

# CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.



## Subject Selection Year 10 Y Electives 2024

Principal  
Mr Peter Riley

EST. 1937  
What e'er you do, do well

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# INTRODUCTION

This booklet is a complete list of subjects that will be offered as electives in Year 10, 2024. Parents and students should note there is no guarantee that any of the following courses will run. The process of creating elective classes needs to accommodate subject popularity and teacher availability.

First: Study the subjects and view the outlines on the school website or on your CANVAS dashboard. Discuss any questions you may have about the courses with the relevant Head Teacher or Teacher.

Then: Select the subjects you would like to study as elective courses and reserve preferences that you would like to study if your first preferences are unavailable.

*Note: Select the subjects you would like to study as a Y elective course in Year 10. You will continue with your X elective course in Year 10*

Now: Use the Edval Choice link and WebCode, which has been emailed out to you, to make your subject selections. The link and instructions for this can also be found on the school website.



# CREDENTIALING FOR STAGE 5



Years 9 and 10 are very important years that provide the grounding for senior studies. As such, students will be expected to complete assessment tasks and work diligently in all their subjects. A student's results accumulate as all school assessments and class work count towards their final grades when they leave school. Therefore, it is very important that students apply themselves to all aspects of their school work from the very beginning of the year. If a student fails to complete set work, including assessment tasks, this will affect their results and could prevent them from moving through to Stage 6 studies.

## **ELIGIBILITY**

NESA lays down a set of specific rules that list the requirements for and define "satisfactory completion" of a course. As well as taking the necessary combination of courses, students are expected to apply themselves satisfactorily to their studies, demonstrating a sustained record of application or effort.

Students must follow and complete the pattern of study determined by NESA for Stage 5 (Years 9 and 10) to be eligible to proceed into Stage 6 (Years 11 and 12). The Stage 5 years of schooling also provide a foundation of skills and knowledge for many of the HSC courses.

## **ATTENDANCE**

Regular attendance at school is essential for effective learning as well as to ensure satisfactory completion of courses. The Principal may grant leave to a student for legitimate reasons such as illness or injury. If leave is granted, then the absence will have no effect on course completion, provided that all assessment tasks and missed work are completed.

However, an extensive period of unapproved absence, where coursework and assessments have not been completed to the required standard, may result in a student being declared as not meeting the requirements for the completion of Stage 5 and ineligible to proceed into Stage 6. This includes deliberate truancy from class and/or school.



# YEAR 9 AND 10 CURRICULUM

The core or compulsory curriculum for Stage 5, Years 9 and 10 consists of:

- English
- History and Geography
- Mathematics
- PD/H/PE
- Science

In addition, students at Cessnock High are required to study two elective subjects. Students will also receive Careers lessons throughout Year 9 and 10. **Please note that sport is compulsory.** The range of subjects offered as electives is included in this booklet.

## SUBJECT SELECTION PROCESS AND COURSE AVAILABILITY

While we intend to offer the widest possible range of courses, students and parents should be aware that it may not be possible to run certain courses if too few students select them. There is also a possibility of not getting a chosen elective course due to limited spaces in the course. For these reasons, students are asked to select a number of reserve preference courses in their subject selections.

## HEALTH AND SAFETY

Some subjects will have further Health and Safety requirements and mandatory personal protective equipment. These regulations must be adhered to by all to ensure a productive and safe learning environment for all participants. Students may be removed from courses if they are unable to comply with Health and safety requirements.

# CHOOSING YOUR ELECTIVES

## STUDENTS WILL BE ABLE TO SELECT THEIR Y ELECTIVE USING THE EDVAL PORTAL

A link will be emailed to all Year 9 students on Monday, the 14<sup>th</sup> of August. You must make your selections before 4 PM on Friday, the 18<sup>th</sup> of August.

- You must select three subjects from the list of Y elective subjects; one main preference and two reserve preferences. You will study your Y elective course for one year during Year 10. This can not be the same as your X elective.
- You will continue with your X elective in Year 10

A summary of each course offered can be found on the school website link or on your CANVAS dashboard in announcements.

<b>LINE X : 200 HOURS : 2 YEAR COURSE CURRENTLY COMPLETING ACROSS YEARS 9 &amp; 10</b>
Visual Arts
Child Studies
Physical Activity and Sports Studies
Agricultural Technology
Food Technology
Industrial Technology Wood

\* cannot change from this course

<b>LINE Y : 100 HOUR : 1 YEAR COURSE 2024</b>
Drama
<i>Philosophy</i>
<i>Design and Media Studies</i>
Music
Visual Arts
Visual Design
Aboriginal Studies
Commerce (Money, Law and Me)
Crime Scene Investigation
<i>HSIE – Adventure and the Outdoors</i>
<i>International Studies</i>
Japanese: Language & Culture
Child Studies
Physical Activity and Sports Studies
Agricultural Technology
Food Technology
Industrial Technology Wood

\* cannot be the same as your current line X & Y electives

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## **COURSE DESCRIPTION**

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

## **WHAT STUDENTS LEARN**

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours.

Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

## **COURSE REQUIREMENTS**

Students may undertake either 100 or 200 hours of study in Drama in Stage 4 and/or Stage 5.

## **LINK TO NESA**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus>

# Philosophy

ENGLISH  
FACULTY

**HEAD TEACHER: Ashlen Curley**

## **COURSE DESCRIPTION:**

Philosophical thought shapes what people think, value, and how they engage with others and the world around them. Philosophy allows students to consider ideas concerned with questions of ethics, knowledge, aesthetics and reality. This course seeks to shed light on life's big issues, such as the nature of reality, how we should live and what it means to be human. Philosophy also grapples with the problems that lie at the foundation of issues of public debate such as artificial intelligence, human rights and freedom of speech, and this course allows students to explore these big ideas.

## **WHAT STUDENTS LEARN:**

In this course, students are actively engaged in exploring authentic ethical, social and political dilemmas in philosophy. They are challenged to think rigorously and discuss these issues in communities of inquiry. This engagement in philosophical discussion encourages students to think creatively, critically and collaboratively.

In 100 hours of this course, students undertake two core units of study: *1 - Introduction to Philosophy* and *2 - Logic, Argument, and Critical Reasoning*. In Core Unit 1, students learn about the origins of philosophy, explore key questions asked by philosophers and reflect on their own personal philosophy. In Core Unit 2, students learn the basic philosophical skills of argument and reasoning and then apply these skills in a community of inquiry.

In addition to the core units of study, students will also study two or three elective options. These elective options may include: *Epistemology; Metaphysics; Ethics; Aesthetics; Political Philosophy; Personal Philosophy*; and/or completion of a *Personal Interest Project*.

## **COURSE REQUIREMENTS:**

Students may undertake 100 hours of study in Philosophy in Year 9 **OR** Year 10.

## **ADDITIONAL INFORMATION:**

While Philosophy is a NSW Department of Education approved elective course, this course will not be listed on a student's Record of School Achievement (RoSA).

## **LINK TO NESA:**

<https://education.nsw.gov.au/teaching-and-learning/curriculum/departments-approved-courses/philosophy>



# *Design and Media Studies*

**ENGLISH  
FACULTY**

**HEAD TEACHER: Ashlen Curley**

## **COURSE DESCRIPTION:**

Design and Media Studies aims to engage and develop student interest, skills, knowledge, and understanding of design and media production. Students will use professional practices to produce high-quality design and media works through both individual work and collaboration with their peers.

## **WHAT STUDENTS LEARN:**

Engaging in Design and Media Studies will equip students to understand the conventions and practices used to communicate with and persuade audiences in particular mediums. Students will be challenged to make effective and engaging design and media products and put those techniques into practice as they create their own design and media works, including the development of a long-term creative project.

In 100 hours of this course, students will engage with a range of practices to create 2D, 3D, and time-based media, including: filmmaking and video production; illustration, cartooning, and animation; graphic design; and 3D, game, and interactive design. Students will also be required to complete a mandatory Core study focusing on safe working practices in design and media production.

As part of this course, students will work on the development of Cessnock High School's Black Diamond magazine; an annual project which celebrates the events, achievements, and culture of Cessnock High School. This project is published to all families at CHS, as well as the wider Cessnock community.

## **COURSE REQUIREMENTS:**

Students may undertake 100 hours of study in Design and Media Studies in Year 9 **AND** Year 10.

Students must contribute to the advertising, creation, and/or publication of Cessnock High's annual Black Diamond Magazine.

## **LINK TO NESA:**

<https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/design-and-media-studies>

# Music

**CAPA  
FACULTY**

**HEAD TEACHER: Rebecca Screen**

## **COURSE DESCRIPTION**

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

## **WHAT STUDENTS LEARN**

Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpin the development of skills in performing, composing and listening.

## **COURSE REQUIREMENTS**

It is recommended students complete the Mandatory Music course in Years 7 and/or 8.

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the CAPA faculty.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

# Visual Arts

**CAPA  
FACULTY**

**HEAD TEACHER: Rebecca Screen**

## **COURSE DESCRIPTION**

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

## **WHAT STUDENTS LEARN**

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

## **COURSE REQUIREMENTS**

Students are required to produce a body of work and keep a Visual Arts diary.

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the CAPA faculty. Enclosed leather shoes are mandatory in all Visual Arts classes.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

# Visual Design

**CAPA  
FACULTY**

**HEAD TEACHER: Rebecca Screen**

## **COURSE DESCRIPTION**

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about and understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

## **WHAT STUDENTS LEARN**

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space-time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks.

Students learn about how visual design is shaped by different beliefs, values and meanings by exploring visual designers and visual design artworks from different times and places, and relationships in the artworld between the artist/designer – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

Students learn to make visual design artworks using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

## **COURSE REQUIREMENTS**

Students are required to produce a folio of work and keep a Visual Design journal.

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the CAPA faculty. Enclosed leather shoes are mandatory in all Visual Design classes.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-design-7-10>

# Aboriginal Studies

**HSIE  
FACULTY**

**HEAD TEACHER: Kristen Pollock**

## **COURSE DESCRIPTION**

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

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

## **WHAT STUDENTS LEARN**

Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spirituality. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity. Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

## **COURSE REQUIREMENTS**

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of six options.

Core Part 1 and Core Part 2 will be studied for a minimum of 30 indicative hours each. Options may be studied for 15–25 indicative hours each and the core and options may be studied in any order or pattern. An integrated approach to the study of the core and options may occur provided that the indicative hour requirements are met. Students may study only ONE School-developed Option.

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies>

# Money, Law and Me

**HSIE  
FACULTY**

**HEAD TEACHER: Kristen Pollock**

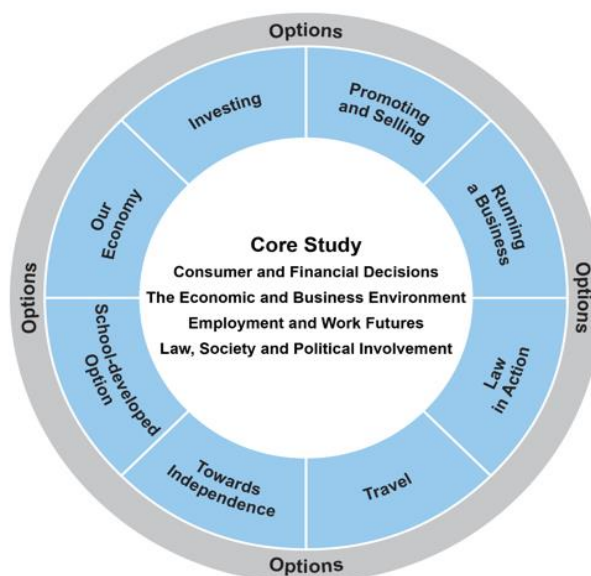
## **COURSE DESCRIPTION**

School has been criticised for not teaching 'life skills', those skills that adults are expected to know but are not explicitly taught. Money, Law and Me is a course that not only teaches students how to vote, how to invest money, how to start a business and how laws are created and impact your everyday life but how these decisions impact society as a whole. It develops a student's 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.

## **WHAT STUDENTS LEARN**

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. This subject provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Topics studied may include:



## **COURSE REQUIREMENTS**

Students at Cessnock High School complete 200 hours of study in this course in Stage 5.

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019>

# Crime Scene Investigation – A Historic Perspective

**HSIE  
FACULTY**

**HEAD TEACHER: Kristen Pollock**

## **COURSE DESCRIPTION**

The study of this History Elective will enable students to investigate the actions, motives and lifestyles of people over time. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of this History elective aims to develop an appreciation for and an understanding of civics and citizenship in the students that participate in it.

## **WHAT STUDENTS LEARN**

As you study these case studies and more students will tackle various popular debates throughout history – Was the Titanic sunk by a cold-hearted iceberg or was it due to faulty engineering? Was Wyatt Earp a hero or an unlawful vigilante? Plus, many more. Students will examine the evidence and formulate their own hypothesis as they move through this elective course.

<b>100 Hour (A) Course</b>	<b>100 Hour (B) Course</b>
Topic 1 (CORE): History, Heritage and Archaeology <i>Portrayals of the past</i> Australian Site Study: Sydney Quarantine Station.	Topic 1 (CORE): History, Heritage and Archaeology <i>Local History</i> Australian Site Study: Maitland Gaol
Topic 2: Ancient, Medieval and Modern The Wild West	Topic 2: Ancient, Medieval and Modern The Vikings
Topic 3: Thematic Study: History of Crime and Punishment	Topic 3: Thematic Study: Film as history (The Titanic)
Topic 4: Thematic Study: Student historical Inquiry	Topic 4: Thematic Study: Genocide throughout History.

## **COURSE REQUIREMENTS**

- Students may undertake either 100 or 200 hours of study in History Elective in Stage 5.
- Students must complete at least 100 hours and One CORE study

## **LINK TO STAGE 6**

- Historical and sociological inquiry linking to Stage 6 Society and Culture, Modern History and Ancient History.
- Research, reading and writing skills that can be used cross all KLAs

## **LINK TO NESA**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019>

# HSIE – Adventure and the Outdoors

HSIE  
FACULTY

**HEAD TEACHER: Kristen Pollock**

## **COURSE DESCRIPTION**

The study of the Outdoor Education elective will provide students with a wide range of experiential learning opportunities providing them with both the knowledge and practical skills.

The course will be designed to support student completion of the Bronze or Silver Duke of Edinburgh award. Students will be able to complete their Adventurous Journey as a part of the course, and will be provided with opportunities to develop their knowledge and skills which will contribute to the physical recreation component.

Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important. They will have opportunities to understand environmental management, including the ways Aboriginal peoples manage and work to actively conserve environments. Both from practical and theoretical perspectives, students will engage with their environment and gain an appreciation for the outdoors.

## **WHAT STUDENTS LEARN**

Through participation in the varied learning activities, students will develop and apply their knowledge and skills to work together to be active and safe when engaging in outdoor environments. Students will learn to assess risk, to manage themselves and others, and how to respond in unknown situations. The course provides students with the opportunity to develop their self-management, interpersonal and movement skills.

The course also aims to develop student knowledge and appreciation of the environment around them including engaging with Aboriginal cultures to understand how people have interacted with and cared for Australia over time. Outdoor education will explicitly promote and encourage on-Country learning and to include Aboriginal perspectives. Engagement with the natural environment has significant wellbeing benefits promoting mindfulness and physical activity giving students a break from traditional learning structures.

Students will also undertake a variety of assessments which will require them to apply their skills and knowledge in different ways developing their communication and research skills.

The course will also be designed to support student completion of the Duke of Edinburgh award primarily in assisting in the Adventurous Journey component, but also developing their leadership skills which will assist them in other areas of the course. The facilitator will also provide resources and opportunities for students to complete the other sections of the award if they choose to do so.

100 Hour (A) Course	100 Hour (B) Course
Topic 1 (CORE): Experiencing the Outdoors	Topic 1 (CORE): Experiencing the Outdoors
Topic 2: First Aid in Outdoor Environments	Topic 2: Bushwalking, orienteering and mountain biking
Topic 3: Aboriginal Land Management	Topic 3: Environment and conservation
Topic 4: Bushcraft and navigation in the outdoors	Topic 4: Survival in outdoor environments

## **COURSE REQUIREMENTS**

- Students may undertake a 100 hours of study in Outdoor education Elective in Stage 5.
- Students must complete at least 100 hours and One CORE study
- The course will include camping and hiking components which will be required for students wishing to complete their Duke of Edinburgh Award.

## **FURTHER INFORMATION**

While HSIE – Adventure and the Outdoors is a NSW Department of Education approved elective course, this course will not be listed on a student's Record of School Achievement (RoSA).

## **LINK TO NESA**

<https://education.nsw.gov.au/teaching-and-learning/curriculum/departments-approved-courses/outdoor-education>





# International Studies

**HSIE  
FACULTY**

**HEAD TEACHER: Kristen Pollock**

## **COURSE DESCRIPTION**

International studies provide students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables an understanding of cultures from different perspectives and develops skills to engage harmoniously in the interconnected world.

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

## **WHAT STUDENTS LEARN**

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

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

100 Hour (A) Course	100 Hour (B) Course
Topic 1 - CORE: understanding Culture and diversity in today's world Inquiry into different cultural groups around the world	CORE: understanding Culture and diversity in today's world Inquiry to cultural group of students choice
Topic 2 – Culture in sport	Topic 2 – Culture on the move
Topic 3 – Culture and beliefs: A study of religions, ethnicity and spirituality	Topic 3 – Student Interest Project
Topic 4 – Culture and the media	Topic 4 – Culture and Travel: Tourism
Topic 5 – Culture and Film	

## **COURSE REQUIREMENTS**

- Students may undertake a 100 hour course in International Study in Stage 5.
- Students must complete at least 100 hours and One CORE study

## **FURTHER INFORMATION**

While International Studies is a NSW Department of Education approved elective course, this course will not be listed on a student's Record of School Achievement (RoSA).

## **LINK TO STAGE 6**

International Studies will utilise the interest of humanities subjects to enhance socio-cultural literacy among our students, as well as allow for a better understanding of concepts linked to senior HSIE subjects.

International Studies is an academic pathway into senior subjects, assisting students to develop a global perspective, critically analyse international issues, and develop problem-solving skills. Additionally, students will be required to explore research methods, which in turn, allows for a critical analysis of their work and the work of others. Finally, students will develop their oral and written communication skills. The skills developed in this course will allow for an advanced understanding of courses chosen for their senior subjects. Students will be exposed to skills and concepts taught in subjects like Society and Culture, Legal Studies, Business Studies, Community and Family Studies, and PDHPE.

## **LINK TO NESA**

<https://education.nsw.gov.au/teaching-and-learning/curriculum/departments-approved-courses/international-studies#:~:text=About%20International%20studies&text=The%20course%20enables%20an%20understanding,harmoniously%20in%20the%20interconnected%20world.>

# Japanese: Language and Culture

HSIE  
FACULTY

HEAD TEACHER: Kristen Pollock

## COURSE DESCRIPTION

The study of the Japanese elective course will enable students to begin or continue to explore the Japanese language and culture through topics relatable to their every day lives. It introduces them to different cultures and perspectives to develop communication, literacy and problem solving skills, as well as, broaden their outlook on the world. The study of this Japanese elective aims to support students development of skills required for all subject areas, improve communication skills and open the world to students to the many different perspectives of the world.

## WHAT STUDENTS LEARN

As students study Japanese, they will engage in topics that have relevance to their daily lives, so they have the potential to communicate genuinely in Japanese or engage authentically in Japanese popular culture media. Below is a proposed scope for a 100 hour course or a 200 hour Year 9/10 course.

100 Hour Year 9 Course	200 Hour Year 9/10 Course
Topic 1: Hiragana, Katakana and Kanji Exploration!	Topic 1: Hiragana, Katakana and Kanji Exploration!
Topic 2: Daily Routines and Hobbies	Topic 2: Daily Routines and Hobbies
Topic 3: School Life and Language Studies	Topic 3: School Life and Language Studies
Topic 4: Study of Anime and Manga!	Topic 4: Study of Anime and Manga!
	Topic 5: Japanese Festivals and Events!
	Topic 6: Countryside and Cities – Japan Life and Travelling
	Topic 7: Part-time Jobs and Career Aspirations – How are they different?
	Topic 8: Japanese Folktales and Yokai!

## COURSE REQUIREMENTS

Students may undertake either 100 or 200 hours of study in the Japanese elective course for Stage 5.

## LINK TO STAGE 6

The 100 hour course will allow students to enter the Japanese Beginners course. This course aims to have students build their skills to the same level as having completed Year 7 to 10.

The 200 hour course would require students to enter the Japanese Continuers course which aims to continue to develop their skills at a more advanced level.

## LINK TO NESA

<https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022?tab=course-overview>

*\*\*Years 7 to 10 will be receiving a new syllabus as of 2024. Some content could be subject to change depending on the final outcomes of the new document and potential supporting documents from NESA. \*\**

# Child Studies

**PDHPE  
FACULTY**

**HEAD TEACHER: Ty Swadling**

## **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.

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

## **WHAT STUDENTS LEARN**

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules should be between 15 and 30 hours' duration.

The syllabus modules are:

- 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

## **COURSE REQUIREMENTS**

Throughout the course students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the PDHPE faculty.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019>

# Physical Activity and Sports Studies

**PDHPE  
FACULTY**

**HEAD TEACHER: Ty Swadling**

## **COURSE DESCRIPTION**

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

## **WHAT STUDENTS LEARN**

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

### Foundations of Physical Activity

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

### Physical Activity and Sport in Society

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

### Enhancing Participation and Performance

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

## **COURSE REQUIREMENTS**

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

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

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the PDHPE faculty.

For all PDHPE lessons students will need to bring a change of clothing and sports shoes. A reminder that aerosol deodorant is not permitted at school due to health concerns.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>



# Agriculture Technology

Science  
FACULTY

**HEAD TEACHER: Leah Mowatt**

## **COURSE DESCRIPTION**

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

## **WHAT STUDENTS LEARN**

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied. Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

## **COURSE REQUIREMENTS**

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Agricultural Technology at Cessnock High School is a 200-hour course in Stage 5 and students must complete:

Core A

- Introduction to Agriculture
- Plant Production 1
- Animal Production 1

AND

Core B

- Agricultural Systems and Management
- Plant Production 2
- Animal Production 2

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the Science faculty. Enclosed leather shoes are mandatory for all Agriculture classes.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019>

# Food Technology

**TAS  
FACULTY**

**HEAD TEACHER: Rebecca Screen**

## **COURSE DESCRIPTION**

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

The Food Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

## **WHAT STUDENTS LEARN**

Students 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 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 with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends

## **COURSE REQUIREMENTS**

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

## **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the TAS faculty. Enclosed leather shoes are mandatory for all Food Technology classes.

## **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019>

**HEAD TEACHER: Rebecca Screen**

### **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. This may include study in the focus areas of Timber.

They develop knowledge and understanding of materials and processes. 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 STUDENTS LEARN**

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

### **COURSE REQUIREMENTS**

A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

### **FURTHER INFORMATION**

If you wish to seek further information on this course speak to your teacher or a member of the TAS faculty. Enclosed leather shoes are mandatory for all Industrial Technology classes.

### **LINK TO NESA**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>