

# **MOSMAN HIGH SCHOOL**



**Subject Choices for**

**Year 10 - 2026**

## Table of Contents

GENERAL INFORMATION FOR YEAR 10 .....	4
RECORD OF SCHOOL ACHIEVEMENT (RoSA) .....	6
ELECTIVES 2026.....	8
CREATIVE & PERFORMING ARTS .....	8
Drama.....	8
Music.....	9
HSIE (Human Society in its Environment) .....	10
Commerce.....	10
History – Elective .....	11
iSTEM (Integrated Science, Technology, Engineering & Mathematics) .....	12
iSTEM (Not on Record of School Achievement).....	12
LANGUAGES .....	13
Chinese.....	13
French .....	14
Italian .....	15
Japanese.....	16
Spanish.....	17
PDHPE .....	18
PASS (Physical Activity and Sport Studies) .....	18
Dance .....	19
TAS (Technology and Applied Studies).....	20
Computing Technology.....	20
Food Technology.....	21
Industrial Technology .....	23
Industrial Technology Engineering .....	24
Industrial Technology Multimedia .....	25
Industrial Technology Timber.....	26
Textiles Technology .....	27
SIT10222 Certificate I in Hospitality .....	28
VISUAL ARTS .....	32
Visual Arts .....	32
YEAR 11 PRELIMINARY COURSES: .....	33
Aboriginal Studies (Accelerated) .....	33
Design and Technology (Accelerated) 2 Units (Y11 & Y12) .....	34
Philosophy     NESA Endorsed Course .....	35

Photography, Video and Digital Imaging (Accelerated) 1 Unit	NESA Endorsed Course.....	36
Psychology .....		37
Sport, Lifestyle and Recreation .....		38
SCHEDULE OF ELECTIVE FEES 2026 .....		39
WebChoice 2026 – Year 10 Electives .....		40

## GENERAL INFORMATION FOR YEAR 10

Each Elective Course will be taught for five (5) lessons each fortnight. This means that each course will have a duration of 100 hours, the minimum course length recognised by NESA (NSW Education Standards Authority) for the purposes of grading. Subjects taken over two (2) years are 200 hours in duration. At the end of Year 10, students will receive a Record of School Achievement (RoSA) listing the grades from courses completed over Years 9 and 10.

### ELECTIVE LINES AND THE SELECTION PROCESS

Round 1: All Year 9 students will choose three (3) Elective Courses that they will study in Year 10.

The lines will be developed based on the student preferences made online.

These choices are downloaded into a computer program and used to arrange the courses into three lines (X, Y, Z) so that as many students as possible are placed in the courses they have chosen within timetabling and staffing constraints.

### CHOOSING COURSES

This booklet contains descriptions of the courses offered for Year 10 students only.

It is to be read in conjunction with the Year 9 book issued in 2024.

This will provide a complete description of all courses offered in 2026.

When making choices, consider the following four questions:

1. What do I like?
2. What are my strengths?
3. What skills or subjects might I need for my future career?
4. What 100 hour course will I continue to complete 200 hours?

Be guided by your answers to the above.

S Wyatt

***Principal***

## YEAR 10 2026

The curriculum structure is as follows:

	<i>Periods per fortnight</i>
English	7
Mathematics	7
Science	7
PD, Health, PE	4
Sport	4
History	5
Elective X	5
Elective Y	5
Elective Z	5
Careers	1

This means students must choose three (3) Elective Courses for 2026. Students must choose to keep at least ONE of their electives in Year 10 from the group of electives they studied in Year 9. That is: students must do one course for 200 hours.

### **IMPORTANT RULES TO REMEMBER WHEN SELECTING ELECTIVE COURSES FOR YEAR 10 2026**

In order to achieve the Record of School Achievement, students MUST complete AT LEAST ONE SUBJECT FOR 2 YEARS OR FOR 200 HOURS. This can be easily accomplished by continuing one Year 9 elective subject into Year 10. For example, if studying Visual Arts in Year 9, and studying Visual Arts in Year 10, this represents 200 hours.

The pre-requisite for most elective courses are the courses studied in Years 7 & 8.

This means that students can choose two courses in Year 10 even if they were not studied in Year 9.

TAS Rule - Students may only take a maximum of two 200 hour Industrial Technology subjects (Timber, Engineering, Multimedia) throughout Years 9 and Year 10.

\*NB: During course implementation there may be some modifications to the assessment information.

## **RECORD OF SCHOOL ACHIEVEMENT (ROSA)**

The RoSA records completed Stage 5 (Year 9 & 10) courses.

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded.

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn.

A to E grade scales describe how well students have achieved.

### **AWARDING GRADES – COMPLETING YEAR 10**

Mosman High School is responsible for awarding each student who completes a Stage 5 course a grade to represent that student's achievement. The grade is reported on the student's RoSA.

Grades A, B, C, D, or E are awarded to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5.

Teachers use Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from NESA's general performance descriptors (see next page).

### **DETERMINING STAGE 5 GRADES**

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

## **GENERAL PERFORMANCE DESCRIPTORS**

The general performance descriptors describe performance at each of five grade levels.

- 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.

Teachers will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence through a number of assessment activities.

## **'N' DETERMINATIONS**

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given two or more unresolved 'N' award warnings in a mandatory course, they may not be eligible for the Year 10 RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

## ELECTIVES 2026

### CREATIVE & PERFORMING ARTS

#### DRAMA

---

##### **Elective fee: \$35**

This is a course designed for those students who have completed the special drama program in Years 7 and 8 or Year 9. This is an advanced course, building and developing performance skills.

##### **TOPICS TO BE STUDIED:**

###### **PERFORMANCE:**

- Production and performance
- Plays in performance
- Critical analysis
- Styles of theatre
- Elements of drama

##### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Making	20%
Performing	60%
Appreciating	20%



## MUSIC

---

### **Elective fee: \$35**

Music provides an introduction to performing, composing and listening. Students are expected to learn to play and read music on an instrument of their choosing.

- Assessment tasks include performing, listening and writing assignments
- Homework is weekly
- Expect to participate in school concerts and performances
- Beginners are welcome

### **YEAR 10 TOPICS TO BE STUDIED:**

Term 1	Contemporary Music
Term 2	Classical Music
Term 3	Jazz Music
Term 4	Depth Study (Personalised Project)

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Marks will be awarded within the domains of:

Performance	25%
Composition	25%
Musicology	25%
Aural	25%

# HSIE (HUMAN SOCIETY IN ITS ENVIRONMENT)

## COMMERCE

---

Continuing from Year 9, students may continue with Commerce in Year 10. Students who have not completed Year 9 Commerce, may choose to study as prior knowledge is an advantage but not a pre-requisite.

### COURSE OUTLINE:

Central to an understanding of commerce is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. To function competently in our democratic and pluralistic society, students need to develop the ability to research information, evaluate options and participate in collaborative decision-making by studying the law, government and business as outlined below. Students interested in economics, business, legal and society studies in Year 11 and 12 would be strongly advised to choose Commerce in Year 10.

### TOPICS TO BE STUDIED:

1. Law, Society & Political Involvement:
  - The role and structure of the legal system
  - Law reform, political action and decision-making
  - Participation in the democratic process
2. The Economic & Business Environment:
  - The nature of the economy
  - The nature of markets
  - Interactions within markets
3. Travel:
  - The nature of tourism
  - Planning a trip
  - Solving problems related to travel
4. Towards Independence:
  - Moving from home
  - Managing finances and major purchases
  - Community involvement

### ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Law research: media file	20%
Half yearly Examination – Government & Law; Economics	25%
Short Answer Test & Report, Political Involvement	30%
Hand-in: Travel	25%

## HISTORY – ELECTIVE

The aim of History elective is to inspire and promote students' explorations of the past and to fortify and extend the development of historical source analysis skills, writing skills and critical thinking skills. A critical understanding of the past enables students to participate in society as active, informed and responsible citizens. The year 10 elective course highlights that the study of History is so much more than the simple presentation of facts and dates from the past. History elective provides the skills to answer the question, "How is History constructed?" Students are encouraged to apply a range of historical problem-solving, research and persuasive skills in order to develop their own perspectives on social, economic and political forces that have shaped the world we live in.

### Topic 1: Constructing History

- Biography
- Family history
- Film as history
- Historical fiction
- Heritage and conservation history and the media
- Local history
- Museum and/or archives studies
- Oral history
- Historical reconstructions
- A history website/CD-ROM

### Topic 2: Ancient, Medieval and Early Modern Societies

- Archaeology of the ancient world
- Literature of the ancient world
- Medieval and early modern Europe
- The Ottoman Empire
- An Asian study
- The Americas
- The Pacific
- Africa
- A 19th-century study
- A 20th-century study

### Topic 3: Thematic Studies

- Children in history
- Heroes and villains
- Religious beliefs and rituals through the ages
- Sport and recreation in history
- War and peace
- World myths and legends
- Crime and punishment
- Music through history
- Slavery
- Terrorism
- Women in history

### **SAMPLE Elective Program**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<i>World Myths and Legends of the Ancient World</i>	<i>Film as History</i>	<i>Conspiracy and Contestability</i>	<i>Heroes and Villains</i>
<i>Comparative Study of Modern Revolutions</i>			

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Task 1 – Source Analysis	25%
Task 2 – Skills Test	15%
Task 3 – Short film and Group Presentation	30%
Task 4 – Case Study and Media Design	30%

## **ISTEM (INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS)**

### **ISTEM (NOT ON RECORD OF SCHOOL ACHIEVEMENT)**

---

**Elective Fee: \$108**

iSTEM 100 hours is a Department approved Elective Course

**\*A Department approved Elective Course will not be listed on the Record of School Achievement (RoSA)\***

#### **Why Choose iSTEM?**

If you enjoy solving real problems, building creative solutions, and working with your hands and your mind — iSTEM is for you.

This innovative elective combines the skills associated with science, technology, engineering and maths (STEM) in multidisciplinary, hands-on projects that link directly to real-world industries and future careers. You'll work with authentic data, explore a range of technologies, and build future-focused skills like critical thinking, collaboration, creativity and communication — the skills employers are actively looking for.

The World Economic Forum's 2023 Future of Jobs report identifies **analytical thinking** and **creative thinking** as the top two in-demand skills, ranking them highest among employers worldwide. The demand for creative thinking is expected to grow faster than analytical thinking—projected to increase by **73% by 2027**.

That's exactly why **iSTEM** centres around inquiry-based, problem-solving, and project-based learning — giving you hands-on experience with real-world problems in areas like robotics, renewable energy, coding, and product design. You'll develop the future-focused skills employers are actively seeking: critical thinking, creativity, collaboration, communication, tech fluency, and resilience. With iSTEM, you're not just preparing for a test — you're preparing to **make, create, and innovate with purpose** in the careers of tomorrow.

The iSTEM course is divided into core, elective, and specialised topics. Each topic represents 25 indicative hours.

The 100 hour course is structured in the following ways:

- both core topics
- one elective and one specialised topic

or

- both core topics
- two specialised topics.

Specialised topics and electives may include:

Computer-aided design (CAD), Critical thinking, Project-based learning, Advanced manufacturing, Aeronautical engineering, AgriTech Cyber security, Design for space, Mechatronics and robotics, MedTech, Surveying and geospatial engineering, Sustainable transport

iSTEM provides students with authentic learning contexts that simulate real-world practice. Students are expected to demonstrate evidence of their learning using processes that closely emulate real-world practice used in industry.

Students are expected to demonstrate the application of practical skills through the completion of problem-solving tasks and projects. Students need to document design processes in the completion of tasks and projects using written, verbal, or other communication strategies.

## LANGUAGES

### CHINESE

---

**Elective fee: \$50**

#### **200 Hour Course**

The study of Chinese provides students with the opportunity to gain effective skills in understanding and communicating in the Chinese language.

In this course, students will learn to interact, to access and respond to information and to compose texts in the target language. They will develop an understanding of the language system including sound, writing, grammar, vocabulary and text structure and how these compare to the English language. In addition, they will develop an understanding of how culture and language are interrelated and how they shape our identity.

This course is designed for students who have studied Chinese in Year 9 and who are thinking about continuing their study of the Chinese language into Stage 6.

**Please note that eligibility rules apply to this course – see teacher for further instructions.**

#### **COURSE CONTENT**

In this course, students will continue to develop the skills to communicate in Chinese in everyday situations. They will listen and respond to both spoken and written texts in Chinese and they will establish and maintain communication in familiar situations using the language. Students will also explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Students will continue to develop and refine their knowledge, skills and understanding of Chinese through communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.

Topics will be chosen and adjusted based on the interests, abilities and prior learning of students. Students will work to achieve the syllabus outcomes through the range of topics covered. Topics may include, but are not limited to, the following:

- |                      |                            |                       |
|----------------------|----------------------------|-----------------------|
| • Personal Identity  | • Festivals and Traditions | • Travel              |
| • Family             | • Daily Routine            | • Shopping            |
| • School Life        | • House and Home           | • Weather             |
| • Likes and Dislikes | • Organising Events        | • Getting around      |
| • Pets and Animals   | • Food and Drink           | • Clothes and Fashion |
| • Leisure and Sport  |                            |                       |

Assessment for record of school achievement grades:

A range of formal and informal strategies provides opportunities for students to demonstrate the knowledge, understanding, skills and learning they have acquired using a range of resources and stimulus materials including ICT. These strategies include class tests, assignments, homework tasks, projects, presentations, group work, collaborative activities and reflection. Students will be assessed on how well they meet the course outcomes using the interacting, understanding and creating strands of the course.

## FRENCH

---

**Elective fee: \$50**

### **200 Hour Course**

The study of French provides students with the opportunity to gain effective skills in understanding and communicating in the French language.

In this course, students will learn to interact, to access and respond to information and to compose texts in the target language. They will develop an understanding of the language system including sound, writing, grammar, vocabulary and text structure and how these compare to the English language. In addition, they will develop an understanding of how culture and language are interrelated and how they shape our identity.

This course is designed for students who have studied French in Year 9 and who are thinking about their study of the French language into Stage 6.

**Please note that eligibility rules apply for Stage 6 – see teacher for further instructions.**

### **COURSE CONTENT:**

In this course, students will continue to develop the skills to communicate in French in everyday situations. They will listen and respond to both spoken and written texts in French and they will establish and maintain communication in familiar situations using the language. Students will also explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Students will continue to develop and refine their knowledge, skills and understanding of French through communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.

Topics will be chosen and adjusted based on the interests, abilities and prior learning of students. Students will work to achieve the syllabus outcomes through the range of topics covered. Topics may include, but are not limited to, the following:

- |                      |                            |                       |
|----------------------|----------------------------|-----------------------|
| • Personal Identity  | • Festivals and Traditions | • Shopping            |
| • Family             | • Daily Routine            | • Weather             |
| • School Life        | • House and Home           | • Getting around      |
| • Likes and Dislikes | • Organising Events        | • Clothes and Fashion |
| • Pets and Animals   | • Food and Drink           |                       |
| • Leisure and Sport  | • Travel                   |                       |

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

A range of formal and informal strategies provides opportunities for students to demonstrate the knowledge, understanding, skills and learning they have acquired using a range of resources and stimulus materials including ICT. These strategies include class tests, assignments, homework tasks, projects, presentations, group work, collaborative activities and reflection. Students will be assessed on how well they meet the course outcomes using the interacting, understanding and creating strands of the course.

# ITALIAN

---

**Elective fee: \$50**

## **200 Hour Course**

The study of Italian provides students with the opportunity to gain effective skills in understanding and communicating in the Italian language.

In this course, students will learn to interact, to access and respond to information and to compose texts in the target language. They will develop an understanding of the language system including sound, writing, grammar, vocabulary and text structure and how these compare to the English language. In addition, they will develop an understanding of how culture and language are interrelated and how they shape our identity.

This course is designed for students who have studied Italian in Year 9 and who are thinking about continuing their study of the Italian language into Stage 6.

**Please note that eligibility rules apply to this course – see teacher for further information.**

## **COURSE CONTENT**

In this course, students will continue to develop the skills to communicate in Italian in everyday situations. They will listen and respond to both spoken and written texts in Italian and they will establish and maintain communication in familiar situations using the language. Students will also explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Students will continue to develop and refine their knowledge, skills and understanding of Italian through communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others. Topics will be chosen and adjusted based on the interests, abilities and prior learning of students. Students will work to achieve the syllabus outcomes through the range of topics covered. Topics may include, but are not limited to, the following:

- |                      |                            |                       |
|----------------------|----------------------------|-----------------------|
| • Personal Identity  | • Festivals and Traditions | • Shopping            |
| • Family             | • Daily Routine            | • Weather             |
| • School Life        | • House and Home           | • Getting around      |
| • Likes and Dislikes | • Organising Events        | • Clothes and Fashion |
| • Pets and Animals   | • Food and Drink           |                       |
| • Leisure and Sport  | • Travel                   |                       |

## **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

A range of formal and informal strategies provides opportunities for students to demonstrate the knowledge, understanding, skills and learning they have acquired using a range of resources and stimulus materials including ICT. These strategies include class tests, assignments, homework tasks, projects, presentations, group work, collaborative activities and reflection. Students will be assessed on how well they meet the course outcomes using the interacting, understanding and creating strands of the course.

## JAPANESE

---

**Elective fee: \$50**

### **200 Hour Course**

The study of Japanese provides students with the opportunity to gain effective skills in understanding and communicating in the Japanese language.

In this course, students will learn to interact, to access and respond to information and to compose texts in the target language. They will develop an understanding of the language system including sound, writing, grammar and text structure and how these compare to the English language. In addition, they will develop an understanding of how culture and language are interrelated and how they shape our identity.

This course is designed for students who have studied Japanese in Year 9 and who are thinking about continuing their study of the Japanese language into Stage 6.

**Please note that eligibility rules apply to this course – see teacher for further information.**

### **COURSE CONTENT**

In this course, students will continue to develop the skills to communicate in Japanese in everyday situations. They will listen and respond to both spoken and written texts in Japanese and they will establish and maintain communication in familiar situations using the language. Students will also explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Students will continue to develop and refine their knowledge, skills and understanding of Japanese through communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.

Topics will be chosen and adjusted based on the interests, abilities and prior learning of students. Students will work to achieve the syllabus outcomes through the range of topics covered. Topics may include, but are not limited to, the following:

- |                      |                            |                       |
|----------------------|----------------------------|-----------------------|
| • Personal Identity  | • Festivals and Traditions | • Shopping            |
| • Family             | • Daily Routine            | • Weather             |
| • School Life        | • House and Home           | • Getting around      |
| • Likes and Dislikes | • Organising Events        | • Clothes and Fashion |
| • Pets and Animals   | • Food and Drink           |                       |
| • Leisure and Sport  | • Travel                   |                       |

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

A range of formal and informal strategies provides opportunities for students to demonstrate the knowledge, understanding, skills and learning they have acquired using a range of resources and stimulus materials including ICT. These strategies include class tests, assignments, homework tasks, projects, presentations, group work, collaborative activities and reflection. Students will be assessed on how well they meet the course outcomes using the interacting, understanding and creating strands of the course.



## SPANISH

---

**Elective fee: \$50**

### **200 Hour Course**

The study of Spanish provides students with the opportunity to gain effective skills in understanding and communicating in the Spanish language.

In this course, students will learn to interact, to access and respond to information and to compose texts in the target language. They will develop an understanding of the language system including sound, writing, grammar and text structure and how these compare to the English language. In addition, they will develop an understanding of how culture and language are interrelated and how they shape our identity.

This course is designed for students who have studied Spanish in Year 9 and who are thinking about continuing their study of the Spanish language into Stage 6.

**Please note that eligibility rules apply to this course – see teacher for further information.**

### **COURSE CONTENT**

In this course, students will continue to develop the skills to communicate in Spanish in everyday situations. They will listen and respond to both spoken and written texts in Spanish and they will establish and maintain communication in familiar situations using the language. Students will also explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Students will continue to develop and refine their knowledge, skills and understanding of Spanish through communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others. Topics will be chosen and adjusted based on the interests, abilities and prior learning of students. Students will work to achieve the syllabus outcomes through the range of topics covered. Topics may include, but are not limited to, the following:

- |                      |                            |                       |
|----------------------|----------------------------|-----------------------|
| • Personal Identity  | • Festivals and Traditions | • Shopping            |
| • Family             | • Daily Routine            | • Weather             |
| • School Life        | • House and Home           | • Getting around      |
| • Likes and Dislikes | • Organising Events        | • Clothes and Fashion |
| • Pets and Animals   | • Food and Drink           |                       |
| • Leisure and Sport  | • Travel                   |                       |

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

A range of formal and informal strategies provides opportunities for students to demonstrate the knowledge, understanding, skills and learning they have acquired using a range of resources and stimulus materials including ICT. These strategies include class tests, assignments, homework tasks, projects, presentations, group work, collaborative activities and reflection. Students will be assessed on how well they meet the course outcomes using the interacting, understanding and creating strands of the course.

## PASS (PHYSICAL ACTIVITY AND SPORT STUDIES)

---

### Elective Fee \$35

The Physical Activity and Sports Studies Movement Foundations is a NESA Endorsed Course designed for both talented athletes and students interested in developing on the foundations set in the mandatory PDHPE program. It is underpinned by experiential learning, providing an opportunity for students to develop practical skills, create greater awareness, understanding of movement principles and develop an appreciation of the changing role of sport in society.

### COURSE OUTLINE:

The course comprises both a practical and a theory component and provides a sound basis for future aspirations, careers and studies in the field. P.A.S.S. Elective 1 Movement Foundations represents a broad view of the diversity of possible contexts in which individuals can build physical activity into their everyday lifestyle. Mosman High is proud to announce the opening of a new gym where students can develop their knowledge and skills around resistance and aerobic training as part of the P.A.S.S. program. Resistance and Aerobic training combines ***gymnastics, body-weight calisthenics, and weightlifting*** elements to develop capacity across ***10 General Physical Skills***, (cardiovascular and respiratory endurance, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination and functional fitness) with additional focus on elements that encourage ***bone density*** and ***vestibular system development***. Teens have a great opportunity to maximise their physical skills while teaching them ***proper movement mechanics*** and creating a ***broad athletic foundation***. In this program it is imperative to ***pair fitness and fun***, thus creating ***a lifelong love of health and fitness***.

### UNITS OF WORK:

#### Theory (40%)

- |                                    |   |
|------------------------------------|---|
| • Physical Fitness and Performance | • Physical Activity and Sport for Specific Groups |
| • Skill Acquisition                | • Participating with Safety                       |
| • Technology in Sport              | • Controversy in Sport                            |

#### Practical (60%)

- |                                      |                        |
|--------------------------------------|------------------------|
| • Individual Sports                  | • Team Sports          |
| • Sport Specific Resistance Training | • Tag Gridiron/Tactics |

### ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Grading strategies for the Record of School Achievement will vary according to the nature of the unit of work, and will include formal and informal assessment procedures. In line with the experiential learning focus of the course, the assessment for learning will include external accreditation procedures for aspects of the course. This includes things like the opportunity to gain a level 1 coaching certificate accreditation for the sports coaching unit and a variety of off-site activities which link with the unit outcomes.

Practical	60%
Theory	40%

## DANCE

---

### **Elective fee: \$35**

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

Our dance program provides students with the opportunity to experience and enjoy dance as an artform as they perform, compose and appreciate dance. Through the integrated study of the practices of dance, students engage in learning experiences including:

- Building Contemporary dance technique with focus on increased strength and flexibility
- Developing performance quality, specifically confidence, focus and projection within a specific dance genre, e.g. musical theatre
- Composition activities allowing students to develop their individual movement style
- Composition activities providing students with the opportunity to choreograph their own Works
- Critical analysis and appreciation of dance works of art
- Identifying major muscle groups and skeletal structures and how they contribute to basic body movement
- Viewing of live dance works such as Sydney Dance Company and Bangarra Dance Theatre

Dance allows students to develop confidence and team work skills while enjoying the energetic environment of the dance classroom. Students get to experience an array of many areas of knowledge including: technique, movement theories, dance genres, the history of dance, renowned choreographers and dance and technology. This subject is certainly not limited in its theory and it is definitely rigorous and challenging in its topics.

### **Required Equipment:**

- Black singlet, T-Shirt or leotard, black leggings and a black long sleeve top
- A notebook
- Students are required to bring headphones and their laptop to all classes.

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Performance tasks	50%
Composition tasks	25%
Appreciation tasks	25%

## TAS (TECHNOLOGY AND APPLIED STUDIES)

### COMPUTING TECHNOLOGY

---

#### **ELECTIVE FEE: \$45**

Computing Technology may be studied as a 100-hour or a 200-hour course.

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial, and recreational contexts.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

#### **WHAT WILL STUDENTS LEARN ABOUT?**

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations and games. Students use hardware and software to manage and secure data and investigate the impact of innovations on society, and the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles. Students expand their understanding of careers in technology while developing skills to equip them for further education, vocational pathways and personal interests.

Computing Technology Syllabus has 6 focus areas:

- Enterprise information systems: Modelling networks and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software

#### **WHAT WILL STUDENTS LEARN TO DO?**

Students will develop their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions. They will use a variety of technologies to create products such as websites, apps, robots, games and simulations.

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

#### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

All TAS subjects, i.e. all focus areas of industrial technology and computing technology, have a literacy component to all project work. Your teachers will give you a scaffold of the requirements for the reports as they are set.

All practical projects will be assessed as follows:

Practical application of skills and content knowledge	60%
Project management and evidence of planning, designing, and evaluation in folio	40%

## FOOD TECHNOLOGY

---

**Elective Fee: \$98**

**200 Hour Course**

The aim of this course is to engage students in learning about food in a variety of settings, enabling them to evaluate relationships between food technology, nutritional status and the quality of life.

### **PRACTICAL EXPERIENCES**

A range of practical experiences must be undertaken by the students and make up the majority of course time. Practical experiences extend beyond students preparing and presenting food for specific purposes and include a broad range of activities such as food styling and photography, consumer surveys, market research, investigation of new technologies, food evaluation and the use of information and communication technologies.

TOPICS TO BE STUDIED IN FOOD TECHNOLOGY 200 HOURS MAY INCLUDE:

#### **FOOD IN AUSTRALIA:** students will

- investigate the use and nutritional values of bush tucker ingredients
- modify recipes/a recipe to include bush tucker ingredients
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050)
- discuss the impact of migration on food habits
- investigate the development of food production and processing technologies
- investigate Aboriginal and/or Torres Strait Islander cultural knowledge of food and food practices, and the protection of that knowledge
- assess the nutritional implications for Aboriginal and/or Torres Strait Islander Peoples of introduced foods
- investigate multicultural influences on contemporary Australian diets
- investigate the food habits of a specific culture
- design, plan and prepare safe food items which reflect the changing nature of Australian cuisine
- demonstrate appropriate selection of equipment and techniques used in food preparation
- examine influences on food selection

#### **FOOD EQUITY:** students will

- investigate globalisation of food and issues relating to food security
- explore the circumstances contributing to food inequity
- explain groups at risk of food inequity locally and globally
- discuss influences on food availability
- identify dietary diseases associated with malnutrition
- explain consequences of malnutrition
- identify a range of local and global aid agencies
- discuss the role of aid agencies in providing individual and community assistance
- design, plan and prepare safe and nutritious food items appropriate to specific situations
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices

**FOOD FOR SPECIAL OCCASSIONS:** students will

- outline the significance of food throughout history
- explore reasons for celebrating with food
- investigate the significance of food in various cultures around the world
- design, plan and prepare food items for special occasions
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices
- investigate factors to consider when menu-planning for special occasions
- devise a workflow plan to be used when conducting a practical activity
- investigate the importance of food presentation and service for special occasions

**FOOD TRENDS:** students will

- discuss current trends in food
- discuss issues surrounding food sustainability
- investigate emerging technologies in the food industry
- investigate trends in food presentation and styling
- assess the role of the media in promoting food styling and photography
- design, plan, prepare and present appealing contemporary foods that reflect food trends
- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate safe and hygienic work practices
- style food for photography using electronic media
- investigate factors influencing acceptance of food trends

**ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Assessment focuses on practical skill development and communicating research information:

Practical	60%
Book work, tests, assignments	40%

## INDUSTRIAL TECHNOLOGY

---

This syllabus covers a number of focus areas in the field of technology. Those offered at Mosman High School are: Engineering, Multimedia and Timber.

Each focus area is divided into two compulsory core modules (50 hours each) that lead to a range of optional specialised modules to be studied for not less than 50 hours each. The core modules of each focus area include the design, production and evaluation of practical projects that develop basic understanding and skills. These are further enhanced through the specialised modules.

Individual modules (core and specialised) provide specific content related to the focus areas, which will be developed in the key areas of:

- Work Health and Safety (WHS)
- Materials, tools and techniques
- Design
- Links to industry
- Workplace communication
- Societal and environmental impact

Modules are structured in a sequential manner, with the knowledge and skills developed in one module applied and enhanced through subsequent modules within the focus area. Schools may deliver consecutive modules concurrently to maximise the use of resources.

Students may study up to **2 courses based on the industrial technology syllabus**. Each course may comprise:

- 1 focus area studied for 100 hours (core modules only) or
- 1 focus area studied for 200 hours (core modules plus 2 specialised modules).

Course combinations in industrial technology may include:

- 1 x 100-hour course (Year 9 OR Year 10)
- 1 x 200-hour course (Year 9 AND Year 10)
- 2 x 100-hour courses (Both in Year 9 OR Year 10, OR one in Year 9 AND Year 10)
- 2 x 200-hour courses (Both in Year 9 AND Year 10)
- 1 x 100-hour course (Year 9 OR Year 10) and 1 x 200-hour course (Year 9 AND Year 10)

Each course must be based on the study of one focus area only. Where a student undertakes two courses in industrial technology, they must be from different focus areas. For example:

### MODULE OFFERED AT MOSMAN HIGH

FOCUS AREA	200 Hours SPECIALIST	200 Hours SPECIALIST
ENGINEERING	Alternative Energy	Control Systems
	Control Systems	Transport
MULTIMEDIA	Multimedia 2	Multimedia
	Apps & Interactivity	Games & Simulations
TIMBER	Cabinetwork 3	Cabinetwork 4
	Wood Machining 3	Wood Machining 4

## INDUSTRIAL TECHNOLOGY ENGINEERING

---

### **Elective fee: \$62**

The engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to

- structures and mechanisms

These are enhanced and further developed through the study of specialist modules in:

- control systems
- alternative energy (wind & solar)

Practical projects will reflect the nature of the engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- around the pole flying (aeronautics)
- small structures
- small vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

All TAS subjects, i.e. all focus areas of industrial technology and information and software technology, have a literacy component to all project work. Your teachers will give you a scaffold of the requirements for the reports as they are set.

All practical projects will be assessed as follows:

Practical Work	60%
Associated Report	40%



## INDUSTRIAL TECHNOLOGY MULTIMEDIA

---

### **Elective Fee: \$62**

Multimedia by definition is the use of multiple forms of the types of media (text, images, video, sound and hypertext [websites]). In the multimedia course, students will be taught how to use these forms of media to produce a range of multimedia related products.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in the 200hr course. Practical projects will reflect the nature of the multimedia focus area and provide multimedia related technologies. These may include:

- Logo design
- Digital and print media
- Video production
- Special effects
- 2D and/or 3D animations
- Websites
- Sound design
- Student directed projects

All projects are designed to demonstrate a range of skills related to the task. Students are able to bring in their interests and incorporate these easily into each project.

Students wishing to choose industrial technology multimedia in year 11 will find this elective very helpful, though it is not a prerequisite.

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

All TAS subjects, i.e. all focus areas of industrial technology and information and software technology, have a literacy component to all project work. Your teachers will give you a scaffold of the requirements for the reports as they are set.

All practical projects will be assessed as follows:

Practical Work	60%
Associated Portfolio	40%

## INDUSTRIAL TECHNOLOGY TIMBER

---

### **Elective Fee: \$94**

The timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinet work – joinery and carving
- Wood machining – wood turning and portable power tools

Practical projects undertaken should reflect the nature of the timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items
- decorative timber products
- storage and transportation products
- document/jewellery boxes
- storage and display units.

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

All TAS subjects, i.e. all focus areas of industrial technology and information and software technology, have a literacy component to all project work. Your teachers will give you a scaffold of the requirements for the reports as they are set.

All practical projects will be assessed as follows:

Practical Work	60%
Design Communication (Research and associated portfolio work)	40%

## TEXTILES TECHNOLOGY

---

### **Elective Fee: \$70**

The aim of this course is to develop confidence and proficiency in the design, production and evaluation of textile items and continues on from Textiles Technology 1. Students will actively engage in learning about the properties and performance of textiles, textiles design and the role of textiles in society.

Project work forms the basis of every unit of work. Textile projects will give students the opportunities to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision making and encourage individuals to express ideas and opinions.

### **Textiles Technology units of work include:**

#### Sleepwear and Stretch Fabrics

This unit of work includes:

- The deconstruction of various sleepwear items
- The study of functional and aesthetic design
- Investigate the historical development of sleepwear and how designers produce sleepwear as fashion statements
- The design and production of sleepwear items

#### The World is a Stage

This unit of work includes:

- The examination of the work of theatrical and costume designers from a variety of films
- Mask making activity to stimulate ideas for project work
- Project work requires students to design, produce and evaluate a theatrical costume or accessory for a movie or play

#### Project Runway

- This is a free choice project where students will combine skills learnt during previous project work to make a product of their choice
- Students will be required to present to the class a storyboard outlining their design

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Practical Work (including supporting documentation)	60%
Assignments, Bookwork and Tests	40%

## SIT10222 CERTIFICATE I IN HOSPITALITY

---

### **Elective Fee: \$98**

A course suitable for Year 10 students who are 'hands-on' learners, who take pride in providing excellent service to customers in a hospitality- or retail setting!

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain a nationally recognised vocational qualification, which provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Transferable industry skills gained from this course are:

- Communication
- Problem solving
- Teamwork
- Customer service skills

### **PRACTICAL EXPERIENCES**

The SIT10222 Certificate I in Hospitality offers participants an introduction to the hospitality industry. Students will develop basic commercial food preparation skills, learn the importance of food safety and hygiene, and gain knowledge and practical experience in espresso coffee making. Additionally, they will gain essential skills in setting up an outlet for service and interacting with customers. Students in Year 10 complete work placement of an entrepreneurial nature and pursue extra-curricular activities.

### **UNITS TO BE STUDIED IN CERTIFICATE I in HOSPITALITY 100 HOURS INCLUDE:**

**PARTICIPATE IN SAFE WORK PRACTICES:** students will

#### **1. Work safely**

- 1.1. Follow organisational health and safety procedures.
- 1.2. Incorporate safe work practices into own workplace activities.
- 1.3. Follow safety directions of supervisors, managers and workplace safety warning signs.
- 1.4. Use personal protective equipment and clothing or designated uniform.
- 1.5. Promptly report unsafe work practices, issues and breaches of health, safety and security procedures.
- 1.6. Identify and remove hazards from the immediate workplace area and report all workplace hazards as they arise.

#### **2. Follow procedures for emergency situations.**

- 2.1. Recognise emergency and potential emergency situations.
- 2.2. Follow organisational security and emergency procedures.
- 2.3. Seek assistance from colleagues or authorities during emergency situations.
- 2.4. Complete emergency incident reports accurately, following organisational procedures.

#### **3. Participate in organisational WHS practices.**

- 3.1. Participate in WHS management practices developed by the organisation to ensure a safe workplace.
- 3.2. Actively participate in the WHS consultation processes.
- 3.3. Report WHS issues and concerns as they arise.

## **WORK EFFECTIVELY WITH OTHERS:** students will

### **1. Develop effective workplace relationships**

- 1.1 Identify individual responsibilities in relation to workgroup members
- 1.2 Clarify individual and workgroup responsibilities with work team
- 1.3 Participate in informal meetings and information sharing with workgroup
- 1.4 Request and apply feedback from supervisor on individual practices

### **2. Improve workgroup processes**

- 2.1 Support team members to meet workgroup goals
- 2.2 Contribute to workgroup goals and tasks according to organisational requirements
- 2.3 Share work-related information with workgroup according to organisational policy and procedures
- 2.4 Plan strategies for team performance improvement with workgroup

### **3. Resolve issues, problems and conflict**

- 3.1 Identify advantages of differences in values and beliefs between workgroup members
- 3.2 Respond to any linguistic and cultural differences in communication styles according to legislation, organisational policies and procedures and ethical standards
- 3.3 Identify potential workgroup issues, problems and conflicts encountered in the workplace
- 3.4 Seek assistance from supervisor to address problems and conflicts that arise
- 3.5 Suggest possible ways of dealing with identified workplace issues

## **PROVIDE CUSTOMER INFORMATION AND ASSISTANCE:** students will

### **1. Access and update information.**

- 1.1. Source and access information on facilities, products and services.
- 1.2. Incorporate information into day-to-day work activities.
- 1.3. Share information with colleagues to support the efficiency and quality of service.
- 1.4. Identify and use opportunities to update and maintain facility, product and service knowledge.

### **2. Assist customers.**

- 2.1. Proactively identify information and assistance needs of customers, including those with special needs.
- 2.2. Provide accurate information in a clear, courteous and culturally appropriate way.
- 2.3. Identify and use opportunities to assist or instruct customers in the use of equipment and facilities according to safety requirements, or refer to relevant colleagues.
- 2.4. Identify and use opportunities to promote internal products and services.

### **3. Seek feedback on services.**

- 3.1. Proactively seek customer feedback on facilities, products and services.
- 3.2. Observe customer behaviour to inform future service developments and follow procedures for formal customer evaluation.
- 3.3. Provide information on customer feedback to relevant colleagues.

## **USE HYGIENIC PRACTICES FOR FOOD SAFETY:** students will

### **1. Follow hygiene procedures and identify food hazards.**

- 1.1. Follow organisational hygiene procedures.
- 1.2. Report unsafe practices that breach hygiene procedures promptly.
- 1.3. Identify food hazards that may affect the health and safety of customers, colleagues and self.

1.4. Remove or minimise the hygiene hazard and report as appropriate for follow-up.

**2. Report any personal health issues.**

2.1. Report personal health issues likely to cause a hygiene risk.

2.2. Report incidents of food contamination resulting from personal health issues.

2.3. Cease participation in food handling activities where own health issue may cause food contamination.

**3. Prevent food contamination.**

3.1. Maintain clean clothes and use required personal protective equipment, including appropriate bandages and dressings where required.

3.2. Prevent food contamination from clothing and other personal items.

3.3. Prevent unnecessary direct contact with ready to eat food.

3.4. Ensure hygienic personal contact with food and food contact surfaces.

3.5. Use hygienic cleaning and sanitising practices that prevent food-borne illnesses.

**4. Prevent cross-contamination by washing hands.**

4.1. Wash hands at appropriate times and follow hand washing procedures consistently.

4.2. Wash hands using appropriate facilities.

**PLAN AND APPLY TIME MANAGEMENT:** students will

**1. Organise work schedule**

1.1 Discuss and agree on work goals and plans with assistance from relevant personnel

1.2 Identify relationship between own work goals and plans, and organisational goals and plans

1.3 Research time management techniques and strategies

1.4 Plan and prioritise work tasks within allocated time frames

**2. Complete work tasks**

2.1 Perform tasks according to designated timelines and instructions

2.2 Seek assistance from colleagues when difficulties arise in achieving allocated tasks

2.3 Identify factors affecting work plan

2.4 Communicate progress on work plan to relevant personnel according to organisational policies and procedures

**3. Review work performance**

3.1 Seek feedback on time management from relevant personnel

3.2 Record changes to time management approach according to task instructions

3.3 Identify and plan opportunities for improvement in discussion with colleagues

**PREPARE AND SERVE ESPRESSO COFFEE:** students will

**1. Organise a coffee workstation.**

1.1. Complete mise en place for coffee service to enable efficient workflow and easy access to ingredients, equipment and service-ware.

1.2. Place ingredients in correct containers and conditions to maintain freshness.

1.3. Prepare espresso machine and grinder for service according to manufacturer instructions.

**2. Select and grind coffee beans.**

2.1. Select coffee beans and grind to appropriate particle size according to relevant factors.

2.2. Complete test extractions before service to ensure correct particle size of grind and assess and adjust according to relevant factors.

2.3. Adjust grind regularly throughout the service period according to relevant factors.

2.4. Monitor efficiency of grinder for correct dose and grind during use and resolve or report

issues.

2.5. Clean grinder as required during or after the service period.

**3. Advise customers and take espresso coffee orders.**

3.1. Provide information and recommendations about types of coffee beverages and accompaniments.

3.2. Identify customer preferences and take orders.

**4. Extract and monitor quality of espresso.**

4.1. Select and prepare appropriate service-ware.

4.2. Select correct filter basket and clean, dry and dose it with required amount of ground coffee.

4.3. Tamp ground coffee to make even and level cake.

4.4. Flush group head before attaching group handle to extract espresso.

4.5. Monitor quality of extraction during service period and make adjustments.

4.6. Monitor efficiency of espresso machine during service, and resolve or report issues.

**5. Undertake milk texturing process.**

5.1. Select cold milk and appropriate milk foaming jug to fulfil customer orders.

5.2. Purge the steam wand prior to texturing.

5.3. Texture milk according to type of milk and coffee beverage.

5.4. Visually and aurally monitor and adjust the texture and temperature.

5.5. Clean the steam wand on the outside and purge after texturing.

5.6. Combine foam and milk through swirling, ensuring even consistency.

5.7. Pour milk immediately after swirling according to the coffee beverage.

**ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, students are choosing to participate in a program of study which will provide a pathway toward their RoSA and a nationally recognised qualification (dual accreditation).

To receive this VET qualification, students must meet the assessment requirements of SIT10222 Certificate I in Hospitality. (<https://training.gov.au/training/details/SIT10222>). Students will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, Students must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

## VISUAL ARTS

### VISUAL ARTS

---

#### **Elective Fee: \$76**

Students will investigate through their own art making how experiences of their world provide a context for artist's ideas and responses to develop. Students will learn how time and place influence their art making by exploring different cultural traditions. Approaches to art such as sculpture, printmaking and drawing will feature in this course. Themes can include politics, religion, celebrations, issues about art, social and national identity and events.

**Time:** 4 Units of work – one unit every 10 weeks.

Units of work may include:

**Beyond Belief:** Cultures and Subcultures – Through the investigation of their personal world, identity and culture, students generate visual representations of their beliefs, values and attitudes.

**Next of Kin:** Family, Stereotypes and Sculpture – Through the exploration of aspects of social and family life, shedding light on the nature of childhood, teenage years, adulthood, old age and the expectations of family members.

**Over land:** Western, Asian and Indigenous Landscape – Through the investigation of different approaches to landscapes including Aboriginal, Eastern and Australian, students will then apply a range of material practices to create their own body of work inspired by the world around them.

**Flight:** Self-directed body of work – Through the investigation of 'flight' students explore notions of abstraction and conceptual artmaking practice.

#### **Assessment Overview:**

Practical	60%
Historical and Critical Study	40%

***NOTE: If students choose to complete 200 hours of Visual Arts for their Record of Achievement, one course needs to be taken in Year 9 and Year 10 – not both in the same year.***



## YEAR 11 PRELIMINARY COURSES:

### ABORIGINAL STUDIES (ACCELERATED)

---

#### 2 Units (Y11 & Y12)

This preliminary course provides students with opportunities to learn about Aboriginal People's relationship to the Land, Aboriginal heritage and identity. It also includes the development of skills in culturally appropriate research and inquiry methods. The course is suitable for Year 10 students who are recommended for continuing an academic pathway towards a Preliminary course.

The following year, students will complete their HSC in Aboriginal Studies. Through historical examination of colonialism, racism and prejudice, legislation and policy, students study the course through the lens of national and international indigenous community experiences. Students demonstrate their understanding of research and inquiry methods through the major project.

#### HSC Preliminary Course Students in year 10 learn:

##### Part I: Aboriginality and the Land – 20%

- Aboriginal People's relationship to Country
- Dispossession and dislocation of Aboriginal Peoples from Country
- Impact of British colonization on Country

##### Part II: Heritage and Identity – 30%

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonization on Aboriginal cultures and families
- Impact of racism and stereotyping

##### Part III: International Indigenous Community: Comparative Study – 25%

- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage & Identity

##### Part IV: Research and Inquiry Methods: Local Community Case Study – 25%

- Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information

#### ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Knowledge and understanding of course content	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	20%
Research and inquiry methods – local community case study	20%
Communication skills	20%

## **DESIGN AND TECHNOLOGY (ACCELERATED) 2 UNITS (Y11 & Y12)**

---

**Elective fee: \$118**

### **2 UNITS (Y11 & Y12)**

Design & Technology is a course where the emphasis is on designing and the related research and planning. This course is for Year 10 students who have completed the Year 9 Design & Technology accelerated course and are recommended for continuing an academic pathway towards a Preliminary course. Students study design processes, design theory and factors in relation to design projects. Students must complete at least two design projects.

The following year students will complete their HSC in Design & Technology. In the HSC course students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a major design project.

### **Preliminary Course (Year 10 Design & Technology accelerated students 2026)**

Designing and producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

### **HSC Course (Year 11 Design & Technology accelerated students 2026)**

Innovation and emerging technologies including a case study of innovation. The study of designing and producing includes a major design project. The major design project can focus on any area of the student's choice. However, students will need to be mindful of the capabilities of the teacher and school's facilities when making their final choice. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Design – Process to product	60%
Exam	40%

This course aims to develop students' understanding of themselves in their world. It confronts students with authentic ethical, social and political dilemmas and challenges them to formulate consistent and rational solutions. The course explicitly teaches the skills of critical thinking, logic, reasoning, and thesis construction. In grappling with these problems, the students will develop a deeper understanding of the way ethical and philosophical commitments shape personal, social and political decisions.

**How is the course taught?**

The modules studied are:

- Logic
- Epistemology
- Ethics
- Metaphysics

**Who should do this course?**

The study of philosophy provides all students, but especially academically gifted students with an opportunity to be intellectually challenged and engaged. Through the study of philosophy, students will gain the ability to think freely, take responsibility for their views, consider and evaluate alternate points of views, challenge assumptions, ideologies and beliefs through the use of reason and logic.

**What should I be able to do at the end of the course?**

You will have familiarity with one of the foundational disciplines that have shaped Western civilisation. Inquiries allow you, with your peers to develop deep thinking, accompanied by attention to logic and the structure of arguments. Students who are trained in critical thinking will improve their outcomes across other subject areas. Engaging in arguments, orally and written help you develop your literacy and communication skills. The skills acquired are useful throughout your life. Philosophy leads us to reflect on not only on how to get what we want, but on which things are worth wanting, and which kind of lives we ought to lead.

**ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Based on 5 of the students' best COIs (Communities of Inquiry)	35%
Personal Interest Project (Extended Essay)	25%
Preliminary examination	40%

## **PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING (ACCELERATED) 1 UNIT**

### **NESA ENDORSED COURSE**

---

#### **Course Fee: \$68**

The course will consist of a study of photography, video and digital imaging - its techniques and image making potential. The course offers opportunities for the student to investigate these fields and to develop understanding and skills that contribute to an informed critical practice.

Students will need their own 35mm camera or access to one, a student diary and portfolio of work.

#### **Course Content:**

The core study has been designed to:

- Address traditional aspects of the field of wet photography – which involve the manipulation of photographic papers and chemicals.
- Explore more contemporary developments in the fields of video and digital imaging (still and moving).
- Study critical and historical investigations of the work of the artist/photographer/filmmaker/designer and the audience and world are considered within different frameworks of meaning and value.
- Integrate work, health and safety.

#### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

##### **MAKING: 70%**

Students will develop knowledge, skills and understanding through the making of Photography and digital media works that demonstrate conceptual and technical accomplishment.

##### **HISTORY AND CRITICISM: 30%**

Students will develop knowledge and understanding of how photography and Digital Media works informs the world through critical and historical investigations.

## PSYCHOLOGY

---

The course is designed as an introduction to psychology, an area not dealt with in any existing course. It aims to develop an appreciation of complex animal and human behaviour and an understanding of the problems of meeting stress, mental health problems, interactions with others and an acceptance of our selves.

### MAIN TOPICS COVERED

- Introduction to Psychology
- Brain Function & Memory
- Neuropsychology & Brain Scans
- Neurons & Neurotransmitters
- Mental Illness: Causes & Treatment
- Moods & their Regulation
- Dreams
- Hypnosis
- Interpersonal Attraction
- Emotions
- Body Language
- Detecting Lies
- Eye Witness Testimony
- Motivation & Arousal
- Advertising
- Attention & Perception
- Happiness & Wellbeing

### ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Oral presentation	20%
Research tasks	40%
In class test	40%

## SPORT, LIFESTYLE AND RECREATION

---

### **Elective Fee: \$35**

Sport, Lifestyle and Recreation enables students to build upon their learning in Years 7-10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

Some of the modules studied in Sport, Lifestyle and Recreation include:

### **COURSE CONTENT:**

- Aquatics
- First Aid and Sports Injuries
- Fitness
- Individual and Team Games and Sports Applications
- Healthy Lifestyle
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

### **ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:**

Practical	60%
Theory and Exam	40%

## SCHEDULE OF ELECTIVE FEES 2026

### Creative and Performing Arts

Drama	\$35
Music	\$35

### iSTEM

iSTEM	\$108
-------	-------

### Languages

Chinese	\$50
French	\$50
Italian	\$50
Japanese	\$50
Spanish	\$50

### PDHPE

PASS	\$35
Dance	\$35
Sport, Lifestyle and Recreation	\$35

### TAS (Technology and Applied Studies)

Design & Technology (Accelerated)	\$118
Computing Technology	\$45
Food Technology	\$98
Hospitality	\$98
Industrial Technology	
- Engineering	\$62
- Multimedia	\$62
- Timber	\$94
Textiles Technology	\$70
SIT10222 Certificate I in Hospitality	\$98

### Visual Arts

Visual Arts	\$76
Photography, Video and Digital Imaging	\$68

Please note this is a guide only and may be subject to change

***N.B. Electives not listed above have no fee associated with that course***

## WEBCHOICE 2026 – YEAR 10 ELECTIVES

1. Go to <https://web.edval.com.au/>
2. Students need to log on to <https://my.edval.education> to submit their 'subject selections'
3. Enter your 7 digit webcode
4. At the selection screen - Your selection can be ONE of the following:

→ continue with two (2) Electives from Year 9 2025 and one (1) new Elective for 2025

**OR**

→ continue with one (1) Elective from Year 9 2025, i.e. 200 hours study

→ **and**, two (2) new Electives for 2025

→ Once you have finalised your selection, press **“Submit”**

5. TAS Rule - Students may only take a maximum of two 200 hour Industrial Technology subjects (Timber, Engineering, Multimedia) **over Year 9 and Year 10**
6. The online form will be officially closed and no more submissions allowed at

**4.00pm Thursday 21<sup>st</sup> August, 2025**

7. Once you have submitted, you then **“Print”** the form, get it signed by parent or guardian and return to Student Reception (G Block) no later than

**4.00pm Friday 22<sup>nd</sup> August, 2025, with the attached paperwork**

8. If you have pressed **“Submit” and/or “Print”** prior to the closing time, and you wish to change your selection, you may do this any number of times.

**NB Any changes you make after the closing time will not be registered!**