Henry Kendall High School
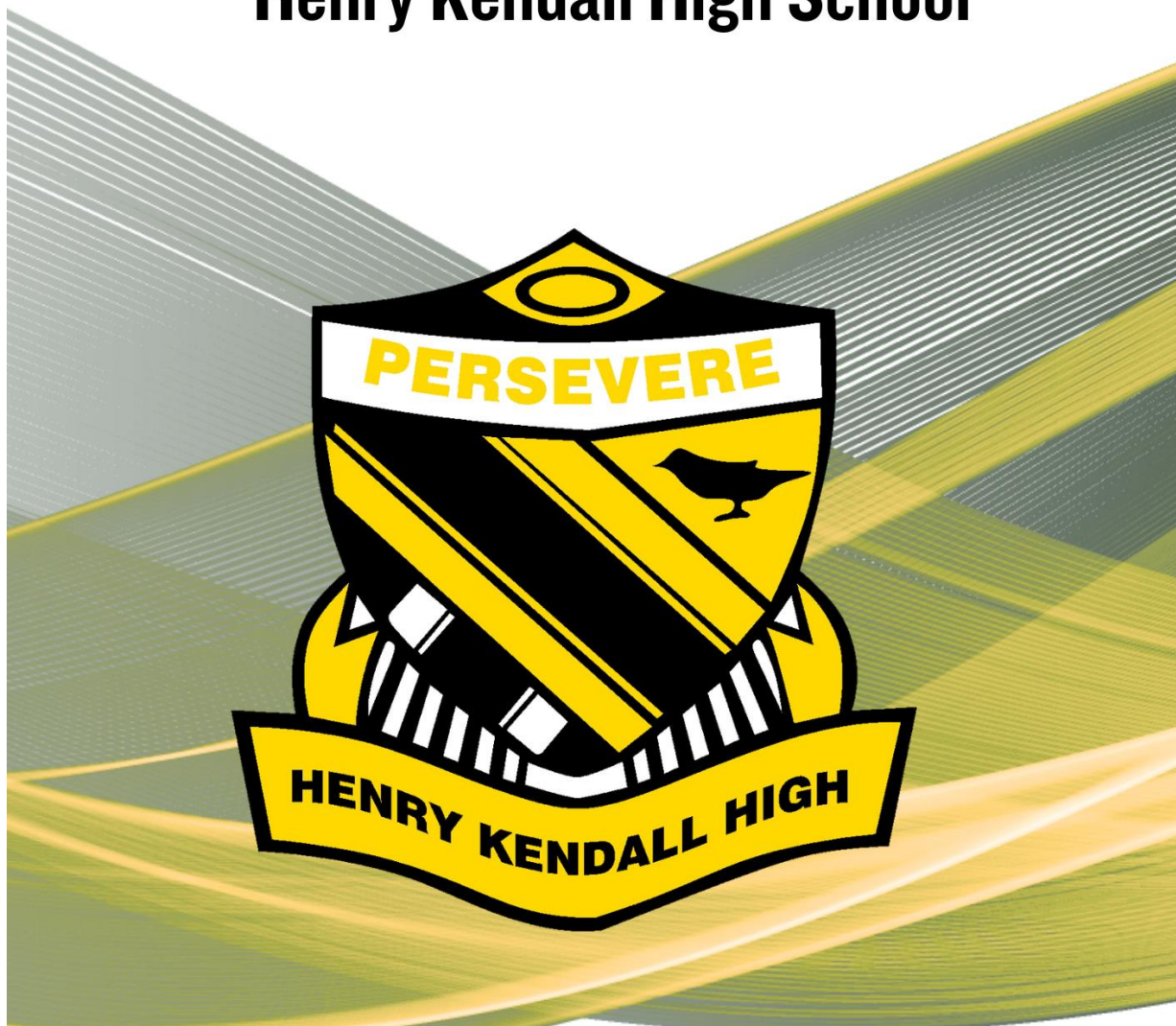

Stage 5 - Elective Courses
Years 9 - 10

2025 - 2026

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CURRICULUM STRUCTURE

All students will study:
Mandatory Courses

ENGLISH
GEOGRAPHY
HISTORY
MATHEMATICS   There are three courses in Mathematics that are followed - 5.3, 5.2 and 5.1. Based on Year 8 performance the Mathematics Faculty will determine the course most suited to each student.

SCIENCE
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
CAREERS (IN YEAR 10)

Elective Pattern 2025 / 2026

Students are required to complete **1 x 200 hour** course and **2 x 100 hour** courses by the end of 2025.

In 2025 we are offering the following **200 hour courses**
Students need to rank their three top choices from this list. This course **MUST** be held for two years and cannot be changed due to the NESA requirements.

Course
Child Studies
Computing Technology
Food Technology
French
Industrial Technology - Timber
International Studies
Music
Physical Activity Sport Studies
Visual Arts

Students **MUST** choose one of the following **100 hour courses** that terminates at the conclusion of 2026. Students need to rank their three top choices from this list.

Course
Agriculture
Child Studies
Commerce
Computing Technology
Food Technology
French
History Elective
Hospitality (Year 10 only)
Industrial Technology - Timber
iSTEM
Photographic and Digital Media
Physical Activity Sport Studies
Visual Arts

In Term 3 2025 students will elect to choose their second 100 hour course for completion in 2026. This course cannot be the same as their 200 hour choice.

Students have an opportunity to build upon their 100 hour course to a two year 200 hour qualification in the areas of Child Studies, Commerce, Food Technology, History Elective, Photographic and Digital Media and Visual Arts. The combination of topics will alternate between years to ensure there is no duplicity.

200 HOUR COURSES

COURSE: **AGRICULTURE**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: **$30.00**

Course Contact Person: **Mr J. P. Grant**

COURSE DESCRIPTION:

Rationale:
The 200 Agriculture course has six major focus areas:

Year 9 :
- Introduction to Agriculture
- Plant Production
- Animal Production

Year 10:
- Agricultural Systems and Management
- Plant Production 2
- Animal Production 2

Other areas will be included as opportunities present themselves. These include working with bees, soil studies, hydroponics and aquaponics, tractor training and biodiversity on farms.

The course is a combination of theory (10%) and practical work on the farm (90%) and focuses on vegetable and protein production. The students will be very much involved in the management of the market garden, the small egg production business and the production of beef. Students should be prepared to work outdoors and be able to demonstrate responsible, self-motivated behaviour in groups and individually. Assessments include practical and written work.

This course will appear on the **Record of School Achievement (RoSA)** as **AGRICULTURE - 200 HOURS.**

COURSE: **CHILD STUDIES**

FACULTY: **PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)**

Course Fees per year: **Nil**

Course Contact Person: **Mr M Mellish**

COURSE DESCRIPTION:

Rationale
- The Child Studies Course is designed to enhance students' knowledge and understanding of the skills required to positively influence the growth and development of children. Students explore the period of childhood from conception to 8 years.
- They examine the diverse range of values and beliefs about childhood, the care and health of children and the changing nature of contemporary family life.
- Students will also understand the value and importance of effective parenting, as well as the high levels of associated responsibilities.
- The study of this course will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

What will Students Learn About?
Module options will include:-

- Preparing for Parenthood
- Conception to birth
- Newborn Care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Media and technology in childhood
- The diverse needs of children
- Childcare services and career opportunities
- Aboriginal and Torres Strait Islander Cultures and Childhood
- Family Interactions

What will Students Learn to Do?
Students will gain and develop a range of skills through the theory component and practical experiences.

We utilise Gosford Public School environment where we engage in activities such as reading, craft and sport. Students will develop critical and creative thinking skills, ethical understanding, information and communication technology capabilities and communication skills to utilise across a range of age groups. The approach is "hands-on" wherever possible requiring students to develop a range of practical skills.

Students will learn to use time management skills and to seek and utilise information from a variety of sources.

Career Relevance/Pathways/Transferable Skills
The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support students engaged in voluntary caring, supervision and child support roles and informal work opportunities such as childcare and education, nursing, social work and midwifery.

COURSE: **COMPUTING TECHNOLOGY**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: $20.00

Course Contact Person: Mrs K Hogan

COURSE DESCRIPTION

Rationale
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 or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Students will
- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Computing Technology 7–10 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

Course Requirements
Students undertaking the 200-hour course are required to complete:
- at least 2 Enterprise Information Systems focus areas
- at least 2 Software Development focus areas
- 4 – 6 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

This course will appear on the **Record of School Achievement (RoSA)** as **COMPUTING TECHNOLOGY - 200 HOURS.**

COURSE: **FOOD TECHNOLOGY**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: **$120.00**

Course Contact Person: **Mrs C McTeigue / Mrs E Ofahengaue / Mrs K Friend / Mrs R Dekalb**

COURSE DESCRIPTION:

The aim of this course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students studying the 200-hour course are required to complete 4-8 units of work. Students are required to cover all the content in the core units:
Nutrition and consumption; and
Food preparation and processing.

Units of Work
Content of a selected focus area and appropriate practical experiences. Focus areas provide a context through which the core will be studied. There are eight focus areas:

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

During the study of each unit students will be required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Practical experiences extend beyond students preparing and presenting food for specific purposes. Practical experiences also involve a broad range of activities such as food styling and photography, consumer surveys, market research, investigation of new and emerging technologies, food sensory evaluations and the use of information and communication technologies (ICT).
Students also complete worksheets and other class activities as well as research assignments.

Requirements Fully enclosed leather shoes

This course will appear on the **Record of School Achievement (RoSA)** as **FOOD TECHNOLOGY - 200 HOURS.**

COURSE: **FRENCH**

FACULTY: **LANGUAGES**

Course Fees per year: **Nil**

Course Contact Person: **Miss K Ellis / Mr M Macdonald**

COURSE DESCRIPTION

Learning French provides students with an opportunity to communicate and engage with the world and its people. Students learn French by developing and applying their knowledge of the language and culture(s). Studying French enhances communication with speakers of French and equips learners with intercultural capability. They engage with the linguistic and cultural diversity of the world and develop respect, openness and empathy.

Students explore French heritage, language and culture. This enriches students' understanding of themselves and their sense of belonging as they are exposed to new ways of seeing their identity and culture.

Students:
- Learn to interact, understand and create texts in French
- Reflect on and understand their own and others' languages, cultures and identity
- Develop an interest in and enjoyment of language learning.

Students will engage French in the following areas:
- Interacting
- Understanding texts
- Creating texts.

This course will appear on the **Record of School Achievement (RoSA)** as **FRENCH - 200 HOURS.**

| COURSE: | **INDUSTRIAL TECHNOLOGY – TIMBER** |
| FACULTY: | **TECHNOLOGICAL & APPLIED STUDIES (TAS)** |

Course Fees per year: $120.00

Course Contact Person: **Mr J Kessler / Miss C Reynen**

COURSE DESCRIPTION:

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:

| Core Module: | Timber 1 |
| Specialised Module: | Timber 2 |

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:

- Joint Cube
- Timber Coffee Table
- Turned Timber Bowl
- Mantle Clock
- Bedside Table

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

To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing, and evaluating. Students also complete worksheets, written activities, drawing, project folio and research assignments.

Each focus area has a compulsory core module that leads to a specialised module with some focus areas having multiple specialised modules to choose from. The core module of each focus area develops understanding and skills through the design, production and evaluation of practical projects. Modules are structured in a sequential manner, with the knowledge and skills developed in one module applied and enhanced through subsequent module(s) within the focus area.

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

- Occupational Health and Safety (OHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

| **Requirements** | Exercise Book |
| | Fully enclosed leather shoes |

This course will appear on the **Record of School Achievement (RoSA)** as **INDUSTRIAL TECHNOLOGY - TIMBER - 200 HOURS.**

COURSE: **MUSIC**

FACULTY: **CREATIVE & PERFORMING ARTS (CAPA)**

Course Fees per year: $40.00

Course Contact Person: **Mr J Walters / Mrs M Gillard**

COURSE DESCRIPTION

Rationale
Music is designed for students who love to perform, compose and listen to study all types of music.

Students develop skills in performance both individually and in groups. If you have ever wanted to write and record your own music you will learn the skills and techniques to make it happen!

Music provides opportunities to:

- Develop skills on an instrument of choice
- Compose, experiment, improvise, organise and arrange music
- Listen to a wide range of musical styles and discuss the concepts of Pitch, Duration, Tone Colour, Structure, Texture, Dynamics and Expressive Techniques.

The Elective Music course caters for all levels of experience.

1. Who liked music in Year 8, enjoyed keyboard, guitar, drumkit or singing…Music is for you! For those who have been learning outside of school these students will be given the opportunity to extend their abilities through solo and group performance. Those who have not had any previous playing experience are encouraged to enrol in the external tuition program that is currently running at the school. These students will have the opportunity to build their skills through peer mentoring and classroom performance.

2. Musical styles & topics studied include:

   - Rock & Pop
   - Jazz & Blues
   - Theatre & Classical
   - Electronic & Computer Technology
   - Improvisation & Traditional Music Notation

3. The course is also offering external tuition for keyboard, voice, guitar and bass guitar. The music department also organises private tuition lessons during the school day for those students who wish to work with specialist instrumental or vocalist teachers.

Students studying music develop valuable skills in developing communication skills, problem solving, confidence in their public persona, collaborative planning and working with others along with nurturing personal creativity and self-expression.

This course will appear on the **Record of School Achievement (RoSA)** as **MUSIC - 200 HOURS**.

COURSE:	**PHYSICAL ACTIVITY & SPORTS STUDIES**
FACULTY:	**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)**

Course Fees per year: Activities will be organised as part of the course and paid for at the time of the activity

Course Contact Person: Mr M Mellish

COURSE DESCRIPTION:

Physical Activity and Sports Studies aims to develop students' knowledge and skills in the areas of sports science, elite sporting performance, historical and current issues in sport and skills in research design and investigation. Within this course, students are required to engage with a variety of practical activities to consolidate the learning within the classroom.

WHAT STUDENTS LEARN:

Year 9

Technology in Sport - examining how technology has influenced sport for both participants and spectators.
Issues in Sport - examining current issues such as: athlete pay, performance enhancing drugs and the commercialisation of sport.
Sports Medicine - injury prevention, rehabilitation and return to play.
Sports Science Investigation - group research project.

Year 10

Physiological analysis of Sport - examining the anatomical and physiological features that contribute to elite sporting performance.
Sports Nutrition and Fitness Testing - examining pre, during and post nutritional requirements of elite sport. Students also conduct fitness testing of their own performance and evaluate their suitability to a variety of different sports.
Principles of Training - students apply their knowledge to develop training programs and strategies to improve their own and others' sporting performance.
Skill Acquisition - students analyse and engage in a variety of training approaches aimed targeting skill development.

Throughout the course students develop knowledge, understanding and skills that develop their ability to:
- develop a foundation for efficient participation and performance in physical activity and sport.
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community, and societal wellbeing.
- enhance the participation and performance of themselves and others in physical activity and sport.
- develop the personal skills to participate in physical activity and sport with confidence.

Assessment will be based on a 60% practical contribution and 40% theory contribution.

This course will appear on the **Record of School Achievement (RoSA)** as **PHYSICAL ACTIVITY & SPORTS STUDIES - 200 HOURS.**

COURSE: **VISUAL ARTS**

FACULTY: **CREATIVE & PERFORMING ARTS (CAPA)**

Course Fees per year: $50.00

Course Contact Person: Ms J Court / Mrs G Lucca / Mr J Walters

COURSE DESCRIPTION:

Rationale
Visual Arts provides learning opportunities designed to encourage students to understand Art, including the different kinds of creative works they, and others, make.

Aim
The aim of the 200-hour course is to enable students to develop and enjoy practical and conceptual understanding; to develop their ability to represent ideas in the visual arts and to understand and value the different beliefs that affect meaning and significance.

Course Overview
The course is divided into objectives:
Making artworks and critically and historically interpreting art.

These objectives are explored in the following ways:

- Conceptual exploration to understand the relationship between artists, artworks, the world and audiences.
- Through the subjective, structural, cultural and post-modern frames which provide a focus for different investigations of art practice.
- The making of 2D Forms including: drawing, painting, printmaking, collage, etc.
- 3D Forms including: sculpture and assemblage.
- Experience of different approaches to various mediums and materials; eg pencil, charcoal, ink, paint, impasto, pastels, lino, carving tools, etc.

Units covered currently include:

Still Life Arrangements, Natural Environment, Landscape Painting, Colour Theory, Clay Sculpture, Social Commentary, Portraiture and Surrealism.
A Body of Work (student selects theme, frames of approach, media and techniques).

Conclusion
Art can be a source of learning, an exploration and expression of ones' self, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **VISUAL ARTS - 200 HOURS.**

100 HOUR COURSES

COURSE: **AGRICULTURE**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: **$30.00**

Course Contact Person: **Mr J.P. Grant**

COURSE DESCRIPTION:

The 100 Agriculture course has three major focus areas:

- Introduction to Agriculture
- Plant Production
- Animal Production

Other areas will be included as opportunities present themselves. These include working with bees, soil studies, hydroponics and aquaponics and biodiversity on farms.

The course is a combination of theory (10%) and practical work on the farm (90%) and focuses on vegetable and protein production. The students will be very much involved in the management of the market garden, the small egg production business and the production of beef. Students should be prepared to work outdoors and be able to demonstrate responsible, self-motivated behaviour in groups and individually. Assessments include practical and written work.

This course will appear on the **Record of School Achievement (RoSA)** as **AGRICULTURE - 100 HOURS.**

COURSE: **CHILD STUDIES**

FACULTY: **PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)**

Course Fees per year: **Nil**

Course Contact Person: **Mr Michael Mellish**

COURSE DESCRIPTION:

Rationale
The Child Studies Course is designed to enhance students' knowledge and understanding of the skills required to positively influence the growth and development of children. Students explore the period of childhood from conception to 8 years.
They examine the diverse range of values and beliefs about childhood, the care and health of children and the changing nature of contemporary family life.
Students will also understand the value and importance of effective parenting, as well as the high levels of associated responsibilities.
The study of this course will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

What will Students Learn About?
Module options will include:-

- Preparing for Parenthood
- Conception to birth
- Newborn Care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Media and technology in childhood
- The diverse needs of children
- Childcare services and career opportunities
- Aboriginal and Torres Strait Islander Cultures and Childhood
- Family Interactions

What will Students Learn to Do?
Students will gain and develop a range of skills through the theory component and practical experiences.

We utilise the primary school environment where we engage in activities such as reading, craft and sport. Students will develop critical and creative thinking skills, ethical understanding, information and communication technology capabilities and communication skills to utilise across a range of age groups. The approach is "hands-on" wherever possible requiring students to develop a range of practical skills.

Students will learn to use time management skills and to seek and utilise information from a variety of sources.

Career Relevance/Pathways/Transferable Skills
The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support students engaged in voluntary caring, supervision and child support roles and informal work opportunities such as childcare and education, nursing, social work and midwifery.

COURSE: **COMMERCE**

FACULTY: **HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)**

Course Fees per year: **Nil**

Course Contact Person: **Mrs J Kostalas / Miss C McLennan / Mr M Macdonald**

COURSE DESCRIPTION:

Students will be studying either Course A or B depending on the yearly cyclic change-over of 100 hour courses.

Commerce Course A
Core:
- Consumer choice
- Personal finance

Options (studied in addition to core):
- Promoting and selling
- Running a business
- E Commerce

Commerce will assist students in understanding consumer choice, decision making and consumer protection; make informed decisions in the use and management of money; analyse strategies used by sellers to promote products and students research commercial and legal information through the use of the internet.

A feature of Commerce will be small businesses where students work in small groups to set up a business through the Commerce markets in third term – (planning, manufacturing, marketing and selling their product).

Commerce Course B
Core:
- Law and Society
- Employment issues

Options (studied in addition to core):
- Law in action
- Political involvement
- Towards independence

Commerce will assist in providing students with knowledge and understanding of the nature and role of law; structure of government, decision making and the election process; the workplace employment relations, taxation and superannuation; as well as problem solving and decision making skills to assist them when they leave home.

Commerce may be an introduction to the Mock Trial competition and the court system. Excursions to Gosford Court House and Parliament House in Sydney are also planned.

Commerce is a valuable experience in helping students to become more aware as citizens. It helps with workplace employment and gives them a good basis for future HSC studies in courses such as Business Administration Services, Business Studies, Economics, Retail Operations and Legal Studies.

This course will appear on the **Record of School Achievement (RoSA)** as **COMMERCE - 100 HOURS.**

COURSE: **COMPUTING TECHNOLOGY**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: $20.00

Course Contact Person: Mrs K Hogan

COURSE DESCRIPTION:
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 or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Students will
- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Computing Technology 7–10 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

Course Requirements
Students undertaking the 100-hour course are required to complete:
- at least one Enterprise Information Systems focus area
- at least one Software Development focus area
- 2–3 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

This course will appear on the **Record of School Achievement (RoSA)** as **COMMERCE - 100 HOURS.**

COURSE: **FOOD TECHNOLOGY**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: **$120.00**

Course Contact Person: **Mrs C McTeigue / Mrs E Ofahenguaue / Mrs K Friend / Mrs Rani Dekalb**

COURSE DESCRIPTION:

The aim of this course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students studying the 100-hour course are required to complete 2-4 units of work. Students are required to cover all the content in the core units:
Nutrition and consumption; and
Food preparation and processing.

Units of Work
For each unit of work, relevant content will be selected from the core and integrated with all the content of a selected focus area and appropriate practical experiences. Focus areas provide a context through which the core will be studied. There are eight focus areas:

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

During the study of each unit students will be required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Practical experiences extend beyond students preparing and presenting food for specific purposes. Practical experiences also involve a broad range of activities such as food styling and photography, consumer surveys, market research, investigation of new and emerging technologies, food sensory evaluations and the use of information and communication technologies (ICT).

Students also complete worksheets and other class activities as well as research assignments.

Requirements   Fully enclosed leather shoes

This course will appear on the **Record of School Achievement (RoSA)** as **FOOD TECHNOLOGY - 100 HOURS.**

COURSE: **FRENCH**

FACULTY: **LANGUAGES**

Course Fees per year: **Nil**

Course Contact Person: **Miss K Ellis / Mr M Macdonald**

COURSE DESCRIPTION

Learning French provides students with an opportunity to communicate and engage with the world and its people. Students learn French by developing and applying their knowledge of the language and culture(s). Studying French enhances communication with speakers of French and equips learners with intercultural capability. They engage with the linguistic and cultural diversity of the world and develop respect, openness and empathy.

Students explore French heritage, language and culture. This enriches students' understanding of themselves and their sense of belonging as they are exposed to new ways of seeing their identity and culture.

Students:
- Learn to interact, understand and create texts in French
- Reflect on and understand their own and others' languages, cultures and identity
- Develop an interest in and enjoyment of language learning.

Students will engage French in the following areas:
- Interacting
- Understanding texts
- Creating texts.

This course will appear on the **Record of School Achievement (RoSA)** as **FRENCH - 100 HOURS.**

COURSE: **HISTORY ELECTIVE**

FACULTY: **HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)**

Course Fees per year: **Nil**

Course Contact Person: **Mr M Macdonald**

COURSE DESCRIPTION:

"History is a necessity. Individuals, communities, societies could scarcely exist if all the knowledge of the past was wiped out. As memory is to the individual, so history is to the community or society. Without memory, individuals find great difficulty in relating to others, in finding their bearings, in making intelligent decisions - they have lost their sense of identity."

History is the study of humankind. By examining the problems and ideas of ages past we can attempt to understand why men and women made certain decisions and how these decisions have shaped the world in which we live.

History equips an individual with the ability to examine critically the pros and cons of certain events and statements. It furnishes students with a liberal education and provides them with a sense of the past, continuity and tradition, an understanding of change, and a perspective on personal culture. History is an interesting and vibrant course that provides an understanding of the world in which we live.

Principal Focus
Aspects of world history, including the contribution of past societies to our understanding of the present.

History Elective Stages 4 and 5
100 hours: ONE topic from each of Topics 1, 2 and 3 and at least TWO other choices from any Topic

Areas of Study
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
- School-developed study

This course will appear on the **Record of School Achievement (RoSA)** as **ELECTIVE HISTORY - 100 HOURS.**

COURSE: **iSTEM**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: **$50.00**

Course Contact Person: **Miss C Reynen**

COURSE DESCRIPTION:

The iSTEM course incorporates mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules. It provides students with the curriculum to support current technologies including 3D printers, virtual reality, drones, robotics and a range of intelligent systems. iSTEM presents Science, Technology and Math's to students in a way that both enriches their understanding of these subjects and improves their ability to manage projects and work in teams. The course engages students in problem based learning and involves them in real 'on-the-job' situations.

iSTEM is a 100 hour elective course endorsed by NESA. It was created in the Hunter region by Regional Development Australia Hunter's ME program in collaboration with local industry and STEM teachers at Maitland Grossman High School. This program builds on skills learnt by students in their STEM subject in Year 8.

Aims

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

The students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

The iSTEM course inspires and enables students to appreciate the role and potential of science, technology, engineering and mathematics in the world in which they live, and to learn from their journey of technological inquiry, the essence of evidence-based critical thinking.

One of the aims of the iSTEM course is to increase the awareness for students studying Physics, Chemistry, Engineering, Design and Technology, Computing and Mathematics subjects in Stage 6. This is to be achieved through an integrative technology and engineering course structure, which give practical relevance to scientific and mathematical concepts.

Secondary aims of the iSTEM course include
- Improve the level of technological and engineering literacy and understanding in the community.
- Prepare students to engage with engineering ideas and be knowledgeable about the way engineers and technologists work.
- Increase the number of students choosing science and engineering careers to address the shortage of science and engineering graduates,
- Increase students' awareness of careers in STEM areas including trades.

Course Structure

This School Developed Board Endorsed Course covers a number of modules in the fields of technology and engineering, they include: Engineering Fundamentals, Aerodynamics, 3D CAD/CAM and STEM Project Based Learning Minor. These specific modules are not reflected together in any Board Syllabus document.

Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer controlled machining, computer integrated manufacture, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

100 Hours

Module 1	Module 2	Module 3	Module 4
Engineering Fundamentals 25 Hours	Aerodynamics 25 Hours	3D CAD/CAM 25 Hours	STEM Project Based Learning Minor 25 Hours

This course will not appear on students **Record of School Achievement (RoSA)** as this is a NSW Department of Education approved elective course, and is not eligible to be listed.

STAGE 5 BOARD ENDORSED VET COURSES

PUBLIC SCHOOLS NSW RTOs
VOCATIONAL EDUCATION AND TRAINING

School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement
Many VET courses have a mandatory work placement requirement set by NESA. Students will:
- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)
Information and courses available are listed here: https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)
Information about SBATs is available here: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

HOSPITALITY STAGE 5 COURSE DESCRIPTOR 2025

<table>
<tr><td colspan="2" align="center">**2025 Hospitality Course Descriptor**
SIT10222 Certificate I in Hospitality</td></tr>
<tr><td colspan="2" align="center">*This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in time with minimal impact*</td></tr>
<tr><td colspan="2">This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain a nationally recognised vocational qualification.</td></tr>
<tr><td>Course: **Hospitality**
Board Endorsed Course (100 hours)</td><td>Stage 5
Accredited for the Record of Achievement RoSA</td></tr>
<tr><td colspan="2">By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you with a pathway toward your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AAA Template Qualification https://training.gov.au/training/details/SIT10222.
You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.</td></tr>
<tr><td colspan="2">**Entry Requirements**
You must complete the VET induction process, supply your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. When selecting this course, you should be interested in working in hospitality and enjoy working with and providing service to people.</td></tr>
<tr><td colspan="2">**Transferrable industry skills gained in this course**</td></tr>
<tr><td colspan="2">*Communication*
Problem solving
Teamwork
Customer service skills</td></tr>
<tr><td colspan="2">**Examples of job roles relevant to this qualification**</td></tr>
<tr><td colspan="2">This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.</td></tr>
<tr><td colspan="2">VET Requirements</td></tr>
<tr><td colspan="2">**Competency-Based Assessment**
In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</td></tr>
<tr><td>**Consumable Costs:** $130.00
Course Requirements: Enclosed Leather shoes</td><td>**Refunds**
Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy</td></tr>
<tr><td colspan="2">**Exclusions:** Students undertaking both this Hospitality course and another VET course should choose different units of competency to meet the requirements of each Stage 5 VET course and qualification.
Units of competency undertaken in this Stage 5 course cannot contribute to meeting HSC course indicative hour requirements for VET courses in Stage 6. (SITXFSA005 and SITXWHS005 are the exceptions)
General information about VET course exclusions can be found on the NESA website for this Stage 5 BEC course under its course description at http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses</td></tr>
</table>

COURSE: **INDUSTRIAL TECHNOLOGY - TIMBER**

FACULTY: **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

Course Fees per year: **$120.00**

Course Contact Person: **Mr J Kessler / Miss C Reynen**

COURSE DESCRIPTION:

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:

Core Module: Timber 1

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:

- Joint Square
- Timber Toolbox
- Individual Project

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

To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing, and evaluating. Students also complete worksheets, written activities, drawing, project folio and research assignments.

Each focus area has a compulsory core module that leads to a specialised module with some focus areas having multiple specialised modules to choose from. The core module of each focus area develops understanding and skills through the design, production and evaluation of practical projects. Modules are structured in a sequential manner, with the knowledge and skills developed in one module applied and enhanced through subsequent module(s) within the focus area.

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

- Occupational Health and Safety (OHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

Requirements Exercise Book
Fully enclosed leather shoes

This course will appear on the **Record of School Achievement (RoSA)** as **INDUSTRIAL TECHNOLOGY - TIMBER - 100 HOURS**

| **COURSE:** | **INTERNATIONAL STUDIES** |
| **FACULTY:** | **HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)** |

Course Fees per year: **Nil**

Course Contact Person: **Mr M Macdonald**

COURSE DESCRIPTION:

Rationale

International studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action, and commitment to be a global citizen.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the International studies course lends itself to an emphasis on, but is not limited to, this region.

Students gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables students to understand and value inclusion, and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional and global level.

In summary, International studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world.

100 hours: Core 1or Core 2 and a minimum of three options

Areas of Study
- **Core** – Understanding culture and diversity in today's world

15-25 indicative hours each

- Option 1 – Culture and beliefs
- Option 2 – Culture and the media
- Option 3 – Culture on the move
- Option 4 – Culture and travel
- Option 5 – Culture and the performing arts
- Option 6 – Culture in art and architecture
- Option 7 – Culture in film and literature
- Option 8 – Culture and sport
- Option 9 – Culture and food
- Option 10 – Culture, science, technology and change
- Option 11 – School developed option

This course will not appear on students **Record of School Achievement (RoSA)** as this is a NSW Department of Education approved elective course, and is not eligible to be listed.

COURSE: **PHOTOGRAPHIC & DIGITAL MEDIA**

FACULTY: **CREATIVE & PERFORMING ARTS (CAPA)**

Course Fees per year: $55.00

Course Contact Person: **Mr J Walters / Ms J Court**

COURSE DESCRIPTION:

Rationale
Photographic & Digital Media provides students with the opportunities to explore still and moving processes involved in traditional and contemporary approaches to photography and animation.

Aim
The aim of this course is to enable students to develop and enjoy practical and conceptual understanding of still and moving images. In this course students study camera handling techniques, lighting effects, darkroom processes, digital manipulation and video post-production techniques.

Course Overview
The course is divided into Making and Interpretation (Historical/Critical).

Making:

- Camera handling involves understanding focusing, aperture and shutters speed, ISO settings. Vertical and horizontal tripod handling. Interchangeable lenses and filters will also be used.
- Non camera techniques include pinhole photography and darkroom development.
- Digital photography includes still images and images intended for stop motion. Adobe Photoshop and Stop Motion Pro will be extensively used in this area.
- Animation work will involve pin screen, cut out, motion origami, found objects, sand, painted, puppet and computer animation.
- Lighting will include day light, candlelight, studio lights and strobe lighting.

Interpretation (Historical and Critical):

Students' knowledge, understanding and skills will be informed by their study of practice, the conceptual framework and the frames.

- Practice is about what photographers, film makers computer/digital artists, know and do, how they know it, where they do it, with whom, and for whom they do it and why they do it.
- The Conceptual Framework comprises four agencies or functions: artist, artwork, world and audience.
- The frames are subjective, cultural, structural and postmodern.

Conclusion
Photographic & Digital Media can be a source of learning, exploration and expression, a point of contact with others, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **PHOTOGRAPHIC & DIGITAL MEDIA - 100 HOURS (200 HOURS optional)**

COURSE:	**PHYSICAL ACTIVITY & SPORTS STUDIES**
FACULTY:	**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)**

Course Fees per year: **Activities will be organised as part of the course and paid for at the time of the activity**

Course Contact Person: **Mr M Mellish**

COURSE DESCRIPTION:

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The Physical Activity and Sports Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

WHAT STUDENTS LEARN:
The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity
Body systems and energy for physical activity, Physical activity for health, Physical fitness, Fundamentals of movement skill development, Nutrition and physical activity, Participating with safety

Physical Activity and Sport in Society
Australia's sporting identity, Lifestyle, leisure and recreation, Physical activity and sport for specific groups, Opportunities and pathways in physical activity and sport, Issues in physical activity and sport

Enhancing Participation and Performance
Promoting active lifestyles, Coaching, Enhancing performance – strategies and techniques, Technology, participation and performance, Event management

Throughout the course students develop knowledge, understanding and skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Assessment will be based on 60% Practical and 40% Theory

This course will appear on the **Record of School Achievement (RoSA)** as **PHYSICAL ACTIVITY & SPORTS STUDIES - 100 HOURS**

COURSE: **VISUAL ARTS**

FACULTY: **CREATIVE & PERFORMING ARTS (CAPA)**

Course Fees per year: $50.00

Course Contact Person: Ms J Court / Mrs G Lucca

COURSE DESCRIPTION:

Rationale
Visual Arts provides learning opportunities designed to encourage students to understand Art, including the different kinds of creative works they, and others, make.

Aim
The aim of the 100-hour course is to enable students to develop and enjoy practical and conceptual understanding; to develop their ability to represent ideas in the visual arts and to understand and value the different beliefs that affect meaning and significance.

Course Overview
The course is divided into objectives:
Making artworks and critically and historically interpreting art.

These objectives are explored in the following ways:

- Conceptual exploration to understand the relationship between artists, artworks, the world and audiences.
- Through the subjective, structural, cultural and post-modern frames which provide a focus for different investigations of art practice.
- The making of 2D Forms including: drawing, painting, printmaking, collage, etc.
- 3D Forms including: sculpture, assemblage and clay.
- Experience of different approaches to various mediums and materials; eg pencil, charcoal, ink, paint, impasto, pastels, lino, carving tools, etc.

Units covered could include:

- Natural Environment / mixed media landscapes.
- Figures in motion.

A Body of Work (student selects theme, frames of approach, media and techniques).

Conclusion
Art can be a source of learning, an exploration and expression of ones' self, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **VISUAL ARTS - 100 HOURS.**