

MOSMAN HIGH SCHOOL



**Subject Choices for
Year 10 - 2022**

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GENERAL INFORMATION FOR YEAR 10

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

ELECTIVE LINES AND THE SELECTION PROCESS

Round 1: All Year 9 students will choose the elective courses that they would like to take next year. The lines will be developed based on the student preferences they make online.

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

CHOOSING COURSES

This booklet contains descriptions of the courses offered for Year 10 students only. It is to be read in conjunction with the Year 9 book issued for 2021. This will provide a complete description of all courses offered in 2022. When making your choices, ask yourself the following four questions:

1. What do I like?
2. What am I good at?
3. What might I need for my future career?
4. What 100 hour course must I continue to achieve 200 hours?

Be guided by your answers to the above.

S Wyatt
Principal

YEAR 10 2022

Your curriculum structure is as follows:

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

This means you must choose three elective courses only for 2022. Students may choose to change a maximum of ONE of their electives in Year 10 from the group of electives they took in Year 9. That is: students must do one course for 200 hours.

IMPORTANT RULES TO REMEMBER WHEN SELECTING ELECTIVE COURSES FOR YEAR 10, 2022

In order to achieve your Record of School Achievement, you **MUST** take **AT LEAST ONE SUBJECT FOR 2 YEARS OR FOR 200 HOURS**. 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.

Also 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 one course in Year 10 even if you did not take a course from that subject area in Year 9.

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

****NB: DURING COURSE IMPLEMENTATION THERE MAY BE SOME MODIFICATIONS TO THE ASSESSMENT INFORMATION.***

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.

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

Achievement standards have two important components:

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

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

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

AWARDING GRADES – COMPLETING YEAR 10

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

Grades A, B, C, D, or E are awarded to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. 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 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 unresolved 'N' award warnings in a mandatory course, they may not be eligible for the Year 10 RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

SCHEDULE OF ELECTIVE FEES 2022

| | |
|---|-------|
| Creative and Performing Arts | |
| Drama | \$32 |
| Special Drama Program | \$32 |
| Music | \$33 |
| Special Music | \$33 |
| iSTEM | \$27 |
| Languages (Workbook fees) | |
| Chinese | \$30 |
| French | \$38 |
| Italian | \$30 |
| Japanese | \$30 |
| PDHPE | |
| PASS | \$32 |
| Dance | \$32 |
| TAS (Technology and Applied Studies) | |
| Food Technology | \$88 |
| Industrial Technology | |
| - Engineering | \$60 |
| - Multimedia | \$60 |
| - Timber | \$91 |
| Information and Software Technology | \$34 |
| Textiles Technology | \$60 |
| Visual Arts | |
| Visual Arts | \$72 |
| Z Elective fees: | |
| Design & Technology (Accelerated) | \$110 |
| Photography, Video and Digital Imaging | \$59 |
| Sport, Lifestyle and Recreation | \$100 |

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

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

SUBJECT: DRAMA

ELECTIVE FEE: \$32

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 or 9. It is a beginner's course, building and developing performance skills.

TOPICS TO BE STUDIED:

PERFORMANCE:

- Improvisation
- Characterisation
- Play-building
- Stage-craft

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

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

SUBJECT: DRAMA – (SPECIAL DRAMA PROGRAM)

ELECTIVE FEE: \$32

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

TOPICS TO BE STUDIED:

PERFORMANCE:

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

| | |
|--------------|-----|
| Making | 20% |
| Performing | 60% |
| Appreciating | 20% |

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 TO BE STUDIED:

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Marks will be awarded within the domains of:

| | |
|------------|-----|
| Performing | 34% |
| Composing | 33% |
| Listening | 33% |

SUBJECT: SPECIAL MUSIC

ELECTIVE FEE: \$33

Admission to music performance is by successful completion of the Year 9 special music performance course or successful audition and is aimed at those students continuing the development of their performing, composing and listening skills studied in Year 9.

- 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, arrangement and production skills are the goal of development

TOPICS TO BE STUDIED:

- American jazz
- Radio film & TV music
- Romantic music
- Popular music

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Marks will be awarded within the domains of:

| | |
|------------|-----|
| Performing | 34% |
| Composing | 33% |
| Listening | 33% |

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

SUBJECT: COMMERCE

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

COURSE OUTLINE:

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

TOPICS TO BE STUDIED:

CORE TOPICS

1. Law, Society & Politics:
 - The legal framework – NSW and Australia
 - Law Reform, political action
 - Participation in Democracies
2. The Economic & Business Environment:
 - The nature of the economy
 - The nature of markets
 - Interactions within markets
3. Travel & Towards Independence:
 - Why we travel
 - Tourist destinations
 - Planning and itinerary

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

| | |
|--|-----|
| Law research essay | 25% |
| Half year examination – Government & Law | 30% |
| Group Task – Multi-media, Economics & Business | 45% |

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 10 course teaches 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.

TOPIC 1: CONSTRUCTING HISTORY

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

TOPIC 2: ANCIENT, MEDIEVAL AND EARLY MODERN SOCIETIES

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

TOPIC 3: THEMATIC STUDIES

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

SAMPLE PROGRAM YEAR 10

| Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|---|---|
| <i>The Cold War or a 20th Century Study (Topic 2)</i> | <i>Heroes and Villains from Ancient times (Topic 3)</i> | <i>Film as History – Films from the Nazi Period (Topic 1)</i> | <i>Music through History – Protest Music of the 60s (Topic 3)</i> |

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

| | |
|----------------------------------|-----|
| Topic 1 – Research hand-in | 35% |
| Topic 2 – Group presentation | 30% |
| Topic 3 – Film review / analysis | 35% |

SUBJECT: ISTEM (INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS)

ELECTIVE FEE: \$27

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the completion of hands on project based learning that involves the explicit teaching of scientific, engineering and mathematical principles.

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. "A recent Australian productivity report estimates that 75% of the fastest growing occupations require STEM skills. iSTEM aims to provide students with the skills to equip them for a rapidly changing world. It will also provide them with an excellent background to assist them to make better decisions about Stage 6 courses and tertiary studies."

There is an emphasis on enterprise skills such as; complex problem solving, teamwork, communication, negotiation and creativity. This course is suitable for students wishing to study science, mathematics and engineering studies in the Preliminary and HSC years. This subject is also an appropriate avenue for selective art and design students who are interested in STEM.

To satisfy 100 hours of iSTEM, there are four core modules and three electives modules covered by the integrated projects.

The four core modules are: STEM Fundamentals 1, STEM Fundamentals 2, Mechatronics 1 and Mechatronics 2.

Elective modules include (but not all are taught): aerodynamics, motion, CAD/CAM, surveying, design for space, statistics in action and biotechnology.

If you have completed 100 hours in Year 9, then you have the opportunity to continue your studies in Year 10 as a 200 hour course which will offer different units of work covering different modules.

In each of the modules, students will work either as an individual or in small groups to complete projects which incorporate critical and creative problem solving using a range of scientific, engineering and mathematical concepts.

Student requirements for the iSTEM elective:

- Have a wireless capable, laptop computer which can run CAD and editing software (such as the Adobe suite) that is brought to each lesson.
- Work well in a project based and group based environment.
- Have high level of ability and interest in science, technology, engineering and maths

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

All projects will be assessed as follows:

| | |
|-------------------|-----|
| Practical work | 60% |
| Associated report | 40% |

SUBJECT: CHINESE

ELECTIVE FEE: \$30

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

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

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

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

COURSE CONTENT

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

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

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

- Personal Identity
- 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: FRENCH

ELECTIVE FEE: \$38

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

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

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

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

COURSE CONTENT

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

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

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

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- 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

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

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

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

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

COURSE CONTENT

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

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

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- 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: \$30

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

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

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

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

COURSE CONTENT

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

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

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

- Personal Identity
- Family
- School Life
- Likes and Dislikes
- Pets and Animals
- Leisure and Sport
- Festivals and Traditions
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- 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: \$32

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

COURSE OUTLINE:

The course comprises both a practical and a theory component and provides a sound basis for future aspirations, careers and studies in the field. P.A.S.S. Elective 1 Movement Foundations represents a broad view of the diversity of possible contexts in which individuals can build physical activity into their everyday lifestyle. Mosman High is proud to 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 maximise their physical skills while teaching them **proper movement mechanics** and creating a **broad athletic foundation**. For CrossFit Kids it is imperative to **pair fitness and fun**, thus creating **a lifelong love of health and fitness**.

UNITS OF WORK:

THEORY (40%)

- Physical Fitness and Performance
- Skill Acquisition
- Technology in sport
- Physical activity and sport for specific groups
- Participating with safety
- Controversy in sport

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 things like the opportunity to gain a level 1 coaching certificate accreditation for the sports coaching unit and a variety of off-site activities which link with the unit outcomes.

| | |
|-----------|-----|
| Practical | 60% |
| Theory | 40% |

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SUBJECT: DANCE

ELECTIVE FEE: \$32

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

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

- Developing performance quality, specifically confidence, focus and projection within a specific dance genre, e.g. musical theatre
- Composition activities allowing students to develop their individual movement style
- Composition activities providing students with the opportunity to choreograph their own Works
- Critical analysis and appreciation of dance works of art
- Identifying major muscle groups and skeletal structures and how they contribute to basic body movement

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

REQUIRED EQUIPMENT:

- Black singlet, 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% |

SUBJECT: FOOD TECHNOLOGY – 200 HRS

ELECTIVE FEE: \$88

FOR STUDENTS WHO HAVE COMPLETED FOOD TECHNOLOGY 100 HOUR.

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

PRACTICAL EXPERIENCES

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

TOPICS TO BE STUDIED IN FOOD TECHNOLOGY 200 HOUR'S MAY INCLUDE:

FOOD IN AUSTRALIA: STUDENTS WILL

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

FOOD EQUITY: STUDENTS EXAMINE

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

SPECIAL OCCASIONS: STUDENTS EXAMINE

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

FOOD TRENDS: STUDENTS EXAMINE

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

Assessment focuses on practical skill development and communicating research information:

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

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. For example:

MODULE OFFERED AT MOSMAN HIGH

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

SUBJECT: INDUSTRIAL TECHNOLOGY

COURSE NAME: ENGINEERING

ELECTIVE FEE: \$60

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

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

- structures and mechanisms

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

- control systems
- alternative energy (wind & solar)

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

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

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

All TAS subjects, i.e. all focus areas of industrial technology, 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: \$60

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

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

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

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

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

All TAS subjects, i.e. all focus areas of industrial technology, 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: \$91

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

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

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

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

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

All TAS subjects, i.e. all focus areas of industrial technology, 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: \$34

Information and software technology is an elective course that may be studied for:

- 100 hours – studying the course for one year in Year 10, or
- 200 hours – studying the course for two years in both Year 9 and Year 10.

Students 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: \$60

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

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

TEXTILES TECHNOLOGY UNITS OF WORK INCLUDE:

TIME FOR BED

This unit of work includes:

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

THE WORLD IS A STAGE

This unit of work includes:

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

PROJECT RUNWAY

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

| | |
|---|-----|
| Practical work (including supporting documentation) | 70% |
| Assignments, bookwork and tests | 30% |

SUBJECT: VISUAL ARTS

COURSE NAME: VISUAL ARTS

ELECTIVE FEE: \$72

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

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

Units of work may include:

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

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

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

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

ASSESSMENT OVERVIEW:

| | |
|-------------------------------|-----|
| Practical | 60% |
| Historical and critical study | 40% |

NOTE: IF STUDENTS CHOOSE TO COMPLETE 200 HOURS OF VISUAL ARTS FOR THEIR RECORD OF ACHIEVEMENT, ONE COURSE NEEDS TO BE TAKEN IN YEAR 9 AND YEAR 10 – NOT BOTH IN THE SAME YEAR.

SUBJECT: ABORIGINAL STUDIES (PRELIMINARY)

2 Units (Y11 & Y12)

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

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

HSC PRELIMINARY COURSE STUDENTS IN YEAR 10 LEARN:

Part I: Aboriginality and the Land – 20%

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

Part II: Heritage and Identity – 30%

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

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

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

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

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

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

SUBJECT: DESIGN & TECHNOLOGY ACCELERATED (PRELIMINARY)

2 Units (Y11 & Y12)

ELECTIVE FEE: \$110

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

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

HSC PRELIMINARY COURSE (YEAR 10 DESIGN & TECHNOLOGY ACCELERATED STUDENTS 2022)

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

HSC COURSE (YEAR 11 DESIGN & TECHNOLOGY ACCELERATED STUDENTS 2022)

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

ASSESSMENT FOR RECORD OF SCHOOL ACHIEVEMENT GRADES:

| | |
|-----------------------------|-----|
| Design – process to product | 70% |
| Exam | 30% |

SUBJECT: PHILOSOPHY

1 Unit (Y11 only)

NESA Endorsed Course

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

HOW IS THE COURSE TAUGHT?

The modules studied are:

- Logic
- Epistemology
- Ethics
- Metaphysics

WHO SHOULD DO THIS COURSE?

The study of philosophy in Stage 6 provides all students, but especially academically gifted students with an opportunity to be intellectually challenged and engaged. Through the study of philosophy, students will gain the ability to think freely, take responsibility for their views, consider and evaluate alternate points of views, challenge assumptions, ideologies and beliefs through the use of reason and logic.

WHAT SHOULD I BE ABLE TO DO AT THE END OF THE COURSE?

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

SUBJECT: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

1 Unit (Y11)

NESA Endorsed Course

ELECTIVE FEE: \$59

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

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

COURSE CONTENT:

The core study has been designed to:

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

THIS IS A NESA ENDORSED COURSE THAT HAS EXPECTED OUTCOMES. THESE ARE REQUIRED TO BE MET BY THE STUDENT IN ORDER TO GAIN A PASS THROUGH THE PRELIMINARY COURSE.

SUBJECT: DISCOVERING PSYCHOLOGY

1 Unit (Y11 only)

NESA Endorsed Course

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

COURSE CONTENT

Some areas of study are: The responsive brain, sensation, perception, dreams.

The broad areas of the course are: Human behaviour and interaction; health, mind and behaviour.

1. Introduction and Animal behaviour:

A brief outline of the importance of psychology as a study - its controversy and stigma; its ability to describe and explain events and processes including the investigation of apparatus and techniques of psychological enquiry. This section looks at various animals, their communication and behaviour link these studies to psychology.

2. Aspects of behaviour:

- a. Biological: observing behaviour with respect to the individual and the survival of the species – the effects of experience on behaviour. Description of the brains connection with emotions and motivation.
- b. Environmental: demonstrating the role the environment has in shaping an individual's behaviour.
- c. Cognitive and subconscious: observe sensory perception, illusion, stress and its consequences, creativity, personality theories psychoanalytical interpretations and theory of case studies in treating abnormal conditions (e.g. abnormal sleep patterns). Learning and problem solving is also examined.

3. Applications of psychological knowledge and techniques:

Explaining normal distribution, irrational emotions, schizophrenia and mental illnesses.

SUBJECT: SPORT, LIFESTYLE AND RECREATION

1 Unit (Y11 only)

ELECTIVE FEE: \$100

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

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

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

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

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

COURSE CONTENT:

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

WEBCHOICE 2022 – YEAR 10 ELECTIVES

1. Go to <https://web.edval.com.au/>
2. Students need to log on to <https://my.edval.education> to submit their 'Subject selections'
3. Enter your 7 digit webcode
4. At the selection screen
 - a. Your selection can be one of the following:
 - continue with 3 electives from year 9 2021
 - continue with 2 electives from year 9 2021 and one new elective for 2022
 - continue with 1 elective from year 9 2021, i.e. 200 hours study and two new electives for 2022
 - b. Once you have finalised your selection, press “Submit”.
5. TAS rule - Students may only take a maximum of two 200 hour industrial technology subjects (timber, engineering, multimedia) **over Years 9 and Year 10.**
6. The online form will be officially closed and no more submissions allowed at **4.00pm, on Thursday 12th August, 2021.**
7. Once you have submitted, you then “Print” the form, get it signed by parent or guardian and returned to Ms. Longley no later than **4.00pm Monday 16th August, 2021, with the attached paperwork.**
8. If you have pressed “Submit” and/or “Print” prior to the closing time, and you wish to change your selection, you may do this any number of times.

N.B. Any changes you make after the closing time will not be registered.