

MOSMAN HIGH SCHOOL



**Subject Choices for
Year 9 – Electives 2023**

INDEX

General Information	3
Record of School Achievement Grading (RoSA)	4, 5
Introduction	6
Schedule of Elective Fees (Alphabetical)	7
Creative and Performing Arts	
Drama	8
Special Drama	9
Music.....	10
Special Music	11
HSIE (Human Society in its Environment)	
Commerce.....	12
History - Elective	13
STEM (Science, Technology, Engineering & Mathematics)	
HOT STEM/HOT HUMANITIES	14
Languages	
Chinese	15
French	16
Italian	17
Japanese	18
Spanish.....	19
PDHPE	
PASS (Physical Activity and Sports Studies)	20
Dance	21
TAS (Technology and Applied Studies)	
Design & Technology - Accelerated.....	22, 23, 24
Food Technology.....	25
Industrial Technology - Introduction.....	26
- Engineering	27
- Multimedia.....	28
- Timber.....	29
Information and Software Technology	30
Textiles Technology	31
Visual Arts	
Visual Arts	32
WEBCHOICE 2023 – YEAR 9 ELECTIVES	33

GENERAL INFORMATION FOR BOTH YEARS 9 & 10

In order to maximise the elective choices available to students in Years 9, elective subjects have been arranged into one year courses.

Each elective course will be taught for a duration of 100 hours, the minimum course length recognised by NESAs (NSW Education Standards Authority) for the purpose of Record of School Achievement (RoSA) grading. At the end of Year 10, students will receive a Record of School Achievement listing the grades from courses completed. **Only elective courses are described in this booklet.**

ELECTIVE LINES AND THE SELECTION PROCESS

Round 1: All Year 8 students will choose the elective courses that they would like to take next year.

All students will study two electives in 2023.

These choices are loaded into a computer and a computer program is used to arrange the courses into lines 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 all of the courses offered next year. When making your choices, ask yourself the following three questions:

1. What do I like?
2. What am I good at?
3. What might I need for my future career?

Be guided by your answers to the above.

S Wyatt
Principal

****DURING COURSE IMPLEMENTATION THERE MAY BE SOME MODIFICATIONS
TO THE ASSESSMENT INFORMATION AS SHOWN IN THIS BOOKLET.***

CREDENTIAL

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, and any Stage 6 (Preliminary) courses in which the student has satisfactorily participated but not completed at the time of leaving school.

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 or a Stage 6 Preliminary course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

Grades of 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. In mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

Teachers use Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from NESA'S general performance descriptors (see the 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 on 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 'N' award warnings in a mandatory course, they will 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.

YEAR 9 2023

Structure of the Year 9 curriculum:

English
Mathematics
Science
Geography
PDHPE
Elective X
Elective Y
Creative and Critical Higher Order Thinking course
Sport

English, Mathematics, Science, PDHPE, and Geography are compulsory courses for Year 9 and Year 10.

You must choose two (2) Elective courses in Year 9.

When you enter Year 10, you must choose three (3) Elective courses.

YEAR 10 2024

Your curriculum structure is as follows:

English
Mathematics
Science
History
PDHPE
Elective X
Elective Y
Elective Z
Sport
Careers (1 period per cycle)

This means you will choose three Elective courses for 2024.

Students must keep a minimum of one Elective from Year 9 to Year 10 from the group of electives chosen in Year 9. **History replaces Geography as the mandatory course in Year 10.**

By the end of Year 10 each student must complete one elective course over two years (200 hours).

IMPORTANT RULES TO REMEMBER WHEN SELECTING ELECTIVE COURSES FOR YEAR 10, 2024.

1. In order to gain the names and grades of the electives on your Record of School Achievement (RoSA), you **MUST** take **AT LEAST ONE ELECTIVE SUBJECT FOR 2 YEARS**. This can be easily accomplished by continuing one of your Year 9 elective subjects into Year 10. For example, if you took Visual Arts in Year 9, you could take Visual Arts again in Year 10.
2. The only pre-requisite for most elective courses are the courses you have taken in Years 7 & 8. This means that you can pick up a course in Year 10 even if you did not take a course from that subject area in Year 9. There are some exceptions - be sure to read the course descriptions carefully for 2023.

SCHEDULE OF ELECTIVE FEES 2023

Creative and Performing Arts	
Drama	\$33
Special Drama	\$33
Music	\$33
Special Music	\$34
Languages (Workbook fees)	
Chinese	\$0
French	\$45
Italian	\$30
Japanese	\$30
Spanish	\$45
PDHPE	
PASS	\$33
Dance	\$33
TAS	
Design & Technology - Accelerated	\$113
Food Technology	\$90
Industrial Technology	
- Engineering	\$62
- Multimedia	\$62
- Timber	\$93
Information and Software Technology	\$35
Textiles Technology	\$62
Visual Arts	
Visual Arts	\$74

PLEASE NOTE THIS IS A GUIDE ONLY AND MAY BE SUBJECT TO CHANGE

NB: Electives not listed above have no fee associated with that course

CREATIVE & PERFORMING ARTS

SUBJECT: DRAMA

ELECTIVE FEE: \$33

This is a course designed for students who wish to do drama for the first time or did not do the drama course in Years 7 & 8. It is a beginner's course, building and developing performance skills.

TOPICS TO BE STUDIED:

- Improvisation
- Characterisation
- Play-building
- Movement/Voice
- Stage-craft

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Theory involves set assignments based on the above topics 40%

Practical – an ongoing class assessment 60%

SUBJECT: SPECIAL DRAMA

ELECTIVE FEE: \$33

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

TOPICS TO BE STUDIED:

- Script writing
- Play Building
- Script Analysis
- Elements of Production

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Theory involves set assignments based on above topics	40%
Practical – an ongoing class assessment	60%

SUBJECT: MUSIC

ELECTIVE FEE: \$33

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

TOPICS ARE SELECTED FROM:

- Jazz; an instrument and its repertoire
- Music of another culture
- Popular music
- Music of the media

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Marks will be awarded within the domains of:

Performing	35%
Composing	35%
Listening	30%

SUBJECT: SPECIAL MUSIC

ELECTIVE FEE: \$34

Admission to special music is aimed at those students who completed special music in Year 8 by continuing the development of performing, composing and listening skills.

- Students are expected to continue learning to play and read music on their chosen instrument
- Music styles studied range from historical to contemporary
- Assessment tasks include performing, listening and writing assignments
- Homework is weekly
- Expect to participate in school concerts and performances
- Higher level performance, composition and listening skills are the goal of development

TOPICS ARE SELECTED FROM:

- Art Music of the 20th & 21st Century
- Music for Radio, Film & TV
- Popular Music
- Music of a Culture

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Marks will be awarded within the domains of:

Performing	35%
Composing	35%
Listening	30%

Special music covers the same topic areas as elective music, the focus is on higher academic standards and more refined performance standards in preparation for courses in Stage 6 (Years 11 and 12).

HSIE (HUMAN SOCIETY IN ITS ENVIRONMENT)

SUBJECT: 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. This course provides practical and up to date information to make students aware of the relevance and importance of commerce in a business-oriented world.

TOPICS TO BE STUDIED:

CORE TOPICS

1. Consumer and financial decisions. Students learn about:

- Consumer and financial decisions
- Consumer protection
- Consequences of poor financial management.

2. Employment and work futures. Students learn about:

- Work and well-being
- Rights and responsibilities in the workplace
- Workplace issues e.g. discrimination, bullying and harassment, unemployment, technologies

OPTION TOPICS

3. Investing. Students learn about:

- Reasons for investing
- Investment options (ASX School's Share Market Game)
- Planning an Investment Portfolio

4. Promoting and selling. Students learn about:

- The selling process
- Targeting consumers
- Contemporary issues e.g. role of social media, intellectual property

ASSESSMENT OF RECORD OF SCHOOL ACHIEVEMENT GRADES:

Consumer and financial decisions

- | | |
|---|-----|
| 1. Comparison shopping task and persuasive writing task | 35% |
| 2. Employment and work futures – presentation | 30% |
| 3. Investing - portfolio | 35% |

Promoting and Selling – creative marketing task

(Graded – pass/fail)

SUBJECT: HISTORY - ELECTIVE

The aim of history elective is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens. The year 9 and 10 courses teach that history is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills.

Units in the history elective are drawn from three topic areas. A pattern of study will be developed for each course to follow these topics:

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

SUGGESTED PROGRAM YEAR 9

Term 1	Term 2	Term 3	Term 4
<i>Slavery (Topic 3)</i>	<i>Archaeology of the ancient world (Topic 2)</i>	<i>Medieval and modern Europe (Topic 2)</i>	<i>Film as history (Topic 1)</i>

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Topic 1	25%
Topic 2	50%
Topic 3	25%

SUBJECT: HOT STEM

What is Higher Order Thinking STEM? In this subject, students will engage in project-based learning activities that embed opportunities for the development of future focused skills and general capabilities such as communication, collaboration, problem-solving, self-evaluation, ICT, critical and creative thinking, personal and social capability. There is a focus on the transdisciplinary nature of science, technology, engineering and maths and how these subjects offer real-world learning opportunities. Students will respond to inquiry questions using the engineering design process which emphasizes open-ended problem solving and encourages students to learn from failure. This process nurtures students' abilities to create innovative and authentic solutions that lead to a public product. In this course students will use logical and abstract thinking to analyse and synthesise complex information to inform a course of action.

Topics that will be explored include but not limited to:

Biophilic design
Sustainable transport
The future of food
Robotics
Interactive technologies eg. Makey Makey's, Drones, 3D printing
Lighting design

SUBJECT: HOT HUMANITIES

What is Higher Order Thinking Humanities? In this subject, students will engage in project-based learning activities that embed opportunities for the development of problem solving skills including communication, collaboration and critical and creative thinking. Students will engage in feedback loops that are scaffolded for meaningful critique, reflection and peer review to refine their products for an authentic audience. Students will explore methods of inquiry derived from the appreciation of being human; themes related to histories, psychology, sociology and culture. Students will use questioning to investigate and analyse ideas and issues, make sense of and assess information and ideas, and collect, compare and evaluate information from a range of sources. Student voice and choice features prominently in this course with students developing the ability to shape their own course of action.

Topics that will be explored include but not limited to:

Mental health and well being
A call to action and social justice
Play building and narrative
Interactive game design
Authorship and illustration

ASSESSMENT: The assessment for these courses are determined by the grades A – E

LANGUAGES

SUBJECT: CHINESE

ELECTIVE FEE: \$0

Learning languages opens minds to difference where diversity is seen as a regular part of society. Proficiency in languages provides a resource that encourages more effective engagement with the global community. The study of Languages strengthens essential foundational skills for literacy. It also fosters intellectual and emotional development, and cultural understanding. Through learning Languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning.

COURSE CONTENT:

Students will 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.

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:

- Family
- School Life
- Leisure and Sport
- Festivals and Traditions
- Daily Routine
- House and Home
- Organising Events
- Food and Drink
- Travel
- Shopping
- Weather
- Getting around
- Clothes and Fashion

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 a range of reading, writing, listening and speaking tasks.

SUBJECT: FRENCH

ELECTIVE FEE: \$45

Learning Languages opens minds to difference where diversity is seen as a regular part of society. Proficiency in languages provides a resource that encourages more effective engagement with the global community. The study of Languages strengthens essential foundational skills for literacy. It also fosters intellectual and emotional development, and cultural understanding. Through learning languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning.

COURSE CONTENT:

Students will 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.

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

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 communicating and understanding strands of the course.

SUBJECT: ITALIAN

ELECTIVE FEE: \$30

Learning Languages opens minds to difference where diversity is seen as a regular part of society. Proficiency in languages provides a resource that encourages more effective engagement with the global community. The study of Languages strengthens essential foundational skills for literacy. It also fosters intellectual and emotional development, and cultural understanding. Through learning Languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning.

COURSE CONTENT:

Students will 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.

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

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 communicating and understanding strands of the course.

SUBJECT: JAPANESE

ELECTIVE FEE: \$45

Learning Languages opens minds to difference where diversity is seen as a regular part of society. Proficiency in languages provides a resource that encourages more effective engagement with the global community. The study of Languages strengthens essential foundational skills for literacy. It also fosters intellectual and emotional development, and cultural understanding. Through learning Languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning.

COURSE CONTENT:

Students will 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.

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

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 communicating and understanding strands of the course.

SUBJECT: SPANISH

ELECTIVE FEE: \$45

Learning Languages opens minds to difference where diversity is seen as a regular part of society. Proficiency in languages provides a resource that encourages more effective engagement with the global community. The study of Languages strengthens essential foundational skills for literacy. It also fosters intellectual and emotional development, and cultural understanding. Through learning Languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning.

COURSE CONTENT:

Students will 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.

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

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 communicating and understanding strands of the course.

SUBJECT: PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

ELECTIVE FEE: \$33 (THIS ELECTIVE IS AIMED AT THE BEGINNER ATHLETES)

The Physical Activity & 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, understand 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 include “CrossFit for Kids” as part of the P.A.S.S. program. We are only the second school in Australia to offer this program as part of school curriculum and the only school in Sydney to do so.

CrossFit for Kids 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 maximize 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%)

- Body systems and energy for physical activity	- Coaching
- Australia’s sporting identity	- Participating with safety

PRACTICAL (60%)

- CrossFit for Kids	- Team sports
- Aerobics and resistance training	- Tag Gridiron

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 the opportunity to gain a level 1 coaching certificate accreditation for the sports coaching unit, and a variety of offsite activities which link with the unit outcomes.

Practical	60%
Theory	40%

SUBJECT: DANCE

ELECTIVE FEE: \$33

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 understanding. 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 art form as they perform, compose and appreciate dance. Through the integrated study of the practices of dance, students engage in learning experiences including:

- Developing performance quality, specifically confidence focus and projection
- Composition activities allowing students to develop their individual movement style
- Composition activities providing students with the opportunity to choreograph their own works using technological devices
- Critical analysis and appreciation of performances including a study of dance forms from other cultures. Appreciation of the relationship of dance and other media
- Dance allows students to develop confidence and team work skills while enjoying the energetic environment of the dance classroom. Students develop a rich, colourful knowledge and understanding of many areas, including: anatomy, fitness, injury, nutrition, theatre, world-wide dance companies, critical review writing, composition and improvisation. This subject is certainly not limited in its theory and it is definitely rigorous and challenging in its topics.

REQUIRED EQUIPMENT:

- Black singlet, black leggings and a black long sleeve top
- A notebook
- A USB to save digital work files
- 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)

SUBJECT: DESIGN AND TECHNOLOGY – ACCELERATED

ELECTIVE FEE: \$113

This course is designed for students who have studied a special program and achieved an A or B grade across all subjects. Acceptance is reliant on the academic outcomes achieved in Year 8.

Accelerated progression is one of many strategies that schools employ to respond to the academic and social needs of gifted students. When stated simply, it involves the promotion of a student to a level of study beyond that which is usual for their age.

Mosman High School has introduced an accelerated Stage 5 design and technology course targeted at students who are committed to academic rigour and have a passion for independent learning. Entry will be by application and acceptance per the Guidelines for Accelerated Progression outlined by NESA. Central to the study of design and technology is the design, development and documentation of quality projects that provide students with the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce quality solutions.

Participation in this accelerated pattern of study will allow students to complete the HSC design and technology course in their preliminary (Year 11) year. This will allow more time to concentrate on other HSC subjects in their final year of schooling.

The Stage 5, 200 hour Design and Technology syllabus will be compacted into a year program of study that will be completed in Year 9. Students will then complete their Year 11 design and technology studies in Year 10 and their HSC D&T course in Year 11.

Students who have completed an HSC course by acceleration prior to their normal HSC year have the opportunity to access university accredited courses that are delivered by the universities. In some cases, they can also be used in determining the ATAR.

The diversity of approaches to design projects provides the scope to develop higher order thinking, future thinking and an understanding of conceptual principles. The flexible and creative consideration of design parameters encourages students to take intellectual risks and it acts as a precursor to the development of protocols related to areas of study where independent research, enterprise, innovation and time management skills are fundamental.

Focus area studies in this course will be determined by negotiation.

UNITS OF WORK:

Units of work integrate core content areas and project work through the focus area of design and results in the creation and documentation of designed solutions. The needs and interests of students will be addressed when completing units of work.

This is a 200 hour course that is compacted into 100 hours. Students completing this course are accelerated through the 200 hour course.

ESSENTIAL CONTENT:

For the 100-hour course students will select from the core content areas the specific essential content necessary to meet the course outcomes and which is appropriate to the project and focus areas of design. Accelerated students undertaking the 200-hour course must complete all essential content.

ADDITIONAL CONTENT:

Students can move beyond the essential content in order to broaden and deepen their knowledge, understanding and skills and to extend their interest in particular aspects of design and technology. Additional content is suggested for the core content areas of design processes and activity of designers.

CORE CONTENT AREAS:

Core content is divided into areas that must be integrated when developing units of work. The areas are:

- a holistic approach
- design processes
- activity of designers

DESIGN PROJECT:

A design project is the main learning activity of students during a unit of work and culminates in the designed solution and documentation. The design project should be relevant to student and address a pre-determined need. There will be increasing challenge offered to students in successive design projects to enhance the development of knowledge, understanding and skills.

Documentation of student work is used as a tool for student learning. The documentation provides the student with a means of recording all aspects of the design process used and the reasons for the decisions made as well as any relevant case studies. The documentation will provide evidence of the investigation and research undertaken, experimentation, development and justification of ideas, the process of realisation and design project evaluation.

FOCUS AREAS OF DESIGN:

The focus areas of design provide meaningful contexts for design project work and support the development of knowledge and understanding of the various stages in the approach to designing, producing and evaluating. The study of a minimum of two focus areas is required for a 100-hour course and a minimum of three focus areas for a 200-hour course.

The focus areas of design include:

- | | | |
|-------------------------|-----------------------|--|
| • accessory | • food | • medical |
| • aeronautical | • furniture | • packaging |
| • agricultural | • graphical | • promotional |
| • architectural | • industrial | • software |
| • communication systems | • information systems | • structural |
| • digital media | • interior | • transport systems |
| • engineering | • jewellery | • student-negotiated focus area of design. |
| • environmental | • landscape | |
| • fashion | • marine | |

A student-negotiated focus area of design provides for flexibility and allows students to develop a design project of interest and to work independently.

AREAS OF STUDY:

- The concepts of design
- Factors affecting design and production
- Identification of needs and opportunities
- Creative and innovative idea-generation
- Research and exploration
- Experimentation
- Management
- Communication and presentation techniques
- Realisation of design ideas using technologies
- Evaluating
- Additional activities

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Each task has a practical (60%) and folio (40%) component

DESIGN TASKS:

Term 1 – Textiles and graphics

Term 2 – Upcycling

Term 3 – Product design

Term 4 – Student based design

SUBJECT: FOOD TECHNOLOGY

ELECTIVE FEE: \$90

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.

All food technology students must complete this course before attempting Food Technology 200 hours.

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 the use of ICT.

UNIT 1 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.

UNIT 2 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.

UNIT 3 FOOD SERVICE AND CATERING

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Practical work	60%
Book work, tests, assignments	40%

SUBJECT: 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.

MODULES OFFERED AT MOSMAN HIGH

FOCUS AREA	100 hours CORE 1	100 hours CORE 2
ENGINEERING	<i>Engineering Structures 1</i>	<i>Engineering Mechanisms 2</i>
MULTIMEDIA	<i>Multimedia 1</i>	<i>Multimedia 2</i>
TIMBER	<i>General Wood 1</i>	<i>General Wood 2</i>

NB. The relevant core modules are compulsory and must be completed before any specialist modules can be attempted. Year 10 students, who have not completed the core modules in Year 9, must elect the core modules. Students who have discontinued study in one focus area and want to study another must elect the core modules of the new focus area.

SUBJECT: INDUSTRIAL TECHNOLOGY

COURSE NAME: 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

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:

- 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, graphics 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%

SUBJECT: INDUSTRIAL TECHNOLOGY

COURSE NAME: 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 200 hour 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 projects
- 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, graphics 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%

SUBJECT: INDUSTRIAL TECHNOLOGY

COURSE NAME: TIMBER

ELECTIVE FEE: \$93

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:

- Cabinetwork – joinery & carving
- Wood machining – wood turning & 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, graphics 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%

SUBJECT: INFORMATION AND SOFTWARE TECHNOLOGY

ELECTIVE FEE: \$35

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

WHAT WILL STUDENTS LEARN ABOUT?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial intelligence, simulation and modelling
- Software development and programming
- Authoring and multimedia
- Robotics and automated systems
- Internet and website development
- Digital media

WHAT WILL STUDENTS LEARN TO DO?

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

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, graphics 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	70%
Associated report	30%

SUBJECT: TEXTILES TECHNOLOGY

ELECTIVE FEE: \$62

The aim of this course is to develop confidence and proficiency in the design, production and evaluation of textile items. 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:

IN THE BAG

This unit of work includes:

- The construction and decoration of a bag for use in the textiles classroom
- An introduction to basic textile design and manufacturing skills such as pattern making, seams, zippers and button hole
- Fabric decoration techniques such as dyeing, embroidery, screen printing
- An introduction to portfolio work for textiles and design

PROJECT RUNWAY

This unit of work includes:

- Using a hit TV show as inspiration, students will be given a design brief and will be asked to design and construct an item of clothing that they can wear
- Students will be required to present to the class a storyboard outlining their design ideas and design sketches

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
- Students will complete a research project analyzing the use of costume in a production of their choice
- Project work requires students to design, produce and evaluate a theatrical costume or accessory for a movie or play

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Practical work (including supporting documentation)	75%
Research project	25%

VISUAL ARTS

SUBJECT: VISUAL ARTS

ELECTIVE FEE: \$74

Students will learn how to employ media as a vehicle for communication. An exploration of the qualities of various materials such as printmaking, design, digital technologies, sculpture, ceramics and painting will be juxtaposed against a range of themes to teach students how meaning can be expressed to an audience. Themes can include places and spaces, objects, other living things, fantasy, memory and the environment.

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

Units of work may include:

Slave to the Screen – Responding to the changing technologies in artistic practice, artworks and audiences. Understanding the conventions of audience and the gallery space. How cartoons communicate artistic concepts. How artists respond to the changing technologies in the world around us. Understanding the impact of technology in our lives and moral and ethical implications within the use of technology.

Transformation – A sculptural metamorphosis of inanimate objects and animals. Students will gain inspiration from Taronga Zoo excursion and the practice of surrealists to design a 3D form. Students will collaborate on an exquisite corpse, then use found objects and plaster bandages to create a surreal sculpture.

Catch of the Day – Students use inspiration from the Fish Markets using what they discover as a source of inspiration for a range of works – small, detailed & representational to large and gestural. Students will investigate how artists have represented the world, using sea creature focused works as supportive in their extended response.

What is Abstraction – Why do artists make non-representational art?

Student will create drawn and under glazed abstract tiles informed by the practice of Hilma af Klint. Students will investigate how artists make meaning using abstract forms.

COURSE STRUCTURE:

Year 9 – visual arts: (100 hours)

ASSESSMENT OVERVIEW:

Practical designing	60%
Theory	40%

NOTE: If students choose to complete 200 hours of visual art for their Record of School Achievement, one course needs to be taken in Year 9 and Year 10.

WEBCHOICE 2023 – YEAR 9 ELECTIVES

1. Go to <https://my.edval.education/login> to log in to submit your 'Subject selections'
2. Enter your 7 digit Webcode (Refer to email sent with your Webcode)
3. At the selection screen
 - a. You must select TWO (2) Electives
 - b. Once you have finalised your selection, press **'SUBMIT'**
4. The Online Form will be officially closed and no more submissions allowed at

4pm Wednesday 24 August, 2022

5. Once you have submitted, you then **'PRINT'** the Form, get it signed by a Parent or Guardian and return it to Ms Longley, no later than

4pm Friday 26 August, 2022

6. 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 times, will not be registered!