

ASHFIELD BOYS HIGH SCHOOL

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Year 10 2024 Subject Selection Information

Contents

Introduction	3
Pattern of Study in Stage 5 - RoSA.....	3
Advice for Choosing Electives.....	4
Guidelines for The Record of School Achievement.....	4
Elective Subjects Offered in 2024.....	5
Commerce 2	6
Chinese 1 (Language)	7
Design Technology 1	8
Design and Technology-iSTEM Focus 1.....	9
Drama 1	10
Food Technology 2	11
Industrial Technology – Electronics 1 Core.....	12
Industrial Technology- Timber 1 Core	13
Industrial Technology- Timber Specialised.....	14
Industrial Technology- Engineering 1 Core	15
Industrial Technology- Engineering Specialised.....	16
Marine and Aquaculture Technology 2.....	17
Music 1	18
Physical Activity and Sports Studies 2	19
Spanish 1	20
Textile Technology 1	21
Visual Arts 2.....	22

Introduction

This information booklet will assist students and parents to make the important choice of electives for Year 10 of Stage 5.

In Stage 5 (Year 9 and 10) all students must complete requirements for all mandatory subjects. These are:

- English
- Mathematics – students will be allocated to a Mathematics course based on their achievement.
- Science
- History
- Geography
- Personal Development, Health and Physical Education (PDHPE)
- School Sport

Pattern of Study in Stage 5 - RoSA

Mandatory Subjects for Year 9 and 10	Elective Subject
<ul style="list-style-type: none"> • English • Mathematics • Science • History • Geography • Personal Development, Health and Physical Education (PDHPE) • School Sport 	<p>Year 9</p> <p>Elective 1 and Elective 2</p> <p>Students will choose 2 electives for Year 9 and rechoose at the end of Year 9 for Year 10.</p> <p>Year 10</p> <p>Elective 3 and Elective 4</p> <p>Each elective will be studied for one year which tallies to 100 hours per elective.</p> <p>There may be the opportunity to continue with an elective from year 9 to year 10 instead of choose two new electives. This will be driven by student choice made at the end of Year 9.</p> <p>A total of 400 hours of electives must be studied by the end of Year 10.</p>

Advice for Choosing Electives

In choosing electives all students should keep in mind the following advice:

- **CHOOSE** subjects that you are interested in and will enjoy
- **CHOOSE** subjects that you feel you be successful in.
- **CHECK** the balance between theory and practical in a subject **BEFORE** you select it.
- **DO NOT** choose a subject because you feel it may lead to a career as career aspirations change over time.
- **DO NOT** choose a subject simply because your friends are choosing it.

Remember

1. Choose carefully using the advice above.
2. Ask your teachers about the subjects you are thinking of taking.
3. Remember you will be studying the elective subject for the whole year.
4. Choose something you will enjoy.xz

Guidelines for The Record of School Achievement

School Attendance and Curriculum Requirements

To qualify for the award of a Record of School Achievement, a student must have:

- Undertaken and completed courses of study that satisfy the NSW Education Standards Authority (NESA) curriculum and assessment requirements for the Record of School Achievement.
- Complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and completed Year 10.

Record of School Achievement (RoSA) Grades

At the end of Year 10 students will complete a RoSA which is cumulative, showing a student's achievement from Year 10 until they leave school.

This RoSA is based on school-based assessment and will contain grades reporting student achievement in all subject areas.

School grades for Year 10 students will be sent to the NESA at the end of November each year for inclusion or student's RoSA.

Elective Subjects Offered in 2024

- Commerce 2
- Chinese Language 1
- Design and Technology 1
- Design and Technology 1– iSTEM focus
- Drama 1
- History 1
- Food Technology 2
- Industrial Technology –Timber 1 Core
- Industrial Technology – Timber Specialised
- Industrial Technology – Electronics 1 Core
- Industrial Technology – Engineering 1 Core
- Industrial Technology – Engineering Specialised
- Marine and Aquaculture Technology 2
- Music 1
- Physical Activity and Sport Studies 2
- Spanish 1
- Textile Technology 1
- Visual Arts 2

Subjects with Contributions	2024
Design and Technology 1	\$ 60.00
Design and Technology – iSTEM focus 1	\$ 30.00
Food Technology 2	\$170.00
Industrial Technology – Electronics 1 Core	\$ 80.00
Industrial Technology – Engineering 1 Core	\$ 60.00
Industrial Technology – Engineering Specialised	\$ 60.00
Industrial Technology – Timber 1 Core	\$ 80.00
Industrial Technology – Timber Specialised	\$ 80.00
Marine and Aquaculture Technology 2	\$ 30.00
Music 1	\$ 50.00
Textile Technology 1	\$ 60.00
Visual Arts 2	\$ 50.00

Commerce 2

Elective

*Head Teacher: Mr J Chatwin/Ms J Keirouz**Stage 5 – Year 10***Course Outline**

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Students develop financial literacy, which enables them to participate in the financial system in an informed way.

A variety of core and elective topics are studied which will allow students to develop an understanding of business and legal processes, the fundamentals of personal financial management and literacy, government structures and individuals' legal rights.

Topics

- Law, Society and Political Involvement
- The Economic and Business Environment

Elective Topics

A range of electives will be selected from the list below:

- Running a Business
- Towards Independence

Prerequisite: No

Assessment

A variety of assessment tasks will be applied where students research a range of media sources and interpret and communicate their understanding while developing their research, critical thinking and communication skills. This enables students to contribute to our democratic and pluralistic society as well as develop the skills to become self-directed lifelong learners.

Equipment: Own workbook.

Subject Contributions: Nil

Chinese 1 (Language)

Elective

*Head Teacher: Ms J Skelton**Stage 5 – Year 10***Course Outline**

Students learn to read, write, listen and speak in Chinese. This is achieved through a wide range of activities and methods including role play, video, songs, computing research, excursions and interaction days with other schools. The course will be offered at Beginners, Continuers and Background Speakers levels. These levels can be taught concurrently.

Topics

- Personal information
- School life
- Social Interaction
- Travel
- Shopping
- Services
- Eating and Drinking
- Leisure / holidays / sport
- Celebrating
- Daily activities

Assessment

There will be one or two per term with a different skill tested each term for example - accessing and responding, interacting, composing and systems of language

Prerequisite: Some prior knowledge assumed from Year 8.

Equipment: Own workbook, display folder for any work to be presented.

Subject Contributions: Nil

Design Technology 1

Elective

*Head Teacher: Mr L Alevizos**Stage 5 – Year 10***Course Outline**

This course combines many of the elements of the other Industrial Technology courses offered, but it focuses on design problems. In each design project students will analyse the problem, propose a number of solutions, work with a range of tools and materials to produce the best solution and then evaluate the result.

A diary and a design portfolio are maintained as the work progresses, recording the actual developmental processes used to achieve a solution. This course requires higher order thinking and working skills. It is most appropriate for students who like to be challenged with their learning and who enjoy experimenting to solve problems.

Topics

- Information and Communication Technologies
- Material Technologies/ Manufacturing
- Student-negotiated focus area of design

Assessment

A variety of assessment tasks will be applied where students innovate, create prototypes or final solutions to the specified needs/ design briefs and 2 portfolios documenting their findings.

Prerequisite: No

Equipment required: Own workbook, display folder for portfolio documentation. Students must wear their Black Leather or leather like School Shoes at all times

Subject Contribution: \$60.00

Design and Technology-iSTEM Focus 1*Elective**Head Teacher: Ms M Marks**Stage 5 – Year 10***Course Outline**

Design and Technology-iSTEM focus is a student-centred Stage 5 elective course that delivers science, technology, engineering and mathematics education in an innovative and integrated fashion.

This elective will enable students to apply their maths and sciences skills and develop collaborative, creative and critical thinking skills within real world contexts. The course uses inquiry and project-based learning using a variety of different approaches and materials to solve problems and produce solutions in which students work in teams.

Students will investigate, analyse and apply a range of design focus areas in relation to STEM. They will apply and evaluate a process of design when developing design ideas and solutions. Students will learn to use a range of tools, materials, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to present and future needs with a strong emphasis on design thinking.

These context areas will provide students with the opportunity to utilise technologies including 3D printers, laser cutter, robotics and a range of intelligent systems. It engages students in problem-based learning and involves them in real situations. It will incorporate areas of design such as mechatronics, aeronautics, control/automated systems, 3D modelling, multimedia.

Topics

- STEM fundamentals – engineering design challenges
- Computer Aided Design (CAD) – 3D modelling
- Aeronautical Engineering – Bottle rockets and gliders
- STEM Project based learning- VEX Robotics

Assessment

This will include practical experiences, research projects, written reports, presentations, written and practical tests.

Prerequisite: No**Subject Contributions:** \$30.00

Drama 1*Elective**Head Teacher: Ms C Morris**Stage 5 – Year 10***Course Outline**

Students will build upon and develop skills learned in Year 7 Drama, such as movement, mime, improvisation, character creation, role play and voice activities. They will learn about the technical aspects of stagecraft and design, work with scripts, engage in play-building, write reflections, maintaining a logbook and study a historical theatre movement. Most importantly, students will experience what it is like to perform pieces of theatre, both individually and collaboratively.

Students will develop their understanding of elements of production through performance of scripted and originally devised material. Students will study and apply their knowledge of the elements of production to their chosen scripted material. There may be opportunity to perform student work at a creative arts showcase evening, but this is subject to availability and development of performance material

Students may also be provided with the opportunity to attend a theatre and see a dramatic performance at some time during the year.

Topics

- Improvisation
- Playbuilding
- Styles of Theatre
- Study of a play text
- Elements of production
- Producing scripted material

Assessment

There will be a variety of assessment tasks in drama. Making, performing and appreciating drama are all components that will be looked at and assessed. 60% of this assessment will be practical with 40% written tasks

Prerequisites

An interest in Drama and Theatre. A commitment to full participation in practical activities, working/rehearsing with others.

Equipment required: 1x 96-page book.

Subject Contribution: Nil (*although payment may be required for any visits to theatre performances and/or external workshops*).

Food Technology 2

Elective

Head Teacher: Mr L Alevizos

Stage 5 – Year 10

Course Outline

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.

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.

Topics

- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends

Assessment

A variety of assessment tasks will be applied where students create food products for specified needs and research/document design briefs.

Prerequisite: No

Equipment Required: Cotton or linen apron, A4 display folder and a suitable container to store food made during practical lessons. Students must wear their Black Leather or leather like School Shoes at all times.

Subject Contribution: \$170.00

Industrial Technology – Electronics 1 Core*Elective**Head Teacher: Mr L Alevizos**Stage 5 – Year 10***Course Outline**

Industrial Technology Electronics provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries.

The Electronics 1 core module develops knowledge and skills in the use of tools, materials and techniques related to electronics technologies. This course is an introduction to Electronics where students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in these selected focus areas. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

Students will undertake a range of practical experiences that occupy the majority of course time. This will allow students to undertake project work to develop skills and confidence in the use of a range of equipment, tools, processes and technologies.

Topics

- Electronic circuits and kits
- Electronic-controlled devices
- Robotic projects

Assessment

Projects - these promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. Students' knowledge will also be through theoretical exams.

Prerequisite: No

Equipment required: Apron, A4 display folder. Students must wear their Black Leather or leather like School Shoes at all times

Subject Contribution: \$80.00

Industrial Technology- Timber 1 Core*Elective**Head Teacher: Mr L Alevizos**Stage 5 – Year 10***Course Outline**

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. Students will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Topics

- WHS legislation
- Design
- Materials Tools, equipment and techniques
- Workplace communication skills
- Societal and environmental impact
- Links to industry

Assessment

Project based assessments and theoretical work.

Prerequisites: No

Equipment Required: A4 Display Folder. Students must wear their Black Leather school shoes or industry approved footwear. Students must wear an apron during practical class.

Subject Contribution: \$80.00

Industrial Technology- Timber Specialised*Elective**Head Teacher: Mr L Alevizos**Stage 5 – Year 10***Course Outline**

This course allows students to improve and enhance their skills from the Year 9 core course. The specialised module further develops knowledge and skills, with the focus on cabinet work and lathe work.

Timber species are further studies and students can choose from different exotic timbers for their practical projects.

Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also investigate Work Health and Safety (WHS) legislation and related work environments while developing a range of skills that equip them for future learning and potential vocational pathways.

Practical projects will provide students with the opportunity to develop skills with wood working machines, hand-held power tools and cabinet work. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Topics

- WHS legislation and risk management
- Machine and hand-held power tools techniques
- Workplace communication skills
- Links to industry and career pathways

Assessment

Project based assessments and theoretical work.

Prerequisites: Students must have completed Industrial Technology – Timber Core 1, in Year 9 to select this subject.

Equipment Required: A4 Display Folder. Students must wear their Black Leather school shoes or industry approved footwear. Students must wear an apron during practical class.

Subject Contribution: \$80.00

Industrial Technology- Engineering 1 Core*Elective**Head Teacher: Mr L Alevizos**Stage 5 – Year 10***Course Outline**

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

In Year 9 Engineering Core 1 module includes common content and topic content that develops knowledge and skills in the use of materials, tools and techniques related to Engineered structures and mechanisms. The course is based on the practical solving of engineering problems and student will be working predominately in the workshops.

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

Topics

- Engineered Structures
- Engineered Mechanisms
- WHS and risk management
- Design
- Tools, equipment and techniques
- Workplace communication skills
- Societal and environmental impact
- Links to industry

Assessment

Project based assessments and theoretical work.

Prerequisite: No

Equipment required: A4 Display Folder. Students must wear their Black Leather school shoes or industry approved footwear. Students must wear an apron during practical class.

Subject Contribution: \$60.00

Industrial Technology- Engineering Specialised

Elective

Head Teacher: Mr L Alevizos

Stage 5 – Year 10

Course Outline

The specialised modules in Engineering provides opportunities for students to further develop knowledge, understanding and skills. in relation to engineering and its associated industries.

The Year 10 specialist modules are:

- Alternative Energy
- Control Systems

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

Topics

- A range of devices and appliances
- Electronic and mechanical controlled systems
- Programmable microcontrollers
- Robotics projects
- Small structures
- Small vehicles

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

Assessment

Project based assessments and theoretical work.

Prerequisites

Students must have successfully completed Year 9 Industrial Technology - Engineering Core to choose this subject in Year 10.

Equipment required: A4 Display Folder. Students must wear their Black Leather school shoes or industry approved footwear. Students must wear an apron during practical class.

Subject Contribution: \$60.00

Marine and Aquaculture Technology 2

Elective

Head Teacher: Ms A Arya

Stage 5 – Year 10

Course Outline

The Marine and Aquaculture Technology course takes students through the lifecycle of a number of marine organisms, exploring the anatomy and physiology of fish, waterbirds and marine mammals. Students engage in hands-on experiences including the dissection of fish species. They learn about the processes involved in fish harvesting and investigate the sustainability of the fishing industry around the world.

One key focus of the course is the care of live aquatic organisms and the construction and maintenance of their enclosures. Students will undertake projects in which they learn about the Australian crayfish *Cherax destructor*, more commonly known as yabbies. They will also be maintaining aquariums and monitoring the health of two species of shrimp, mussels and multiple species of fish.

As a part of this course, students will undertake a swimming competency and water rescue program as well as first aid and CPR training. They will try their hand at fishing, making and testing their own fish traps, conducting experiments for environmental testing and cooking seafood. There are a number of immersive experiences that supplement their study including fieldwork to local mangrove ecosystems, and excursions to the aquarium, local museums and the fish markets.

Topics

- Introduction to Marine and Aquaculture Technology
- Skills Management and Employment
- Biology
- Ecology
- Leisure
- General Interest

Assessment: This will include practical experiences, research projects, written reports, presentations, diaries and journals, written and practical tests.

Prerequisite: No

Equipment Requirements: Scientific calculator, pen and pencil, ruler and workbook (240 pages)

Swimming Requirements: able to swim 200 metres.

Subject Contribution: \$30.00

Music 1*Elective**Head Teacher: Ms C Morris**Stage 5 – Year 10***Course Outline**

Elective Music offers students an opportunity to extend their skills as performers, as part of an ensemble and as a soloist. Students study performance, composition and listening skills in a variety of contemporary and historical musical contexts. Students explore the concepts of music and deepen their theoretical understanding.

Additionally, students have the opportunity to attend a diverse array of concerts as part of their learning experience.

Students will learn to compose, record and perform original music using a variety of music technologies including GarageBand, Soundtrap and Ableton. They will also learn how to set up and operate a P.A system.

Topics

- Australian Music
- Art music of various styles, periods, genres and cultures
- Jazz
- Popular music
- Music for radio, film, television and multimedia
- Theatre music
- Environmental music
- Music of a culture.

Assessment

There will be a variety of assessment tasks covering the major components of performing, listening and composing. This includes solo and group tasks, research projects, written reports, written and practical tests and presentations.

Prerequisites

Students should have access to an instrument, but this is not mandatory.

Equipment required: 1x 96-page book, a manuscript book and a display folder.

Subject Contribution: \$50.00

Physical Activity and Sports Studies 2

Elective

Head Teacher: Mr W Tyler

Stage 5 – Year 10

Course Outline

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

The aim of the Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Topics

- Physical Fitness
- Nutrition
- Event Management
- Coaching Opportunities and Pathways in Physical Activity

Physical activities include:

- Volleyball
- Circuit Training
- Fitness Testing
- Football
- Basketball
- Futsal

Assessment

This will include practical experiences, research projects, written reports, written and practical tests and presentations.

Prerequisite: No

Equipment required: 1x 96-page book, school sports uniform and sports footwear

Subject Contribution: Nil

Spanish 1*Elective**Head Teacher: Ms J Skelton**Stage 5 – Year 10***Course Outline**

Students learn to read, write, listen and speak in Spanish. This is achieved through a wide range of activities and methods to engage the students the Spanish language. The course will be offered at Beginners, Continuers levels. These levels can be taught concurrently.

Topics

- Personal information
- School life
- Social Interaction
- Travel
- Shopping
- Weather
- Eating and Drinking
- Leisure / holidays / sport
- Celebrating
- Daily activities

Assessment

There will be one or two per term with a different skill tested each term for example - accessing and responding, interacting, composing and systems of language.

Equipment: Own workbook, display folder for any work to be presented.

Prerequisite: No

Subject Contribution: Nil

Textile Technology 1

Elective

Head Teacher: Mr L Alevizos

Stage 5 – Year 10

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. 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 give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Topics

- Apparel – includes clothing and accessories such as shoes, hats, jewellery and belts.
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, and beanbags.
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes.
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design.
- Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks, sleeping bags.

Areas of Study

There are three areas of study:

1. Design
2. Properties and Performance of Textiles
3. Textiles and Society.

Assessment

A range of strategies are used which include progressive assessment of design folios, experimental work, research assignments and the making of finished textile products.

Prerequisite: No

Equipment Required: A4 Display folder.

Subject Contributions: \$60.00

Visual Arts 2

Elective

Head Teacher: Ms C Morris

Stage 5 – Year 10

Course Outline

The program emphasis is on how students respond to various aspects of their world. This includes creating representations of personal and cultural identity. Students explore and experiment with a variety of media including painting, drawing, film, and installation to develop a broad understanding of these forms. They will learn about how art reflects the changing world and create art works in response to this.

This course can be a continuation of Year 9 Visual Arts, but it can also run as a standalone option for Year 10. If you are considering taking Visual Arts in Years 11 and 12, it is recommended that you select this elective.

Topics

- Exploration of drawing and sculpture in Portraiture
- Investigating the elements of design in the creation of a Skateboard Deck
- Evaluates contemporary artists and the value of art in their practice. Students will examine the challenging art practices using a variety of innovative technologies, such as film, installation, photo media, animation and sound works.
- A multidisciplinary art practice in our understanding of artist approaches and interpretation of the landscape.

Assessment

- The maintaining of a 'visual diary' (record of ideas/works) throughout the year. Historical and critical investigations into the practice of artists and their works. Theory component – 40%.
- Skill development in various medias. Practical component – 60%.

Equipment Required:

2B/B Lead pencils, erasers, rulers, sharpeners, glue sticks, coloured pencils.

* A mandatory Visual Diary A4 Size

Prerequisite: No

Subject Contributions: \$50.00

There is an additional cost of attending the Visual Arts Camp in 2024. The cost of the camp will be calculated in term 2 based on the number of students attending. This camp is OPTIONAL.

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