

Innovation  
Opportunity  
Excellence

# Year 8 Subject Selection Booklet

# 2025

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## Tempe High School Stage 5 Elective Courses

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## What will I Study in Year 9 & 10?

(\*) Mandatory for Stage 5

Subject	Year	Description
English (*)	7-10	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics (*)	7-10	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.  It is important to know the level of Mathematics chosen in Year 11 will depend on the course studied in Year 9 and 10. Students that study only Core Mathematics will not be able to do Advanced or Extension. To do the Advanced Mathematics course you will need to study Core + Path.
Science (*)	7-10	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment (*)	7-10	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
PDHPE (*)	7-10	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.
3x Electives	9-10	Students will study 3 x 200 hour electives from CAPA, HSIE, Languages, PDHPE or TAS.  All NESAs courses will receive a grade in a student's RoSA once satisfactory completion of their duration of study has been completed.  iSTEM is a department-approved elective course and will not be included in a student's ROSA.



## How many Electives do I need to Choose?

At Tempe High School, students **choose THREE electives** to study on top of the mandatory subjects mentioned on the previous page.

Elective #1

Elective #2

Elective #3

## What is the Record of School Achievement (RoSA?)

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The Record of School Achievement (RoSA) is a cumulative credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school). In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

If you intend to leave school before the HSC, you also have the option of taking literacy and numeracy tests and you can use your results as evidence of these skills if you leave school. [The up2now – my ongoing learning portfolio](#) website allows students to record, organise and share evidence of their extracurricular achievements, such as first-aid qualifications or volunteer work.

### How do I achieve a RoSA?

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A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

The principal may determine that, as a result of absence, the above course completion criteria might not be met.

## What if I do not meet the RoSA Criteria?

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This is the decision made by the principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course.

If the Principal determines that you are in danger of not completing or not meeting the requirements for satisfactory completion of a course, you will be warned in writing. You will be given time to correct the problem and complete the task/course to a satisfactory standard.

Students who have not complied with the course completion criteria and who have **received at least two written N warnings** can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

Where the 'N' determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as 'Not Completed'.

The following courses will not be listed on a student's Record of School Achievement or Transcript of Study if an 'N' determination has been made:

- Additional studies (electives) in Stage 5

If a student has been given an 'N' determination in a mandatory course, they will not be eligible for a Record of School Achievement and will receive a **Transcript of Study**, listing the mandatory course(s) for which an 'N' determination was given with the words 'Not completed' next to each 'N' determined course. The following words will appear at the bottom of the Transcript of Study – Not eligible for a Record of School Achievement.

You have the right to appeal against an 'N' determination. Appeals against 'N' determinations should be lodged with your Principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Principal that you wish the appeal to be referred to NESA.

### For the satisfactory completion of a course, it is your responsibility to:

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- Complete all assigned work including each assessment task to the best of your ability;
- Ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher; and
- Demonstrate that through effort and achievement you have met the requirements of the course.

## How will I be assessed at the end of Stage 5?

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

Assessment tasks may include but not limited to:

- Tests
- Written and/or oral assignments
- Practical activities
- Fieldwork
- Projects
- Group work

If you are absent on the due date of an assessment task you are to present with a valid Medical Certificate to explain your absence. Further details are included in the Tempe High School Assessment Policy Document.

**The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement** in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

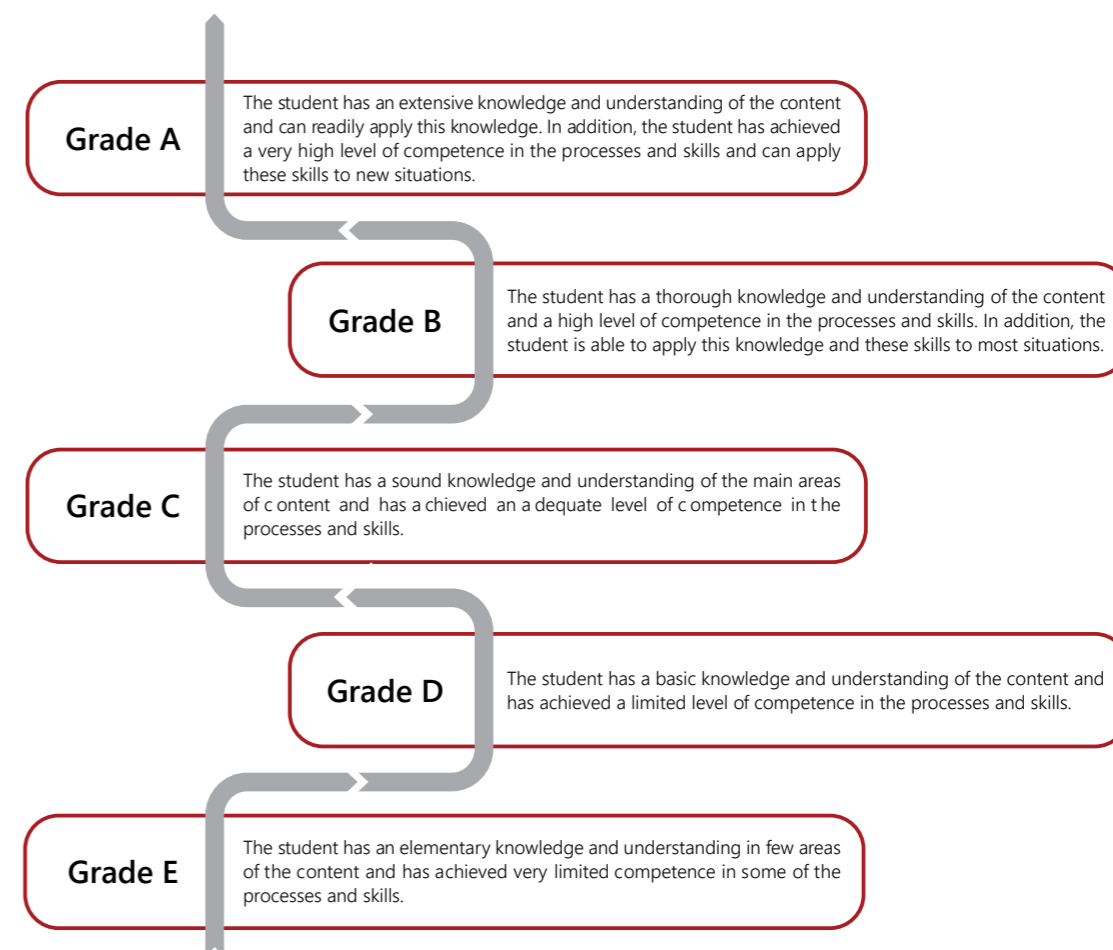
No specific allocation of marks is required for any syllabus objectives or outcomes.

**Students with disability** needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

The NESAs grading system is intended to describe the student's achievement at the end of each course in Stage 5. **Teachers will make the final judgement** of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors and other material produced by NESAs to support the consistent awarding of grades.

*Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course. Students undertaking a Stage 5 VET course are not allocated a grade in that course.*

## General Performance Descriptors



## Year 7 - 10 Life Skills Outcomes

All students are entitled to participate in and progress through the curriculum. Courses based on Life Skills outcomes and content provide options for students with disability in Years 7–10 who cannot access the regular course outcomes, particularly students with an intellectual disability.

Before deciding that a student should access a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This may include a range of adjustments to teaching, learning and assessment activities. If the adjustments do not provide a student with sufficient access to some or all outcomes in Years 7–10, a decision to access one of more courses based on Life Skills outcomes might be appropriate.

Courses based on Life Skills outcomes are not an appropriate option for students:

- Performing below their cohort.
- Who could be helped with appropriate adjustments and support.

# Step 1: Think

## 6 Tips when Choosing what to Study



### Motivation

Choose subjects that you want to study.



### Interests

Choose subjects that interest you and stimulates your engagement.



### Abilities

I will choose subjects that will allow me to succeed in my personal best.



### Get Advice

Talk to:

- Class Teachers
- Head Teachers
- Career Advisers
- Parents
- Industry Experts



### Career Aspirations

I must be realistic in how my subject choices match my career ambitions.



### Research

I understand how the subjects I choose meet my current and future needs.



# Step 2: Explore

See what we have to offer  
at Tempe High School

## Summary of Stage 5 Elective Courses

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### Subject

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Child Studies (\*)  
Commerce (\*)  
Dance (\*)  
Design and Technology (Graphics) (\*)  
Drama (\*)  
Food Technology (\*)  
Geography Elective (\*)  
History Elective (\*)  
Industrial Technology – Multimedia (\*)  
Industrial Technology – Engineering (\*)  
Industrial Technology – Timber (\*)  
Computer Technology (\*)  
iSTEM (\*) (+)  
Languages –Chinese or Japanese  
Mathematics Stage 5 Accelerated Program (\*) (~)  
Music (\*)  
Photography and Digital Media (\*)  
Physical Activity and Sport Studies (\*)  
Psychology  
Textiles Technology (\*)  
Visual Arts (\*)

### Key

(\*) \* An elective fee is required for practical courses. This fee helps the school cover the high cost of materials, tools and maintenance. Nonpayment of fees may lead to non-participation and students not fulfilling the course requirements. Should you require further assistance in this matter, please speak directly to the principal.

(+) Check eligibility requirements.

(~) Head teacher will reach out to eligible students.

### Accelerated Mathematics Course

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In addition to these courses, the mathematics faculty runs an Accelerated Mathematics program which begins in Year 9. The course is offered by invitation only, based on exceptional achievement in Mathematics. Your child may be invited to consider this as an Elective. More details and advice will be provided by the Mathematics Head Teacher later.

### Important Notes

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A section for notes and a practice form is included at the back of this booklet to help you with choosing subjects.

Subject choices will be made online. Keep an eye out for announcements and instructions on the Sentral Portal.



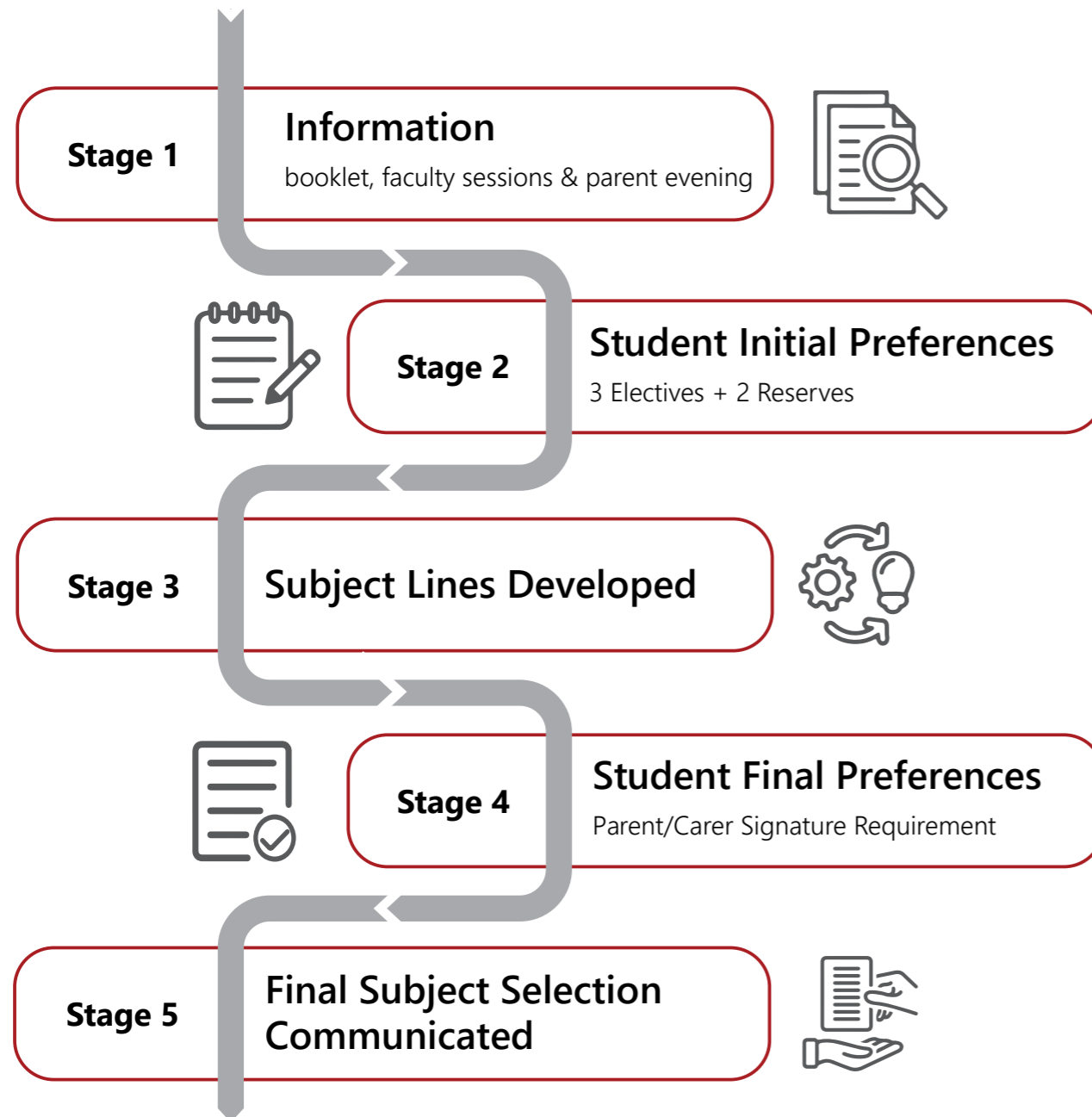
## Elective Contributions

Elective Course Contributions	Fee
Child Studies	\$20.00
Commerce	\$10.00
Computer Technology	\$75.00
Dance	\$100.00
Design & Technology - Graphics	\$75.00
Drama	\$60.00
Food Technology	\$160.00
Geography Elective	\$10.00
History Elective	\$10.00
Industrial Technology - Engineering	\$100.00
Industrial Technology - Multimedia	\$75.00
Industrial Technology - Timber	\$100.00
iSTEM	\$75.00
Music	\$50.00
Mathematics - Stage 5 Accelerated Program	\$20.00
Photographic & Digital Media (PHDM)	\$70.00
Physical Activity & Sports Studies	\$30.00
Psychology	\$10.00
Textiles Technology	\$100.00
Visual Arts	\$70.00





## Decision Guide



## Important Information when Deciding

Subject Selection Timeline	Dates
• Booklet published – Website, Google classroom, SENTRAL.	Term 2 week 7
• Faculty information sessions for students.	Term 2 week 7 & 8
• Subject selection parent information evening (All stakeholders).	Term 2 week 8 – 18th June Yr 10 6-7pm.
• Student choices (edval choices) Yr 8 Online.	Term 2 week 8 & 9

Staff Contacts	Email
<b>Subject Selection Deputy Principal:</b> Ms. Sheree Bourke	sheree.bourke@det.nsw.edu.au
<b>Year 8 Deputy Principal:</b> Ms. Wafa Taoube	wafa.taoube@det.nsw.edu.au
<b>Year 8 Year Adviser:</b> Mr. Marcel Tabuteau	marcel.tabuteau@det.nsw.edu.au
<b>Careers Adviser:</b> Mr. Shane Fawcett	shane.fawcett@det.nsw.edu.au

Head Teachers	Email
<b>Creative Arts:</b> Ms. Sonia Byrnes	sonia.byrnes1@det.nsw.edu.au
<b>English:</b> Ms. Sarah Haigh	sarah.haigh3@det.nsw.edu.au
<b>HSIE:</b> Ms. Amy Sinclair	amy.sinclair12@det.nsw.edu.au
<b>Languages:</b> Ms. Athena White	athena.white@det.nsw.edu.au
<b>Mathematics:</b> Mr. Spiro Gouzoulis	spiro.gouzoulis@det.nsw.edu.au
<b>PDHPE:</b> Mr. Corey Newton-Green	corey.newton-green1@det.nsw.edu.au
<b>Science:</b> Mr. Anthony Murphy	anthony.p.murphy@det.nsw.edu.au
<b>Technologies (TAS):</b> Mr. Ben Jones	benjamin.jones21@det.nsw.edu.au



Tempe High School Stage 5  
Elective Courses

# Child Studies

**Course Fees:** \$20

**Faculty:** PDHPE

**Head Teacher:** Mr Newton

**Duration of Study:** 200 hours

**Periods per week:** 3

## Course Description

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

## Topics Covered

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

## Assessment

Example assessment requirements:

- Research Tasks
- Nursery Design
- Baby Shower
- Gender Reveal
- Developmental Portfolio

## Content and Skills linked to Senior Courses

- Stage 6 Community & Family Studies

### Recommended for Students who:

- Have an interest in parenting, caring and child development.

### Further Information

- Ms Agathopoulos, Mr Newton

# Commerce

**Course Fees:** \$10

**Faculty:** HSIE

**Head Teacher:** Ms Sinclair

**Duration of Study:** 100 or 200 hours

**Periods per week:** 3

## Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

## Assessment

Example assessment requirements:

- Written responses
- Topic Tests
- Presentations
- Group Work
- Market Day Business Stall (Year 10)
- Brochures

## Content and Skills linked to Senior Courses

- Business Studies
- Economics
- Legal Studies

### Recommended for Students who:

- Would like to understand more about business, law and the economy.

### Further Information

- Ms Sinclair, Ms Davidson, Ms Ali, Ms Siddiqua, Ms Georges

# Computer Technology

Course Fees: \$75

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3



## Course Description

Computing Technology 7–10 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

When studying Computing Technology 7–10, 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.

### 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.

## Topics Covered

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.

Topics may include:

**Website Design & Development:** Students develop a range of skills including design, development and deployment of their own website using Photoshop, HTML, CSS & JavaScript.

**Biomedical Mechatronics:** Students develop a range of skills in the design, prototyping, and programming of a biomedical mechatronic solution using C++, Arduino, and sensors and actuators. Students will produce a mechatronic solution that solves an individual’s medical problem.

**Game Development:** Students develop a range of skills in the design, development and asset generation for a 2D game using Unity, C#, Photoshop and Piskel.

**Data Engineering:** Students will develop skills in Data Engineering focusing on data storage and visualisation. They will then identify a need and apply and extend their skills in either web development, mechatronics, or game development to solve the need.

## Assessment

All assessments are practical projects and associated documentation

Example assessment requirements:

### Year 9

- Web development design and planning task
- Web development programming task
- Biomedical Mechatronics design and planning task
- Biomedical Mechatronics programming task

### Year 10

- Game development design and planning task
- Game development programming task
- Computer Technology Major Project

## Content and Skills linked to Senior Courses

- Software Engineering
- Industrial technology Multimedia Technologies

### Recommended for Students who:

### Further Information

- Who are interested in computers and building computer-based solutions

- See Mr Jones
- [Careers bullseye - Computing | myfuture](#)

# Dance

Course Fees: \$100

Faculty: CAPA

Head Teacher: Ms Byrnes

Duration of Study: 100 or 200 hours

Periods per week: 3

## Course Description

The study of dance enables young people to participate in and enjoy exploring the world through dance's forms and ideas from a variety of historical and contemporary contexts. Students investigate, critically reflect and respond by creating and performing dance, developing their expressive skills through movement.

## Topics Covered

- Hip Hop
- Composition
- Musical Theatre Dance
- Dancing through time
- Contemporary Dance
- Dance Production
- Safe Dance Practice

## Assessment

Students will complete a variety of practical and theoretical assessments. These include (but are not limited to) Dance performances, choreography, warmups, presentations, essays, reflections and research tasks.

Example assessment requirements:

- Dancing with the star's composition and performance 30%
- Contemporary Dance performance and research 30%
- Composition performance 30%
- Music Video 10%

## Mandatory Expectations

Subject has a practical focus; students will be required to apply practical applications to theory-based concepts.

## Content and Skills linked to Senior Courses

- This course directly links to the HSC Dance course. It will also benefit those going on to study PDHPE, Drama and Music.

## Recommended for Students who:

- Enjoy and want to new forms of expression through movement.
- Enjoy dance performance, choreography and appreciation.
- Want to understand the human body better.
- Want to grow in confidence.

## Further Information

- See Ms Byrnes
- [NESA Dance Syllabus](#)
- [Vimeo](#)



# Design & Technology (Graphics)

Course Fees: \$75

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3

## Course Description

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In this course students will learn to and about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study.

They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies.

Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

## Assessment

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### Logo and Jewelry Design:

Students develop a range of skills in the design and production of a logo and jewelry design using drawing techniques, Adobe Illustrator and laser cutting technology.

### Playground Design:

Students develop a range of skills in the design and development of an innovative playground using 3D CAD software, Fusion 360, to produce 3D printed models to present their concept.

### Architecture:

Students develop a range of skills in the design and development of a green building producing a range of architectural drawing plans, digital 3D model and physical model of their solution. Students will use architectural drafting tools, Google Sketchup and laser printing technology.

### Product Design and Manufacture:

Students develop a range of skills in the design and production of a resin character using 3D printing technology to develop a mold. They will produce engineering drawings that meet AS1100 drawing standards to present the dimensions and construction details of the mold.

## Assessment

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All assessments are practical projects and associated documentation

Example assessment requirements:

### Year 9

- Logo and Jewellery Design Project
- Inclusive Playground Design Project

### Year 10

- Australian Architecture Design project
- Figurine Mould Manufacturing project

## Mandatory Expectations

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Students must wear black leather shoes and have a Windows laptop

## Content and Skills linked to Senior Courses

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- Stage 6 Design & Technology

## Recommended for Students who:

## Further Information

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- Enjoy being creative, solving problems and project work.
- Are keen to learn new practical skills in a range of materials and technology.
- See Ms Lee

# Drama

Course Fees: \$60

Faculty: CAPA

Head Teacher: Ms Byrnes

Duration of Study: 100 or 200 hours

Periods per week: 3



## Course Description

The study of drama enables young people to develop an interest in and enjoyment of investigating and enacting a wide range of theatrical forms, styles and acting methods. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas and dramatic works of others by creatively and collaboratively developing their own ideas into dramatic action for performance.

## Topics Covered

Topics may include:

- Improvisation
- Acting skills
- Performing, directing and staging scripted works
- Physical Theatre
- Playbuilding
- Monologues/Duologues
- Multi-discipline theatre
- Film Acting
- Comedy
- Writing for stage

## Assessment

Students will complete a variety of practical and theoretical assessments. These include (but are not limited to) Performances (Self devised or from script), monologues, presentations, essays, reflections and examinations.

Example assessment requirements:

- Elements of Drama Performance and Paragraph 30%
- Script Performance and Dramatic Intention 30%
- Playbuilding Performance 20%
- Written Examination 20%

## Mandatory Expectations

Students will need to perform on stage (and sometimes in front of audiences) to meet the outcomes of the course.

## Content and Skills linked to Senior Courses

- This course is recommended for students wanting to study Drama in the HSC.

## Recommended for Students who:

- Want to develop their creativity, collaboration, confidence, communication and critical analysis.
- Enjoy working on creative projects
- Enjoy practical classrooms with lots of movement, space to improvise and exploration of ideas.
- Want to be able to direct creative works
- Like to perform
- Enjoy writing scripts

## Further Information

- See Ms Byrnes
- [NESA Drama Syllabus](#)
- [Drama Ensemble 1](#)
- [Drama Ensemble 2](#)

# Food Technology

Course Fees: \$160

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3



## Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations, and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. The course also provides insight into how food and related factors contribute to society and individuals as well as the role the food industry and its practices has with improving the quality of life for everyone.

### What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices regarding food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods, and equipment safely and competently.

## Topics Covered

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

Topics may include:

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

## Assessment

Students will carry out research and complete a folio as part of their assessment tasks. Students will also complete a range of practical food technology assessments.

## Mandatory Expectations

Students must wear black leather shoes.

## Content and Skills linked to Senior Courses

- Food Technology
- Hospitality

### Recommended for Students who:

### Further Information

- Want to develop their practical cookery skills in a range of contexts and learn more about food as a technology and science.
- See Ms Mc Hale
- [Careers bullseye - Hospitality | myfuture](#)
- [Careers bullseye - Food Studies | myfuture](#)



# Geography Elective

**Course Fees:** \$10

Additional fieldwork excursion fees throughout the course.

**Head Teacher:** Ms Sinclair

**Duration of Study:** 100 or 200 hours

**Periods per week:** 3

**Faculty:** HSIE

## Course Description

The Geography Elective course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry and enables depth of study through a range of flexible approaches.

Through geographical inquiry, students develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues to become informed, responsible and active citizens.

## Assessment

Example assessment requirements:

- Fieldwork
- Extended response writing
- Topic tests
- Presentations
- Research tasks

## Mandatory Expectations

In addition to standard equipment,

**Resources to be supplied by students:**

- Clear 30cm ruler
- 360° protractor
- Calculator

## Content and Skills linked to Senior Courses

- HSC Geography

## Recommended for Students who:

- Enjoyed learning about Geography in Stage 4 and would like to study more in-depth topics about current geographical issues across the human and physical world.

## Further Information

- Ms Sinclair
- Ms Davidson

# History Elective

**Course Fees:** \$10

**Faculty:** HSIE

**Head Teacher:** Ms Sinclair

**Duration of Study:** 100 or 200 hours

**Periods per week:** 3

## Course Description

History develops in young people an interest in and enjoyment of exploring the past.

A study of History Elective provides opportunities for developing a knowledge and understanding of past societies and historical periods.

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies is studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

## Assessment

Example assessment requirements:

- Oral presentation
- Research tasks
- Source analysis
- Examinations

## Content and Skills linked to Senior Courses

- Ancient History
- Modern History

## Recommended for Students who:

- Enjoy learning about History in Stage 4 and would like to study more in-depth topics about the ancient and modern world.

## Further Information

- See Mr Cambridge

# Industrial Technology - Engineering

Course Fees: \$100

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3

## Course Description

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings in the focus area of Engineering Technologies.

They develop knowledge and understanding of materials and processes in the field of Engineering. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

### What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

## Topics Covered

### Engineering Design Challenge:

Students will gain an understanding of properties of materials, their reason for selection, and tested through the construction of iterative engineering design challenges.

### Mechanical Systems:

Students will study a range of mechanical devices through experimental tasks. The experiments will focus on the application of levers, pulleys and gears. Mechanical Work and its relationship to Mechanical Advantage, Velocity Ratio and Efficiency will also be covered. Students will construct their own mechanical system on a timber truck.

### Buildings & Structures:

Students will examine the nature of loads experienced by a structure such as a tower and their impact within the community. The unit will include the design and construction of a tower and technical testing to destruction.

## Assessment

All assessments are practical projects and associated documentation

Example assessment requirements:

### Year 9

- Design Challenge
- Toy Truck lever design and project
- CAD/Drawing design
- Examination

### Year 10

- Bridge design and project
- CAD/Drawing design
- Solar project and design
- Examination

## Mandatory Expectations

Students must wear black leather shoes

## Content and Skills linked to Senior Courses

- Engineering Studies

### Recommended for Students who:

### Further Information

- Enjoy designing, drawing and building and finding solutions to problems.
- See Mr Tserpses

# Industrial Technology - Multimedia

Course Fees: \$100

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3



## Course Description

In this course students will learn to produce a variety of projects that utilise multiple forms of media; from sight to sound. Students learn graphic design, animation, and film.

## Assessment

### Zine Making:

Students are introduced to multimedia with a zine project, where they learn skills in photography, image manipulation, graphics production, and layout design with the Adobe Suite and produce a printed zine on a niche topic of their choice.

### Animation:

Students learn how to animate in a range of processes with frame-by-frame, claymation, and motion-tweening. They will design characters and animate a short children's story, nursery rhyme, fable, or fairytale and produce it utilising their choice of animation process.

### Film:

Students learn the basics of filmmaking, from script writing to storyboarding, cinematography, and editing. Students will produce their own scripts and storyboards, learn about the varying roles on a film set, and plan, produce, and edit a group short film.

### Personal Project:

After experimenting with a range of media forms, students will complete a long project of their choosing where they might create a 3D animation, short film, website, or video game and record their research, planning, and production in a folio in preparation for the subject in Stage 6

## Assessment

All assessments are practical projects and associated documentation

Example assessment requirements:

### Year 9

- Zine making project and folio task
- Character design folio task
- Animation project and folio task
- Scripting and storyboarding task
- 

### Year 10

- Group short film/trailer project and individual folio task
- Video game asset creation task
- Personal Led Project proposal task
- Personal Led Project and folio task

## Mandatory Expectations

Projects may be shown to the whole school

## Content and Skills linked to Senior Courses

- Industrial technology Multimedia Technologies
- Software Engineering

## Recommended for Students who:

- Enjoy animation, film, video games, and/or graphic design. Students who are creative, imaginative, and keen to learn new programs and skills. You do not have to be highly computer savvy, but some interest in computers would be beneficial.

## Further Information

- See Mr Tabuteau

# Industrial Technology - Timber

Course Fees: \$100

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3



## Course Description

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings in the focus area of Engineering Technologies.

They develop knowledge and understanding of materials and processes in the field of Engineering. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

### What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

## Topics Covered

### Mug Tree Holder:

Students will design a product using CAD then develop their skills on the timber lathe to produce the finished product.

### Jewelry Box:

Students will design, draw and build a jewelry box. Students will develop confidence and competence in a range of timber machines and hand tools. Students will produce a unique piece of joinery including brass butt hinges and inlay presentation techniques.

### Side Table:

Students will modify a design and then plan and document the construction of the project, which will include a range of fine joinery techniques. Students will develop a folio consisting of costing, quantities, measurement and time frame.

### Own Project:

Students will identify a need and apply skills in designing, drawing and researching to design a project to solve their identified need. Students will then apply and extend their skills in timber, joinery and finishing to produce their project.

## Assessment

All assessments are practical projects and associated documentation

Example assessment requirements:

### Year 9

- Mug stand design and project
- CAD/Drawing design
- Jewellery box design and project
- Examination

### Year 10

- Spice rack design and project
- CAD/Drawing design
- Side table design and project
- Research task - New & Emerging Technologies
- Examination

## Mandatory Expectations

Students must wear black leather shoes

## Content and Skills linked to Senior Courses

- Industrial Technology - Timber

## Recommended for Students who:

## Further Information

- are interested in working with timber and handtools and machinery
- See Mr Tserpses

# iSTEM

Course Fees: \$75

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3

## Course Description

iSTEM is an innovative student-centred elective that integrates science, technology, engineering, and mathematics (STEM). The course focuses on applied learning and skill set development based on the needs of local and national industry. iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem, and project-based learning pedagogies.

### What will students learn about?

iSTEM is a student-centered Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics.

Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering design processes.

### What will students learn to do?

iSTEM develops enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically enabled workforce. It provides students with learning opportunities to develop knowledge and skills to use the most up-to-date technologies including:

- Additive manufacturing (3D printing),
- Subtractive manufacturing,
- Laser cutters
- Computerised physics simulations,
- Drones, smart robotics and automation systems,
- Artificial intelligence (AI)
- Range of digital systems.

## Assessment

Example assessment requirements:

- Task 1 – STEM Fundamentals - Practical and written examination
- Task 2 – Spinning Top Engineering – Folio and Practical
- Task 3 – Project-Based Learning – Propeller Powered Car
- Task 4 – Rescue Robots – Mechatronics
- Task 5 – Model Gliders - Aeronautical Engineering
- Task 6 – Self-Directed Design Project

## Content and Skills linked to Senior Courses

- Design & Technology
- Software Engineering
- Engineering Studies

## Recommended for Students who:

- Like using computers, focusing on long-term projects, and are interested in developing skills in advanced design and manufacturing processes.

## Further Information

- See Mr Greene

# Languages - Chinese

Course Fees: Nil

Faculty: Languages

Head Teacher: Ms White

Duration of Study: 200 hours

Periods per week: 3

## Course Description

Students will explore the Chinese language by making comparisons between Chinese and English, leading to an appreciation of the correct application of Chinese sentence structures and vocabulary.

## Topics Covered

Topics may include:

- Click Frenzy
- Time for Fun
- Who are your Influencers
- My Dream Town
- Identity
- Pack your bags
- Health and wellbeing
- Seeing a doctor
- My Life
- Our place in the world

## Assessment

Students will be assessed on three main areas – Interacting, understanding texts and creating texts.

Example assessment requirements:

- Use and gain skills in language websites
- Internet research for cultural projects
- Learn to write in Chinese characters/script
- Interactive classroom activities (including role plays, communicative games, group work, peer tutoring)
- Learn songs and analyse movies in Chinese

## Content and Skills linked to Senior Courses

- HSC Chinese Continuers

## Mandatory Expectations

- Complete all Assessment tasks and classwork

## Recommended for Students who:

- Are interested in another culture and enjoy the challenge of learning a new language. Students have opportunities for continued learning and for future employment, both domestically and internationally, in areas such as business, tourism, hospitality, technology, media and international relations.

## Further Information

- Ms Luo
- [Why children should learn a second language \(Youtube Video\)](#)

# Languages - Japanese

Course Fees: Nil

Faculty: Languages

Head Teacher: Ms White

Duration of Study: 200 hours

Periods per week: 3

## Course Description

In this course students will learn to how to interact in Japanese, developing their skills in listening and speaking, as well as written communication.

## Topics Covered

Topics may include:

- Self-introduction and family
- Interests, likes and dislikes e.g. food, sports etc
- Leisure and daily activities
- Making Plans
- School and subjects
- Shopping and traveling in Japan
- Weather and seasonal activities
- Japanese festivals and culture

## Assessment

Students will be assessed on three main areas – Interacting, understanding texts and creating texts.

Example assessment requirements:

- Creative writing in Japanese
- Role play
- Listening activities
- kanji (character) recognition
- Online learning activities
- Utilising technology to create own work such as iMovie
- Research tasks on Japanese culture and lifestyle

## Content and Skills linked to Senior Courses

- This course is a prerequisite for HSC Japanese Continuers but will exclude students from HSC Japanese Beginners

## Mandatory Expectations

- Students are expected to complete all assessment tasks and classwork.
- Book and laptop

## Recommended for Students who:

- Are interested in another culture and enjoy the challenge of learning a new language. Students have opportunities for continued learning and for future employment, both domestically and internationally, in areas such as business, tourism, hospitality, technology, media and international relations.

## Further Information

- Ms Yin
- [Why children should learn a second language \(Youtube Video\)](#)

# Mathematics - Stage 5 Accelerated Program

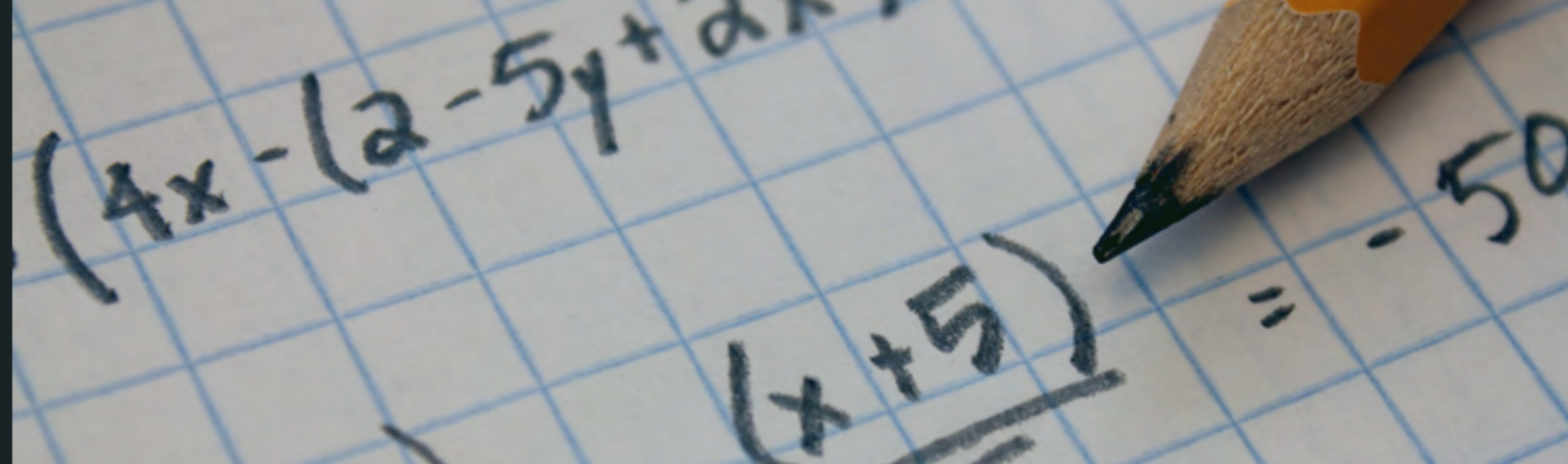
Course Fees: \$20

Faculty: Mathematics

Head Teacher: Mr Gouzoulis

Duration of Study: 200 hours

Periods per week: 4



## Course Description

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The introduction of the new curriculum for Stage 5 across all NSW schools has brought some changes that will impact programs and scope and sequences starting from the 2025 school year.

### Here is an overview of the key changes:

#### Curriculum Structure:

- Previous Levels: The old levels (5.3, 5.2, and 5.1) are being replaced.
- New Levels: The curriculum will now consist of two levels: Core and Path.
  - **Core:** This is the foundational level that every student will study throughout the year.
  - **Path:** This level is designed for more advanced students who will study both Core and Path content.

#### Class Distribution:

- There will be four classes that include both Path and Core levels.
- There will be two classes that focus exclusively on the Core level.
- This structure aims to provide flexibility and opportunity for students to progress and potentially move from Core to studying both Core and Path if they demonstrate the capability.

#### Future Opportunities:

- Students studying both Path and Core will be eligible to pursue Advanced/Extension Mathematics in senior school.
- Students who study only the Core level will proceed to Standard Mathematics in their senior years.

This new structure is designed to ensure that more students have the opportunity to advance their mathematical knowledge and skills, without being limited by their initial placement at the start of Year 9.

## Accelerated Program Overview

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#### Program Structure:

- Start:
  - Begins at the start of Year 9.
- Duration:
  - Runs through to the senior school.

#### Eligibility:

- **Criteria:**
  - Achieved grade As in Year 8 outcomes.
  - Demonstrated talent and strong interest in Mathematics.
- **Selection:**
  - Accelerated Mathematics is by invitation only.
  - Students are selected from a merit list.

#### Contact Information:

- For further inquiries, please contact Mr. Gouzoulis.

The Acceleration Program is designed for students who excel in Mathematics and have shown exceptional ability and enthusiasm in the subject. This program offers a unique opportunity for these students to progress at a faster pace, covering more advanced content earlier in their academic journey.

# Music

Course Fees: Y9 - \$50, Y10 - \$60

Faculty: CAPA

Head Teacher: Ms Byrnes

Duration of Study: 100 or 200 hours

Periods per week: 3



## Course Description

The Stage 5 Elective Music course offers students the chance to deepen their understanding and enjoyment of music through performing, composing, and listening activities. They will explore a wide variety of musical styles, periods, and genres, helping them to develop both practical skills and theoretical knowledge. This course sets the foundation for further musical study and fosters a lifelong appreciation of music.

### Topics Covered

Topics may include:

- Music for small ensembles
- Blues/Jazz
- Musical Theatre
- Music Production/songwriting
- Music sub genres
- Classical music

### Assessment

Students will be assessed on their ability to perform increasingly complex pieces, compose original works using different forms of notation and technology, and analyse music from various stylistic, social, cultural, and historical contexts.

Example assessment requirements:

- Harmony Day performance 25%
- Music for small ensembles performance and arrangement 25%
- Blues composition and analysis 30%
- Written Examination 20%

### Mandatory Expectations

Students must study the compulsory topic of Australian Music and choose additional topics from defined groups. These include a variety of musical genres and periods, ensuring a broad and comprehensive musical education. Regular participation in performing, composing, and listening activities is expected.

## Content and Skills linked to Senior Courses

- The skills and knowledge gained in this course provide a firm foundation for Stage 6 music studies, including Music 1 and Music 2. Students will develop critical skills in performance, composition, and musicology, which are essential for advanced musical study.

### Recommended for Students who:

- Have a passion for music and wish to extend their musical experiences. It is particularly suitable for those considering further music studies in senior years or who have an interest in exploring diverse musical styles and practices.

### Further Information

- See Ms Byrnes
- [NESA Music Syllabus](#)



# Photographic and Digital Media (PHDM)

Course Fees: \$70

Faculty: CAPA

Head Teacher: Ms Byrnes

Duration of Study: 100 or 200 hours

Periods per week: 3



## Course Description

Photographic and digital media powerfully communicates ideas, identity, values and culture through images. The study of photographic and digital media enables young people to develop an interest in and enjoyment of investigating the rapidly evolving ideas, practices and technologies of this art form. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas, art and arts practice of others, through creatively developing their own ideas and photographic and digital artworks.

## Topics Covered

Topics may include:

- Short film
- Digital Studio Photography
- Myth, Legends and Fairytale concept photo shoot
- Digital editing
- Wet photography
- Zines

## Assessment

There are a range of assessments in this course that include art making (practical) and critical and historical content (theory). These can include, but are not limited to portfolios, photographs, films, process diaries, reflections, written examinations, essays and research projects.

Example assessment requirements:

- Cultural portraits studio photography 10%
- Half Yearly Exam 20%
- Digital photography and manipulation portfolio 20%
- Film 30%
- Yearly Exam 20%
- Written Examination 20%

## Content and Skills linked to Senior Courses

- This directly links to skills used in PVDI, Visual Arts and Multimedia in the senior course. The skills learnt in this course will also help you with senior courses that require any design work and creative exploration of photography or film.

## Recommended for Students who:

- Enjoy Photography, digital manipulation, film and use of design programs such as Photoshop.

## Further Information

- See Ms Byrnes
- [NESA PHDM Syllabus](#)

# Physical Activity & Sports Studies

Course Fees: \$30

Duration of Study: 200 hours

Faculty: PDHPE

Periods per week: 3

Head Teacher: Mr Newton

## 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 to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

## Topics Covered

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

## Assessment

Example assessment requirements:

- Topic tests
- Media review
- Video analysis
- Performance

## Mandatory Expectations

Subject has a practical focus; students will be required to apply practical applications to theory-based concepts.

## Content and Skills linked to Senior Courses

- Stage 6 Health and Movement Science

## Recommended for Students who:

- Enjoy the PDHPE course and wish to explore further studies in sport and movement.

## Further Information

- Mr Hamilton, Mr Ibrahim and Mr Newton
- <https://youtu.be/0s6EfQ-Lb1l>

# Psychology

Course Fees: \$10

Duration of Study: 200 hours

Faculty: PDHPE

Periods per week: 3

Head Teacher: Mr Newton

## Course Description

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology.

Through their studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

## Topics Covered

### Year 9

- What is psychology
- Research methods in psychology
- Biological basis for behaviour
- Psychology of success

### Year 10

- Personality & self
- Sports psychology
- Forensic psychology
- Psychological disorder and constructs of normality

## Assessment

Example assessment requirements:

- Presentations
- Research tasks
- Gallery Walks
- Topic Examinations
- Case Studies

## Content and Skills linked to Senior Courses

- Stage 6 Health & movement Science
- Biology

## Recommended for Students who:

- May want to see the world with new eyes to better understand themselves and say 'Oh, so that's why I do/ think/ feel that!'

## Further Information

- Mr Newton

# Textiles Technology

Course Fees: \$100

Faculty: TAS

Head Teacher: Mr Jones

Duration of Study: 100 or 200 hours

Periods per week: 3

## Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

## Topics Covered

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

Topics may include:

- Apparel
- Costumes
- Furnishings
- Non-apparel
- Textile Arts

## Assessment

Students will complete a range of practical and theoretical folio tasks, ranging from pyjama shorts, hoodies, costume items and bags to hand embroidery.

## Content and Skills linked to Senior Courses

- Textiles & Design
- Design & Technology

### Recommended for Students who:

- Are interested in utilising their creative skills to bring a range of designs to life and enjoy project-based work.

### Further Information

- See Ms Black
- [Careers bullseye - Textiles and Design | myfuture](#)

# Visual Arts

Course Fees: \$70

Faculty: CAPA

Head Teacher: Ms Byrnes

Duration of Study: 100 or 200 hours

Periods per week: 3

## Course Description

The study of visual arts enables young people to develop an interest in and enjoyment of investigating the world through the ideas, aesthetic and contexts of artists and their work in a broad range of forms, media and styles. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own ideas and artworks.

## Topics Covered

Topics may include:

- Ceramics
- Sculpture
- Printmaking
- Appropriation
- Memento Mori
- Assemblage
- Murals
- Painting/Drawing

## Assessment

Students are assessed in their artmaking and critical and historical knowledge. This can look like (but is not limited to) artworks in various mediums and styles, written examinations, process diaries, presentations and essays.

Example assessment requirements:

- IDoll 15%
- Topic Test 10%
- Concertina Book and VAPD 15%
- Printmaking and VAPD 15%
- Research Task Essay 10%
- Appropriation 15%
- Written Examination 20%
- Written Examination 20%

## Content and Skills linked to Senior Courses

- This course links directly to the HSC Visual Arts course. It will also benefit students going on to study any of the following in the HSC - PVDI, Multimedia, Drama, Textiles, Design and Technology.

### Recommended for Students who:

- Enjoy expressing themselves through visual arts mediums.
- Enjoy learning about art history.
- Want to develop their critical thinking, global citizenship, creative process and conceptual ideas.

### Further Information

- See Ms Byrnes
- [NESA Visual Arts Syllabus](#)