self-motivated and organised and have the ability to work in an online learning environment.

All VET courses are either developed or endorsed by the NSW Education Standards Authority (NESA) for inclusion in a student's Record of School Achievement. Students who choose to study Construction and Primary Industries in Year 10 will have the opportunity to continue their study of this subject during Stage 6. Successful completion will result in the student achieving a Certificate ll, with the possibility of a Certificate III, by the end of Year 12.

Individual requests to undertake a VET course will be dealt with on a case-by-case basis for other subject areas. Some students may be best served with exposure to various work placements tailored to their individual interests and experiences.

THE STAGE 5 2026 CURRICULUM PATTERN

Year 9	Subject	Year 10
5	Religious Education	5
7	Mathematics	7
7	Science	7
7	English	7
5	Elective I	5
5	Elective II	5
5	History/Geography	5
4	PDHPE	4
1	Assembly	1
4	Sport	4
50 Periods/Cycle		50 Periods/Cycle

RULES OF ASSESSMENT AT HOLY TRINITY

Assessment requirements for students at Holy Trinity are set out below:

- All students must study Religious Education, English, Mathematics, Science, History/Geography and PDHPE in Years 9 and 10.

- All students will study one semester of History and one semester of Geography in Years 9 and 10.

- For 2026, students must select two elective courses from those being offered.

- Students must have a satisfactory record of attendance and conduct during Years 9 and 10.

- Students are required to complete all assessment tasks by the due date.

ASSESSMENT & COURSE PERFORMANCE DESCRIPTORS

To enable teachers to make a true appraisal of an individual's achievement in each elective subject, a series of assessment tasks will be undertaken. Students will be given information early in the year, which outlines the set tasks and expectations for their chosen subjects.
Grades will be awarded to students using the course performance descriptors outlined below.

General Performance Descriptors

A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

N

"N" Determination

Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements:

a) Attendance – satisfactory attendance as determined by the principal
b) Participation in the required learning experiences and assessment tasks
c) Meeting requirements in terms of effort and achievement
d) Reaching some of the course goals

Where "N" appears in place of an A to E grade, this indicates the student has failed to meet one or more of the above requirements.

ABORIGINAL STUDIES

Aboriginal Studies is an exciting, engaging and hands-on subject which gives students an opportunity to explore a wide variety of traditional and contemporary aspects of Australia's Aboriginal and Torres Strait Islander people, their communities and their way of life.

Areas of Study

Aboriginal Identities

In this topic, you will get to explore all the different Aboriginal and Torres Strait Islander communities from around Australia, from Uluru in central Australia to the people who live on Moa Island in the Torres Strait and everywhere in between. We look at how different communities live and the way this contributes to the way that they express themselves.

Aboriginal Autonomy

This is where you will explore the journey of Australia's First Nations people from 1788 to today. We examine how these Australians have shown resilience throughout the years and emerged to become an integral part of Australia and our international identity.

Options/content we can explore within these areas of study

- Aboriginal Enterprises and Organisations
- Aboriginal Peoples and the Visual Arts
- Aboriginal Peoples and the Performing Arts
- Aboriginal Peoples and the Media
- Aboriginal Peoples and Oral and Written Expression
- Aboriginal Peoples and Film and Television
- Aboriginal Peoples and Technologies
- Aboriginal Peoples and Sport
- Aboriginal Peoples' Interaction with Legal and Political Systems
- School-developed Option – we get to choose what we want to do

Assessment Strategies

Students are offered the opportunity to conduct a wide range of personal projects and assessment strategies with an Aboriginal perspective. It is envisaged that through their investigation and collaborative-based learning, students will develop methods and skills in community consultation, planning research and acquiring, processing and communicating information.

Some further examples of assessment strategies within Stage 5 Aboriginal Studies are:

- Source analysis
- Oral presentation / yarning circle
- Reflective journal
- Creative representation (art, poetry, digital story, performance)
- Investigation
- Community-based task (e.g., local Elder interview, initiative study)
- Timeline or concept map
- Case study (person, place, or event)
- Group project (presentation, film, or exhibition)
- Research project

AGRICULTURAL TECHNOLOGY – 100 HOURS ONLY

Australia is at the forefront of agricultural innovation, employing advanced technologies and sustainable practices to improve productivity and environmental stewardship. Studying agriculture in Australia can allow you to connect with a vast network of industry professionals, researchers, and potential employers, opening doors to global career opportunities. It also allows students to experience aspects of an agricultural lifestyle through direct contact with plants and animals and various outside activities.

Through the study of Agricultural Technology, students develop knowledge, understanding and skills that enable them to contribute positively to their lifestyle and the social, economic and environmental future of Australia. Agricultural Technology develops the ability to respond to human needs and emerging opportunities. 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. The course develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a team member and communicate information to various audiences.

In 2026, Agricultural Technology will continue to provide a balance between practical and theory work. Most of the practical work will be undertaken on the school farm – approximately 12 ha surrounding “Rosslyn” on Glen Innes Road. The course will provide students with a range of practical farming experiences. These will be supplemented by suitable excursions where appropriate.

The successful cattle showing program will continue, and students have the opportunity to join the Show Team. This provides students with practical job skills should they choose to enter this area of agriculture in the future.

Agricultural Technology is a 100 Hour course, and the topics studied are broken into 3 units:

- Introduction to Agriculture
- Beef Cattle Production
- Plant Production

Assessment strategies may include:

- Semester exam
- Practical tests
- Plant and animal husbandry skills
- Practical work at the school farm
- Research assignments

Feedback on assessment will be both formal and informal.

COMMERCE

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial literacy that enables them to participate in the financial system in an informed way.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the potential and use of information and communication technologies. Students gain greater competence in problem-solving and decision-making by evaluating the range of customer, financial, business, legal and employment strategies. In examining these, they also develop attitudes and values that promote ethical behaviour, social responsibility and a commitment to contribute to a more just and equitable society.

The focus areas in 2026 will be:

- Consumer and Financial Decisions
- Law Society and Political Involvement

In addition to the core content, several options will be studied.

They are:

- Our Economy
- Investing
- Law in Action
- Towards Independence

Assessment strategies may include:

- Semester exams
- Research assignments & projects
- Peer assessment

Feedback on assessment will be both formal and informal.

ELECTIVE HISTORY

The study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods. This unit offers the opportunity to enjoy studying history for its intrinsic interest and as a preparation for Stage 6.

Through a range of thematic and historical studies, students develop an understanding of how historians investigate and construct history. A selection of ancient, medieval and early modern societies are studied in relation to overarching historical themes.

Students study ONE choice from each Topic and at least TWO other choices from any Topic.

Topic 1 - History, Heritage and Archaeology

- Archaeological sites
- Biography
- Family history
- Film as History
- Heritage and Conservation
- Historical Fiction
- Historical reconstructions
- History and the media
- History websites/online environments
- Local History
- Museum and/or archives studies
- Oral History

Topic 2 - Ancient, Medieval and Modern Societies

- Africa
- The Americas
- Asia
- Australia
- Europe
- The Middle East
- The Pacific

Topic 3 - Thematic Studies

- Continuity and diversity of Aboriginal culture and histories
- Economy and society
- Children in History
- Crime and punishment
- Gender in the past
- Heroes and villains
- Music through history
- Power and political unrest
- Religious and spiritual beliefs/practices
- Slavery
- Sport and recreation in history
- War and peace
- World myths and legends
- A school-developed study

What will students learn to do?

Students apply an understanding of history and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history and historical events to show an understanding of continuity, change and causation. Students develop research skills 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.

Students will develop knowledge and understanding of:

- history and historical inquiry
- past societies and historical periods.

Students will value and appreciate the following:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Students will develop skills to:

- undertake the processes of historical inquiry
- communicate their understanding of history.

Assessment strategies may include:

Students will be assessed based on the following:

- interviews
- source analysis
- written and oral assignments
- research tasks
- knowledge tests

Feedback on assessment will be both formal and informal.

FOOD TECHNOLOGY

Why study Food Technology?

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society.

There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional food and the environmental impact of food production processes.

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

In 2026, students will be studying the following Focus Areas:

Is it Good for Me? - Food Selection and Health:

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Fair's Fair - Food Equity:

There is enough food produced in the world to feed everyone; the problem is that it is not distributed evenly. Why is it that developing nations continue to suffer from hunger, while in developed nations, diseases associated with too much food are common? This unit investigates the factors that contribute to this unequal distribution in Australia and around the world. These factors include the balance of international trade, the distribution of food between those who 'have' and those who 'have not', and the impact of difficult geography, poor roads and unstable political situations.

What's In? - Food Trends:

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability.

Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

New Food - Food Product Development:

An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

Requirements:

All students must have an appropriate container for leftovers and closed-in footwear.

Assessment

Students will be provided with the opportunity to demonstrate their learning in everyday classroom activities as well as planned assessment events.

Assessment for each topic will be balanced between theory and practical work, employing a range of strategies ensuring that information is being gathered regarding the knowledge and understanding being acquired and the skills being developed.

Assessment strategies may include:

- Semester exams
- Unit tests
- Practical work
- Research assignments and projects

Feedback on assessment will be both formal and informal.

INDUSTRIAL TECHNOLOGY - TIMBER & METAL

The major emphasis of courses offered in Industrial Technology is on students being actively involved in the planning, development, and construction of quality practical projects. Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected "focus area". Each focus area is broken down into specialised modules.

Modules in each focus area cover theory on topics such as:

- Work, Health and Safety (WHS) and Risk Management
- Materials
- Tools, Equipment, and Techniques
- Design
- Links to Industry
- Workplace Communication Skills
- Societal and Environmental Impact.

Projects across all modules will promote the sequential development of skills and reflect increasing student autonomy as they progress through the course. A project portfolio is also required for one practical project completed, and will form part of the overall assessment of each focus area.

The focus areas and modules for 2026 are:

Timber and Metal

These focus areas contain the core modules that develop knowledge and skills in using materials, tools, and techniques related to the timber and metal industries.

Timber

- Core Module: Timber 1
- Specialised Module: Timber 2

Metal

- Core Module: Metal 1
- Specialised Modules
  - Fabrication 2 (Prerequisite: Core: Metal 1)
  - Metal Machining 2

Assessments in all modules may include:

- Folios
- Practical and theory tests
- Practical work and reports
- Research assignments and projects

Feedback on assessment will be both formal and informal.

iSTEM (Science, Technology, Engineering and Mathematics)

Why is iSTEM Important?
iSTEM is important because it builds life skills that students will need regardless of their career choice. It teaches them critical thinking, teamwork, and persistence. It shows them how to approach challenges, think, and work together to solve problems effectively. These are the skills that increasingly underpin many professions and trades and the skills of a technologically based workforce.

The importance of Science, Technology, Engineering and Mathematics subjects to Australia's future workforce is indisputable. iSTEM is a hands-on course that delivers science, technology, engineering and mathematics education in an interdisciplinary, innovative and integrated fashion.

This school-developed course covers several modules in the fields of technology and engineering, including STEM Fundamentals, Aerodynamics and Motion, 3D CAD/CAM, and Mechatronics (Robotics).

Assessment: iSTEM integrates both project-based learning and inquiry-based learning. To satisfy the requirements of this subject, students must utilise the design process to undertake a range of problem-solving exercises by building and testing a prototype. Their progress is recorded in a digital folio which includes the results of testing and modifications made throughout the design process. These collaborative and individual tasks occupy the majority of course time. Feedback on assessment will be both formal and informal.

In 2026, students will be studying the following:

STEM FUNDAMENTALS
This introductory unit develops knowledge, skills and understanding of essential STEM principles and the design process. Students engage with the engineering design process to solve various challenges, including building and testing bridges, rockets, boats and a mousetrap powered car.

AERODYNAMICS and/or **MOTION**
Students will investigate motion by constructing an aeroplane with the challenge of the fastest speed or highest elevation. These will be flown around the power anchor to collect data on speed and elevation to determine the best plane. Motion will be investigated by the construction and testing of different rocket designs.

3D CAD/CAM
In this module, students will manufacture three-dimensional objects which they have designed. Students develop skills in Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) used in many fabricating and design industries. They will use the program Fusion 360 as their CAD experience, and their designs will come to life using CAM hardware, including the 3D printer and laser cutter.

MECHATRONICS
Students will complete a coding short course using the Grok Learning resource as a refresher to programming. They will then use the Lego Mindstorms robots to build and program their robot to navigate an obstacle course.

There are opportunities for students with an aptitude in the STEM field, currently studying this subject, to further extend their learning in 2026.

MUSIC

There are many benefits to studying music:

- **Musical training helps develop language and reasoning:** Students who have musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds.
- **A mastery of memorisation:** Even when performing with sheet music, student musicians constantly use their memory to perform. The skill of memorisation can serve students well in education and beyond.
- **Students learn to improve their work:** Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study.
- **Music builds imagination and intellectual curiosity:** Introducing music in the early childhood years can help foster a positive attitude toward learning and curiosity. Artistic education develops the whole brain and develops students' imagination.
- **Music can be relaxing:** Students can fight stress by learning to play music. Soothing music is especially helpful in helping adolescents relax.
- **Musical instruments can teach discipline:** Students who learn to play an instrument can learn a valuable lesson in discipline. They will have to set time aside to practice and rise to the challenge of learning with discipline to master playing their instrument.

In 2026, students will study Music in the following genres:

- Music for small ensembles
- Australian Art Music
- Music of a culture with an emphasis on Australian Music.
- Rock Music

Students will be able to use computer-generated creativity, through the use of GarageBand and other apps, to compose original music and integrate it with visual media.

A compulsory aspect of the elective music course is performance. Students are required to be involved in class, assembly and eisteddfod performances, as well as providing the basis of the music for school masses and liturgies. In this way, the skills and concepts learned in class can be utilised in public performances and enrich the life of the school.

Assessment

Students will be provided with the opportunity to demonstrate their learning in everyday classroom activities as well as planned assessment events.

Assessment for each topic will be balanced between theory and practical work, individual and group tasks, employing a range of strategies.

Assessment strategies may include:

- Practical work – teacher and peer performance review
- Research assignments and projects
- Semester listening and theory assessments

Feedback on assessment will be both formal and informal.

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

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.

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin-dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity is also effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness.

Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Modules of study include:

- Fundamentals of Movement Skill Development
- Physical Activity and Sport for Specific Groups, Enhancing Performance – strategies and techniques
- Promoting Active Lifestyles
- Enhancing Performance – strategies and techniques
- Opportunities and Pathways in Physical Activity and Sport
- Lifestyle Leisure and Recreation

Assessment strategies may include:

- Semester exams
- Group and individual research assignments
- Peer assessment
- Practical performance

Feedback on assessment will be both formal and informal.

VISUAL ARTS

Visual Arts provides opportunities for students to enjoy both the making and studying of art. It builds an understanding of the role of art in both the contemporary and historical world and enables students to represent their ideas and interests in artworks. The Visual Arts Elective course provides for broader, deeper and more extensive learning in Visual Arts beyond the mandatory course.

What students learn

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.

Areas of Study – 2026

Areas of study are directed by teacher expertise and student interest.
Potential Units of Work include but are not limited to:

- Graffiti and Street Art
- Architecture and Buildings
- Sacred Grounds
- The Making of Art- A Process and Journey
- Digital Art and Photography
- Lets go, Textiles
- Practical- Skills Building

Course Requirements

Elective course

The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).
Students are required to produce a body of work and keep a Visual Arts diary.

Formal Assessment strategies may include:

50% Artmaking	50% Critical and Historical Studies
Accumulation of Artworks/ Body of Work Visual Arts Processing Diary	Artist Case Studies Examinations

VET COURSES - *THIS OPTION IS ONLY AVAILABLE TO YEAR 10 STUDENTS*

CONSTRUCTION - YEAR 10 ONLY

VOCATIONAL EDUCATION AND TRAINING

Diocese of Lismore Catholic Schools Ltd
RTO: 45649

DIOCESE OF LISMORE CATHOLIC SCHOOLS LIMITED

CONSTRUCTION – Stage 5

Statement of Attainment towards CPC10120 Certificate I in Construction

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate I is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a Construction Industry Australian Apprenticeship.

Hours	100 hrs x 1 year	Training Package	CPC
Cohort	Stage 5 (Year 10)	Work Placement	Recommended 35 hours
Course Details	VET Board Endorsed Course	SBAT	Not Available

Example of Competencies to achieve the full certificate.

Topic	Unit Code	Unit Title	Status
Safety First	CPCWHS1001	Prepare to work safely in the construction industry	Core
	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
Construction Calculation & Project	CPCCCM2004	Handle construction materials	Core
	CPCCCM1011	Undertake basic estimation and costing	Core
	CPCCVE1011	Undertake a basic construction project	Core
Simple Sketches	CPCCOM1017	Prepare simple construction sketches	Elective

ASSESSMENT METHODS
This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods include:

- Knowledge question
- Performance base tasks

DUTIES AND TASKS OF A CARPENTER

- Construct formwork into which concrete is poured
- Set out an outline of the building on the ground of the site, using string & pegs to allow for excavations
- Build floors, wall frameworks (timber or metal) and roofs, and lay timber floors
- Read plans and specifications to determine the dimensions, materials required and installation processes to be followed
- Install metal and timber windows, sashes and doors
- Construct and erect prefabricated units, such as cottages and houses
- Cut materials with hand and power tools and assemble, nail, cut or shape parts
- Install door handles, locks, hardware, flooring underlay, insulating material and other fixtures

PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team

FURTHER STUDY
Apprenticeship, for example in

- Carpentry
- Bricklaying and Blocklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder

JOB ROLES IN THE CONSTRUCTION INDUSTRY
Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erect and dismantle formwork for footings and slabs on ground.

Version March 2025

PRIMARY INDUSTRIES - YEAR 10 ONLY

Natural resources and primary products are crucial to our lives. The various sectors of primary industries supply us with many products and services essential to life, including food, fibre, timber and energy, as well as the basic materials used in other industries.

The demand for products and services from primary industries in an environment featuring economic growth, climate change and diminishing resources will test the technologies, work practices and people in the industry. The extent of change demands the adoption of new skills and increased knowledge across the entire workforce.

The primary industries sector is a significant employer in Australia, particularly in regional and rural areas. The agriculture, horticulture and conservation and land management industry sectors offer a wide and diverse range of career opportunities and pathways, both within and across organisations and industry sectors.

Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure, and that will assist them in making informed career choices.

What will I do in a Primary Industries course?

The Primary Industries course involves a combination of knowledge and skills in areas such as safety, preparation and safe use of chemicals, interpreting weather, sustainability and working effectively in the primary industries sector.

At Holy Trinity School, you will undertake the Livestock stream:

- Livestock, Health and Welfare – focusing on the safe work practices when handling livestock, the classification and identification of livestock, animal behaviour, health and treatment.

You will also do a range of elective units of competency suited to the industry needs in your region.

The current delivery plan for Primary Industries in 2026 is:

- Participate in WHS processes
- Install, maintain and repair fencing
- Carry out basic electric fencing operations
- Handle livestock using basic techniques
- Prepare livestock for competition
- Load and unload livestock
- Carry out regular livestock observations
- Operate basic machinery and equipment
- Assist with artificial insemination procedures
- Operate tractors

Assessment

Competency-based assessment is used to assess this course from the Primary Industries Curriculum Framework. This means that you will be assessed against prescribed industry standards outlined in the units of competency you undertake. It involves the assessment of skills and knowledge combined, and you will be deemed to be 'competent' or 'not yet competent'.

To receive an Australian Qualifications Framework VET qualification, you must be deemed competent in the range of units of competency required for that qualification. A Statement of Attainment for partial completion of the PI course may also be available. This will list the competencies the student has achieved.

What is work placement?

Many VET courses include some time working in the industry area of your course. This is called 'work placement'. Work placement gives you the chance to learn industry skills and to put into practice the skills you have already learned as part of your VET course.

Work placement will also help you to:

- Understand the attitudes expected in the industry area
- Gain insights into the kind of career you'd like to have
- Make informed decisions about further training and study
- Become more employable
- Be better equipped for business and employment opportunities.

You will be required to undertake 35 hours for the Primary Industries Specialisation Study in the 120-hour course. It is compulsory to undertake 35 hours of work placement. It is recommended that this takes place at the Royal Queensland Show; however, alternative arrangements can be made in consultation with the VET Coordinator.

VOCATIONAL EDUCATION AND TRAINING

Diocese of Lismore Catholic Schools Ltd
RTO: 45649

DIOCESE OF LISMORE CATHOLIC SCHOOLS LIMITED

PRIMARY INDUSTRIES – Stage 6

AHC20122 Certificate II in Agriculture

This qualification provides a general vocational outcome in Agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock. Individuals with this qualification carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This course is competency based and the student's performance is assessed against prescribed industry standards.

Unit Value	2 unit Preliminary 2 unit HSC	240 hrs		Work Placement	Mandatory 70 hours
Specialisation	No			SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
HSC Exam	Yes	ATAR	Yes	Recognition	National AQF and HSC Qualification

Example of Competencies.

Unit Code	Unit Title	Unit Code	Unit Title
AHCWRK211	Participate in environmentally sustainable work practices	AHCWRK210	Observe and report on weather
AHCWHS202	Participate in workplace health and safety processes	AHCCHM201	Apply chemicals under supervision
AHCWRK212	Work effectively in industry	AHCPMG201	Treat weeds
AHCLSK204	Carry out regular livestock observation	AHCLSK211	Provide feed for livestock
AHCMOM203	Operate basic machinery and equipment	AHCLSK205	Handle livestock using basic techniques
AHCMOM202	Operate tractors	AHCLSK210	Muster and move livestock
AHCINF206	Install, maintain and repair farm fencing	AHCLSK209	Monitor water supplies
AHCINF205	Carry out basic electric fencing operations	AHCLSK202	Care for health and welfare of livestock
AHCWRK213	Participate in workplace communications		

PERSONAL ATTRIBUTES

- Enjoy practical work
- Good at science
- Able to analyse and solve problems
- Enjoy agriculture and the environment
- Able to make accurate observations and recordings
- Able to work as part of a team

LEARNING OUTCOMES

- Handle Livestock
- Build conventional and electric fences
- Operate machinery and equipment
- Establish crops and pastures
- Install farm water systems
- Implement safe and sustainable work practices

STUDY PATHWAYS

- Certificate II and III in Agriculture
- Certificate II and III in Conservation and Ecosystem Management

CAREER PATHWAYS

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Assistant animal attendant/stockperson
- Assistant farm hand
- Assistant farm or station worker
- Assistant farm or station labourer
- Jackaroo and jillaroo.

SKILLS FOR SUCCESS
SKILLS FOR LIFE

Version March 2025

NATIONALLY RECOGNISED TRAINING

FEES

All courses have an associated fee, which will be determined in Term 4.

We expect that fees will be similar to those currently in place.

DISTANCE EDUCATION

Other than the courses offered at Holy Trinity in Years 9 and 10, the study of a variety of courses is available to some students through the Department of Education Distance Education Program.

Students may only apply to study one course each year through Distance Education.

Students receive their work packs from their Distance Education tutor regularly. They are required to complete work and return it by post or email for marking on a regular basis.

Students need to be self-motivated and independent workers to succeed in this type of study.

Distance Education charged an annual fee of approximately $340 in 2025, payable in advance.

Full details are available from Miss Bailey.

eVET

It may be possible to undertake vocational courses, known as eVET and TVET. These courses are subject to availability, school approval and have a family contribution toward the cost of the qualification (16% over the whole course).

These courses are designed to provide students with practical, industry-recognised skills and qualifications. They are delivered externally, either at a TAFE campus (TVET) or through a registered training organisation (eVET). These programs offer an alternative style of learning, allowing students to explore career pathways and gain hands-on experience while completing their Stage 5 studies.

Successful completion of these courses can provide credit towards a national qualification and may assist with future employment or further study.

Further details about courses and the application process are available from Mrs Townsend.