Subject Name: History

Contact Person: Ms Michelle Hogan

Board Developed Course

Course Description: The study of history provides opportunities for students to engage in activities and experiences. Historical research and communication processes include Information Communication Technologies (ICT) such as evaluating internet and web-based sources and using technologies for historical research.

The study of history strengthens understandings of civics and citizenship. Students gain an understanding of the historical experiences of different cultural groups within society and of how various groups have struggled for citizen’s rights. History encourages students to critically analyse the structures and processes of government and their impact on people in different historical contexts.

History Mandatory Stage 5 has been designed to provide students with an understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of History.

Course Structure: Students undertake 100 hours of History Mandatory in Stage 5. The content is divided into the following topics over a two year period.

- Australia to 1914
- Australia and World War I
- Australia between the Wars
- Australia and World War II
- Australia in the Vietnam War Era
- Changing Rights and Freedoms
- People Power and Politics in the Post-war Period
- Australia’s social and cultural history in the Post-war Period

Assessment Summary: Teachers of History will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.
Subject Name: Geography

Contact Person: Ms Michelle Hogan

Board Developed Course

Course Description: The study of Geography develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Through the spatial dimension, geography enables students to identify and analyse the physical, social, economic, political, legal and technological factors that influence where things are and why they are there. The ecological dimension requires students to identify and analyse the ways humans interact with environments and in so doing develops students’ skills in evaluating arguments and problem-solving. Culture is a key determinant of people’s lives and worldview and through the study of Geography students develop knowledge and understanding of different cultures and develop perspectives that enhance their understanding of the world.

The study of Geography enables students to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning. Through the study of civics and citizenship students develop knowledge of the decision-making processes that exist at a variety of scales, which informs them of ways they can participate as responsible and informed members of society.

Course structure: Students undertake 100 hours of Geography Mandatory in Stage 5. The content is divided into the following topics over a two year period.

- Investigating Australia’s Physical Environments
- Changing Australian Communities
- Issues in Australian Environments
- Australia in Its Regional and Global Contexts

Assessment summary: Teachers of Geography will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Assessments will take a variety of forms including: written, oral, practical, site study, ICT and investigative research.
Subject Name: Aboriginal Studies

Contact Person: Ms Michelle Hogan

Board Developed Course

Course Description: Aboriginal Studies is a course for Aboriginal and non-Aboriginal students that allows for a study of the cultures and lifestyles of Aboriginal Peoples of Australia. It has a local community focus and core studies that emphasise identity and autonomy, allowing students to develop pride, personal affirmation and to recognise the diversity in Aboriginal cultures. Students also develop ethical research skills and an ability to work within community consultation protocols, both of which are important employment skills. As a result of doing this course, students not only improve their employability but also develop the knowledge and skills to make a valuable contribution to Australia’s future as citizens. There is also opportunity in Year 10 to complete a school developed option relevant to Mullumbimby.

Course structure:

Core:
- Part 1 – Aboriginal Identities
- Part 2 – Aboriginal Autonomy

Options
1. Aboriginal Enterprises and Organisations.
3. Aboriginal Performing Arts.
5. Aboriginal Oral and Written Expression.
6. Aboriginal Film and Television.
8. Aboriginal Peoples and Sport.
9. Aboriginal Interaction with the Legal and Political Systems.
10. School Developed Option.

Assessment Summary: Designed to enhance learning, assessments give students the opportunity to produce work that reflects their developing knowledge, understanding and skills.

Assessments will take a variety of forms including: written, oral, practical, ICT and investigative research.
Subject Name: Commerce

Contact Person: Ms Michelle Hogan

Board Developed Course

Course description: Choosing Commerce will provide students with the knowledge and skills to make informed decisions in the modern world of finance, business, employment and the law. They will gain commercial competencies that will benefit them now and in the future. Students who study commerce gain practical skills for life.

Through the study of Commerce students will learn practical skills for life. It’s all about:
- How not to get ripped off!
- How to spend and save money-making your $ work 4 U
- Advertising – design a new product
- How to run a business
- The stock market and how to buy and sell shares
- The economy
- How to plan a trip
- The legal system – all about your rights!
- E-Commerce: How to buy things on the internet safely
- How to manage big decisions like buying your first care and moving out of home
- Employment- how to get a good job
- Government and politics

Course structure

Core Course
- Year 9 Individual issues
- Personal Finance
- Consumer Choice

Year 10 Social Issues
- Law and Society
- Employment issues

Options
- Investing
- Promoting and Selling
- Travel
- Law in action
- Our Economy
- Running a Business
- Political involvement

Assessment Summary: Designed to enhance learning, assessments give students the opportunity to produce work that reflects their developing knowledge, understanding and skills. Assessments will take a variety of forms including: written, oral, practical, site study, ICT and investigative research.
Subject name: People in Time

Contact person: Ms Michelle Hogan

Board Developed Course

Course description: The aim of this subject is to allow students to explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history 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 and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

Students will apply an understanding of history, heritage, archaeology and the methods of historical inquiry 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 including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints.

Course structure: Constructing History

Students may examine a topic in depth OR explore a range of topics from below.
- Biography
- Family History
- Film as History/Historical Fiction
- A history website
- Heritage and Conservation
- Local History
- Museum and/or Archives Studies
- Historical Reconstructions

Ancient, Medieval and Early Modern Societies
- In depth the major features of an ancient, medieval or early modern society.
- The Ottoman Empire
- An Asian Study
- The Americas
- A 19th century study
- Medieval Europe

Thematic Studies
Students will choose a study from one of the following:
- Heroes and Villains
- Sport and Recreation in History
- World Myths and Legends
- Crime and Punishment

Assessment summary: Designed to enhance learning, assessments give students the opportunity to produce work that reflects their developing knowledge, understanding and skills.

Assessments will take a variety of forms including: written, oral, practical, site study, ICT and investigative research.
Subject name: Work Education

Contact person: Ms Michelle Hogan

Board Developed Course

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

Choosing Work Education will provide students with the opportunity to research a range of work related issues, for example employment trends and participation rates. Students will learn to communicate using a range of techniques targeting specific audiences, for example employers.

Students will develop employability skills, which include communication skills, teamwork, ICTs, and problem solving. Students will learn enterprise skills including taking the initiative in workplace contexts. They will provide with the opportunity to plan and manage their own pathways including the range of life transitions.

Course structure:

Core Part 1 – Preparing Futures
- Transition Planning
- What is Work?
- Enterprise Initiatives

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

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

Assessment summary: Assessments will take a variety of forms including: written, oral, practical, work placement, ICT and investigative research.
Subject name  International studies

Contact person  Ms Michelle Hogan & Ms Aisha Pelmore

Board Developed Course

Course description

International Studies aims to assist students to work towards a deeper understanding of and future engagement with a complex multinational, multicultural and multi-faith world.

International Studies equips students, with the capacity to engage, in an appropriate and informed manner, with cultures within Australia and beyond.

Australia’s future cultural development, economic growth and identity will depend on how well Australians take up opportunities through exchanges and in trade, work, travel and development partnerships and how well they engage with individuals, businesses, other organisations and governments through intercultural understanding.

Teaching that promotes respect, responsibility, interconnectedness and understanding, requires a conceptual framework that enables the transmission of knowledge, intercultural understanding and values, and their incorporation into one’s own worldview.

Through the study of International Studies, students will engage ideas, beliefs and practices across a wide range of cultures, with an emphasis on the cultures of Asia and the Pacific region.

Course structure

The 200 hour course consists of:

- The Core Topic- Culture and Diversity in Today’s World
- Up to 6 options are to be selected from:
  - Culture and Beliefs
  - Culture and Family Life
  - Culture and Gender
  - Culture and Food
  - Culture and the Media
  - Culture and Travel
  - Culture and Sport
  - Culture, Science,
  - Technology and Change
  - Culture and the Creative and Performing Arts
  - Coming to Australia

Students are exposed to a variety of learning experiences utilising brainstorming, case studies, classroom displays, current affairs, debates, discussions, excursions, games, group work, guest speakers, interviews, presentations, research, role plays, scenarios, surveys and workshops.

Assessment summary

Assessment activities will be selected from research assignments, ICT, oral tasks, class tests, presentations of written and visual material, writing tasks and multimedia presentations.
Subject name: Indonesian

Contact person: Ms Michelle Hogan - Mrs Linda Keyte

Board Developed Course

Course description: This course is designed for students who are interested in learning about the Indonesian language and culture.

The topics chosen for this course have been selected so that they relate to the everyday life and interests of teenagers in both Australian and Indonesian speaking environments. The four language skills of reading, writing, listening and speaking are developed through units of work based on the topics studied. Indonesia is Australia’s nearest Asian neighbour and the close relations between the two countries make the study of Indonesian desirable and relevant.

This course is a ‘hands on’ subject where students have the opportunity to participate in Indonesian cooking and craft skills such as Batik making.

Gain the competitive edge – learn Indonesian!

Course structure: Topics include:

- Making contact
- Personal description
- A typical day
- House and Home
- Free time and leisure
- Travel and Transport
- Shopping and Markets
- Youth
- Religion and special occasions

Assessment summary: Designed to enhance learning, assessments give students the opportunity to produce work that reflects their developing knowledge, understanding and skills.

Assessments will take a variety of forms including: written, oral, practical, ICT and investigative research.