



MITCHELL HIGH SCHOOL

Excellence in education since 1964

2026 JUNIOR SUBJECT SELECTION HANDBOOK





JUNIOR SUBJECT SELECTION

General Information

This information handbook provides information for:

Year 8 2025 students progressing to Year 9 in 2026.

Year 9 2025 students progressing to Year 10 in 2026.

Mitchell High School has produced this handbook to provide assistance to students in selecting courses to be studied in Years 9 and 10.

It is important that you make an informed decision. You should read the subject information provided on both the compulsory and elective subjects and the rules that relate to Stage 5.

Students will receive more information and have the opportunity to ask questions of their class teachers.

In starting to plan for Years 9 and 10 you are thinking, maybe for the first time, about the future directions of your life. You are therefore going to make important decisions. You should make them carefully and determine now that you are going to succeed in all your courses of study.

Mitchell High School will assist you in making the best of every opportunity in an environment that encourages you to enjoy your schooling.

This handbook can be downloaded from the school's website:

<https://rb.gy/jscdzm>

Best of luck with your subject selections!

Ms E. Marinis, Principal

Mrs L. Pares, Deputy Principal

Mrs C. Kreiss, Deputy Principal

Mrs A. Edwards, HT Secondary Studies and History

MHS JUNIOR COURSE/SUBJET CONTRIBUTIONS

Read the below information before selecting your subjects

Payments

We understand that the costs of living today are high, but your support in early payment would be greatly appreciated and provides an immediate means for improving the quality of education provision for your child.

Technology Resource

Technology contribution help to enhance Mitchell High School provision of educational software.

Third-party software can significantly enhance student engagement in the classroom. These applications offer interactive and dynamic learning experiences that cater to diverse learning styles, making lessons more engaging and enjoyable. Additionally, they provide opportunities for collaborative and independent learning, fostering a deeper understanding of the material and promoting active student participation. A contribution for these maybe reflected in a course/subject contribution. Below is a list of pre-qualified third-party software programs used at Mitchell High School.

ATOMI	Edrolo	SmartLab	Stile
Canva for Education	Education Perfect	MathsOnline	Wordflyers
ClickView	Grok Academy/Learning	OnGuard	

Textbook Resource

All monies received are directed through to whole school resources such as library books, reference material, periodicals and photocopying. This is a conscious effort to improve the quantity and quality of learning support materials for students.

Sport and Mandatory Activities

The includes sport activities, equipment and entry to the MHS athletics, swimming carnivals and cross country.

Course/Subject

Course/subject contribution go towards paying for materials consumed during the production of student work and projects e.g. food, wood, textiles, paints, canvas and so on. All course/subject contribution are kept to a minimal rate and any contribution changes are negotiated in consultation between with the Principal and the MHS Parent & Citizens Association (P&C).

All course/subject contributions are used solely for the purchase of consumable materials in those course/subjects. The payment of course/subject contribution provides the school with the funds to purchase materials necessary for use by students in these course/subjects.

Parent/carer(s) who are not able to pay their course/subject contribution in one instalment, have the option to do payments throughout the year.

Some course/subjects attract additional contributions because of their use of additional consumable materials. All costs are kept to a minimum to provide the materials to meet the practical components of the course/subject.

Students are unable to purchase the Year 12 jersey/jacket or attend non-curricular excursions such as camps or Year 12 formal etc. unless they have paid their course/subject contributions.

METHODS OF PAYING COURSE/SUBJECT CONTRIBUTIONS

PAYMENTS CAN BE DONE IN FOUR WAYS

School Bytes Parents' Online Payment

Visit Mitchell High School's website: <https://mitchell-h.schools.nsw.gov.au/>

This is a secure payment system hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner and these details are not passed back to the school. The payment page is accessed from the front page of the school's website by selecting **\$ Make a payment**. Payment(s) for course/subject contributions, excursions, sales to students and creative and practical arts activities (these include band, drama and dance) can be made here.

- The students Statement of Account and payment reminders and excursion notifications will be sent directly to parents/caregivers via email.
- Emails will be sent to you from noreply@mail.schoolbytes.education.
- The student's Statement of Account email will include the make a payment button that will take you to the school's online payment portal.
- If the activity involves a cost, the make a payment button will allow you to pay securely, quickly and easily via credit or debit card after granting permission (Visa or Mastercard only).
- Online forms including permission notes, will be sent to you directly via School Bytes with a link enclosed. Select the link to open the secure online form.
- The online form will have information about the activity with a section for a digital signature (either with a mouse or your finger) prior to submitting.

Please note: Transactions made through the online payment portal will appear on your bank statement as **OSCHOOLSONLINE 0000 PARRAMATTA AU**.

What you need to do:

- You need to ensure your email address and contact details are up to date, you don't want to miss critical information being sent to you.
- Monitor your inbox for communication we send to you.
- Respond to digital correspondence received via email or complete the online digital form and submit.
- Ensure emails sent to you from noreply@mail.schoolbytes.education are not marked as spam/junk in your email system.

Please note that the school will not re-issue you a receipt.

What types of payments are **NOT** to be paid on the Parents' Online Payment system

MHS uniform shop items are **NOT** to be paid for through the online payments system. All uniform items are purchased from The School Locker.

Other types of payments accepted

EFTPOS Payment(s) at Mitchell High School's Administration Office

Cash Payment(s) at Mitchell High School's Administration Office

RECORD OF SCHOOL ACHIEVEMENT (RoSA) AWARD

NSW Education Standards Authority (NESA)

The Record of School Achievement (RoSA) is granted by the NSW Education Standards Authority (NESA) to students who:

- have attended a Department of Education (DoE) school or a registered alternative.
- have participated, to the Board's satisfaction, in courses of study which have been determined in The Education Act 1990 as appropriate to be undertaken by candidates for the award of a RoSA.
- satisfactorily complete the mandatory curriculum requirements from the NSW Education Standards Authority (NESA).
- attend school until the final day of Year 10 as determined by Department of Education.
- make a serious attempt at all school assessment tasks and examinations in order not to receive a 'N' Determination. A RoSA may be issued to students who wish to leave school after completing Year 10 prior to finishing the Higher School Certificate (HSC).
- Students who have satisfied the above requirements and leave school to employment (25 hours or more per week), enrol at TAFE (full time), or turn 17 before achieving the HSC are eligible to apply for a RoSA.

Mandatory Curriculum Requirements

- **English:** 400 hours, Years 7 to 10
- **Mathematics:** 400 hours, Years 7 to 10
- **Science:** 500 hours, Years 7 to 10
- **Personal Development, Health and Physical Education (PDHPE):** 300 hours by the end of Year 10 The physical education component is to be studied over Years 7 to 10.
- **HSIE (Human Society and Its Environment):** 100 hours of both Geography and History in Years 7 and 8 and 100 hours of both Australian History and Geography in Years 9 and 10.
- **Technological and Applied Studies:** 200 hours by the end of Year 10.
- **Languages other than English:** 100 hours (preferably in Years 7 and 8).
- **Creative and Performing Arts:** 100 hours of both Art and Music (preferably in Years 7 and 8).

RECORD OF SCHOOL ACHIEVEMENT (RoSA) AWARD

NSW Education Standards Authority (NESA)

The minimum requirement for the award of a Record of Achievement (RoSA) is the satisfactory completion of these courses:

- English
- Mathematics
- Science
- Geography
- History
- Personal Development, Health and Physical Education (PDHPE).

In addition, students must satisfactorily complete compulsory studies in Visual Arts, Design and Technology, Music and Languages. These are completed in Years 7 and 8.

Electives

Mitchell High School provides 600 hours of elective study in Years 9 and 10. Students choose from a wide range of electives in Years 9 and 10 and every attempt is made to give students the electives that they have indicated as their high priorities. **This will not always be possible** and then the students' other priorities are looked at. Year 10 elective selections are processed first and then Year 9.

Year 9 students select three electives; one **MUST** be a Board Developed Course.

Year 10 students do three electives; one elective **MUST** be a Board Developed Course. You may choose to select the same electives you did in Year 9, or you may choose new electives.

Please pay particular attention to the rules applying to the selection of the Industrial Technology course.

Course combinations that contribute to the award of the RoSA in Industrial Technology Years 7-10 may include:

- 1 x 100 hour course
- 1 x 200 hour course
- 2 x 100 hour courses
- 2 x 200 hour courses
- 1 x 100 hour course and 1 x 200 hour course.

Additional information on the Record of School Achievement (RoSA) and subjects are available on the NSW Education Standards Authority (NESA) Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

UNSATISFACTORY COMPLETION OF COURSES

Where a Principal determines that a student is in danger of not satisfactorily completing any course over Years 7 to 10 that is part of the mandatory curriculum requirements the student will be issued with an **Official Warning Letter** of the consequences in sufficient time to allow him / her to satisfy the requirements of the course.

Where a student has not met all mandatory requirements by the end of Year 10, the student **will not** be deemed to have completed that year. Such students will not be eligible to progress to Year 11.

Attendance

If a student's attendance **falls below 85%** of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met. An '**N**' **Determination** may be issued or if this occurs across a number of subjects the school may move towards expulsion of the student.

Assessment

You will be assessed over Years 9 and 10 on Syllabus outcomes. Course performance descriptors will be used to determine your achievement. Grades will be issued from A to E. There will be an additional information book distributed later with details about assessment.

Important points for students to remember:

- you should seek advice
- study the choices with the help of your parents
- talk to teachers and Head Teachers of the faculties concerned
- remember that courses change and the advice from older students can sometimes be inaccurate or misleading
- do not choose a subject because you like that teacher as they may not be taking your class
- do not choose a subject because an older sister or brother has done the subject.

BIG HISTORY

Big History is a 200 hour course which provides an overview of the numerous philosophical, scientific and historical approaches to investigating our relationship with the universe and our place in it. The course allows students to explore the history of the universe from the 'big bang' to the modern day and examine the themes and patterns that can help us better understand the world we live in. Big history starts with the long line of origin stories that humans have passed down for thousands of years. It is a story that unites all of humanity, every creature in the biosphere, and all the vast twinkling cosmos in a single unbroken continuum from the Big Bang until now. This is a story about all time, all existence, and it is also a very personal story about who we are and where we came from. It is a program that encourages questioning, critical thinking and interdisciplinary skills to develop a broad understanding of our world.

What will you study?

10 mandatory units that explore:

- The important questions of humanity; What do we know and how do we know it? Where do we come from? What makes us human? How have humans changed things? Where are we now and where are we headed?
- The origins of life, the universe and everything
- The forces that shape our universe, planet, life and civilizations
- Life on Earth and human evolution
- The modern revolution
- Our future.

Who can do it?

Anyone curious about who we are and where we came from. Anyone with an interest in science, history, philosophy and investigation. Anyone with an inquisitive mind.

How will it help you?

Students studying Science, History, English and more may find Big History provides a useful overview of common concepts and enables the acquisition of investigatory skills. Big History is an interesting and eye-opening look at our existence and will provide food for inquisitive minds. It can also help 21st Century learners understand and appreciate their place in our big bold universe and encourages students to think of themselves as active members of the global village.

How will it be evaluated?

The course outcomes will be assessed using a combination of formal assessment tasks and exams as well as evaluation of learning through classwork, topic quizzes and active participation in the class.

Course/subject contributions

Nil

Where can you get further information?

Mrs Makhoul, HT English
English Staffroom

CHILD STUDIES

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

This course will look at the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic development and learning of a child. Students have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus supports young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

Students may elect to study Child Studies over one year (100 hour) or two years (200 hour).

Some of the modules studied throughout the course are:

- Preparing for Parenthood
- Family Interactions
- Growth and Development
- Health and Safety in Childhood
- The Diverse Needs of Children
- Media and Technology in Childhood
- Childcare Services and Career Opportunities
- Conception to Birth
- Newborn Care
- Play and the Developing Child
- Food and Nutrition in Childhood
- Children and Culture
- Aboriginal Cultures and Childhood

Practical experiences

Students will undertake a range of practical experiences which will allow students to further develop their skills and knowledge of course content.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can I get further information?

Mrs Depalo, HT Technologies
Technologies Staffroom

Mrs Saul, Technologies Coordinator
Technologies Staffroom

COMMERCE

Commerce is a 100 or 200 hour course. A study of Commerce is designed to help you gain an understanding of our commercial environment and to help you to participate responsibly in it.

What will you study?

Some of the things you may do in Commerce.

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Some of the contemporary issues we can look at include:

- Our economy
- Investing
- Promoting and selling
- Running a business
- Law in action
- Travel
- Towards independence
- School-developed option.

Opportunities to simulate t/m theory with practical tasks are taken where appropriate. For example, Market Day and Mock Trials

How it will help you

Commerce is good preparation for life today as it teaches you your rights and responsibilities in our commercial world. It is good groundwork for those wishing to study Economics, Legal Studies, Business Studies or Work Studies in Years 11 and 12.

How will it be evaluated?

Commerce is evaluated through a variety of interesting assessment activities, excursions and examinations.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mr Connolly, HT Social Science
Social Science Staffroom

COMPUTING TECHNOLOGY

Computing Technology may be studied as a 100 hour or a 200 hour course. Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

What will you study?

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.

Students engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

How it will help you

The study of Computing Technology enables students to:

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

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Kaur, HT Teaching and Learning
Teaching and Learning Office

DANCE

Dance is a 100 or 200 hour course for learning to dance in a variety of dance styles and examining the role of dance and dancers in a society.

What will you study?

- dance styles from musical theatre, jazz, modern and ballet
- choreography, composition and appreciation of dance
- famous dances, dancers and choreographers throughout the history of dance
- the construction of the body (anatomy), how the body works (physiology), and how the body moves (kinesiology)

How will it help you?

This course first provides students with the opportunity to learn to dance in a variety of styles to suit any occasion. Dance is a common social ritual, used to celebrate all manner of events. It teaches you to think imaginatively in order to pose questions, to solve problems, to experiment, discover and create. Dance is an enjoyable way to keep fit and can be a lifelong hobby and interest. Dance is a great way to develop your special talents, boost your self-esteem and self-confidence, self-direction and self-motivation. Dance provides you with a new set of body language and communication skills and allows you to work as an integral and cooperative member of a team.

How will it be evaluated?

Assessment in Dance is an on-going process. Students will be assessed on their participation in classes, workshops and rehearsals, as well as their performances. Students have the opportunity to choreograph and compose dances and these will be assessed. Students must also keep a Rehearsal and Performance Diary and submit written assignments on the History of Dance and influential dancers and choreographers.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Spadina, HT Personal Development, Health and Physical Education (PDHPE)
PDHPE Staffroom

DRAMA

Drama is a 100 or 200 hour course that encourages a cooperative and collaborative approach to exploring the world through enactment. Students portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students in drama create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. Students will learn the basics of acting skills and all the associated roles needed to participate in a production. The study of drama engages and challenges students to maximize their individual abilities through imaginative, dramatic experiences created in cooperation with others.

What will you study?

Drama in Years 9 and 10 can be divided into three areas:

- **Making** refers to participating in the creation of drama and theatre process work. Improvisation and playbuilding are key methods of making which involve a group of students collaborating to devise their own work.
- **Performing** refers to students actively engaging in acting and performing drama and theatre for different audiences.
- **Appreciating** refers to student responding to, inquiring into, investigating and critically studying a range of drama and theatre experiences.

A number of different theatre styles will be studied throughout the course. These topics may include:

Improvisation

Physical Theatre

Street/Environmental Theatre

Playbuilding

Commedia del Arte

Greek Theatre

Melodrama

Monologues

Comedy and Clowning

Mime

Scripted Drama

Theatre Practitioners

How will it help you?

Students learn different acting styles and presentation skills that give them the confidence to be better performers. They also develop an advantage as public speakers and presenters in their other school subjects. Students who choose Drama develop skills such as self confidence, higher self-esteem levels, expressive skills-both vocal and movement, as well allowing you to become more comfortable in situations where 'all eyes are on you!'

How will it be evaluated?

Assessment in Drama is an on-going process. Students will be assessed on their participation in classes, workshops, rehearsals and their performances both in class and on-stage in front of an audience. Students will also keep a logbook in which they record their response to lessons, rehearsals and workshops. Practical and written examinations will also be used to assess students in this course.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Makhoul, HT English
English Staffroom

FOOD TECHNOLOGY

What will you study?

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

Food Technology is an elective course designed to build upon the Technology Mandatory Years 7 and 8 courses. Food Technology can be offered as a one year (100 hour) or a two year (200 hour) course. Students undertaking the 100 hour course are required to complete 3 to 4 focus areas. Students studying the 200 hour course are required to complete 6 to 8 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.

Practical experiences

Students will 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.

Uniform/class requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from practical activities. Students are also required to supply an apron, tea towel, dishcloth and a container for practical lessons.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Depalo, HT Technologies
Technologies Staffroom

Mrs Saul, Technologies Coordinator
Technologies Staffroom

GEOGRAPHY ELECTIVE

Geography Elective is a 100 or 200 hour course which enables young people to develop an interest in and engagement with the world.

What will you study?

You will learn about the geographical processes that form and transform environments and communities. Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments.

You will have the opportunity to further your geographical understanding through investigation of the concepts of place, space, environment, interconnection, scale, sustainability and change. You will also engage with the geographical tools of maps, fieldwork, graphs and statistics, spatial technologies, and visual representations, in order to acquire, process and communicate geographical information.

Some of the topics you may learn in Geography Elective.

- Physical Geography
- Oceanography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Transcontinental Transect

How it will help you

Geography Elective will help you develop the develop knowledge, understanding and skills to engage with many of humanities greatest challenges. This will allow you to become an informed, responsible and active citizens. It is good groundwork for those wishing to study Geography in Years 11 and 12.

How will it be evaluated?

Geography Elective is evaluated through a variety of interesting assessment activities, excursions and examinations.

Course/subject contributions

Nil

Where can you get further information?

Mr Connolly, HT Social Science
Social Science Staffroom

HISTORY ELECTIVE

History Elective is a 100 or 200 hour course which may be chosen in either Year 9 or Year 10.

What will you study?

- Bodies, Birthdays and Beyond
- Mummies, Middens and Mysteries
- Rulers, Rogues and the Rest
- Disasters, Discoveries and the Dazzling
- Technology, Teenagers and Technowizardry

How will it help you?

You will learn to explore, collect and investigate via murders, bodies, rumours, stories, people, places, clues, artefacts, weapons, diaries, tapes, video, sites, rituals, sacrifices and invasions. Stated simply, History is all subjects. This will prepare you for many jobs.

How will it be evaluated?

Project based learning unit of own choice. The course is assessed through a half yearly and yearly exam and at least two other assignments designed to develop and test your understanding and skills – term assessment.

What will you study?

- The major periods of History in Europe and Asia. E.g. The Middle Ages
- Important developments within those periods. E.g. The spread of Greek culture
- Case studies from each period. E.g. The Jack the Ripper Murders
- Historical mysteries e.g. The City of Atlantis

Course/subject contributions

Nil

Where can you get further information?

Mrs Edwards, HT History and Secondary Studies
History Staffroom

INDUSTRIAL TECHNOLOGY

Industrial Technology is designed to build upon the Technology Mandatory Years 7 and 8 course. Students will develop knowledge and skills 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.

Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. 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.

Students may study up to **two focus areas** based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only. Each focus area of study includes:

- the study of one year (100 hour) comprised of the core module only **OR**
- the study of two years (200 hour) comprised of the core module plus specialised module(s).

Practical experiences

Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to undertake project work to develop skills and confidence in the use of a range of equipment, tools, processes and technologies. Practical experiences are used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Uniform/class requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WHS) requirement and students who are not wearing the correct shoes may be excluded from practical activities.

Where can you get further information?

Mrs Depalo, HT Technologies
Technologies Staffroom

INDUSTRIAL TECHNOLOGY FOCUSED AREAS

INDUSTRIAL TECHNOLOGY – ENGINEERING

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

The Engineering 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

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

- Alternative Energy
- Control Systems
- School-Developed Module
- Transport.

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:

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

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Depalo, HT Technologies
Technologies Staffroom

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations.

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

- 2D and 3D animations
- Augmented reality (AR) or virtual reality (VR) products
- Computer games
- EPublications
- Individual photographic images and graphics (for print and/or digital display)
- Videos
- Websites and apps.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Depalo, HT Technologies
Technologies Staffroom

INDUSTRIAL TECHNOLOGY – TIMBER

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. These may include:

- Decorative timber products
- Furniture items
- Small bowls or turned items
- Storage and display units
- Storage and transportation products.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Depalo, HT Technologies
Technologies Staffroom

INTERNATIONAL STUDIES

International Studies is a 100 or 200 hour course. International Studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world

What will you study?

Some of the things you will do in International Studies:

- Link identity and culture
- Understand cultural diversity
- Investigate your culture
- Investigate Asia-Pacific culture.

Some of the contemporary issues we can look at include:

- Culture and beliefs
- Culture and the media
- Culture on the move
- Culture and travel
- Culture and the performing arts
- Culture in art and architecture
- Culture in film and literature
- Culture in sports.

Opportunities to attend a local cultural event as well as inviting guest speakers are taken where appropriate.

How will it help you?

International Studies is good preparation for life today as it provides you with an opportunity to explore and recognise your own culture and appreciate the richness of multicultural Australia and the world. It develops your skills to engage harmoniously in the globalised and interconnected world.

How will it be evaluated?

International Studies is evaluated through a variety of interesting assessment activities, excursions and examinations.

Course/subject contributions

Nil

Where can you get further information?

Mrs Edwards, HT History and Secondary Studies
History Staffroom

INNOVATIVE SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (iSTEM)

iSTEM is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skillset 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 you study?

In Stage 5, students can choose to study iSTEM for either 100 or 200 hours. The course is built around a series of 25-hour (indicative) topics, with students engaging in hands-on, project-based learning throughout.

At our school, students follow one of two learning streams, each with a specific focus. Students undertaking the **200-hour** course will complete **both streams**, gaining a broader experience across multiple STEM fields.

Stream 1

- iSTEM Fundamentals (100 hours) / Project-based Learning Extension (200 hours)
- Project-based Learning
- Aeronautical Engineering
- Sustainable Transport

Stream 2

- iSTEM Fundamentals (100 hours) / Project-based Learning Extension (200 hours)
- MedTech
- Surveying and Geospatial Engineering
- Cyber Security

How will it help you?

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.

How will it be evaluated?

Students will be evaluated on their ability to use critical and creative thinking skills to complete a range of practical, research and presentation tasks throughout the course.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Kaur, HT Teaching and Learning
Teaching and Learning Office

Mr Chappuis, iSTEM Coordinator
Mathematics Staffroom

LANGUAGES: GERMAN

German is a 100 or 200 hour course. The Stage 5 course helps students to build up their knowledge gradually from lesson to lesson, enabling them to communicate by asking questions and sharing information in the foreign language.

The study of the German language enables learners to access Germany's rich historical, artistic, agricultural and cultural contributions to the Western World.

What will you study?

In this course students will study the country, its language and its people.

- About Me / About You
- Eating / Drinking / Restaurants
- Entertainment / Music
- Family / Pets / Special Occasions
- Holidays / Hobbies
- School Life / Future Plans / Part-Time Jobs
- Health / Fitness
- The Environment
- Travel and Sightseeing
- Shopping / Transport.

How will it help you?

- Your literacy skills in English will improve.
- You will increase your communication skills in English as you learn about language structures, words and their meanings.
- Your problem solving and higher order thinking will improve as you master the skill of putting words and patterns together to form meaning.
- Understanding people and their cultures and traditions will help you become a 'global citizen'.
- Learning a foreign language opens the door to a bigger world in the fields of commerce, science, research, hospitality, travel and tourism, aid agency work, foreign affairs, banking and teaching.

How will it be evaluated?

Continuous assessment which may include listening exercises, class worksheets, bookwork, speaking tasks (repetition and conversation with teacher), reading comprehensions and writing short texts in the foreign language.

Course/subject contributions

Nil

Where can you get further information?

Miss Mehic, Languages Coordinator
Languages Staffroom

MUSIC

Music is a 100 or 200 hour course. The aim of this course is to develop in students the skills and knowledge necessary for:

- Active participation in performing, composing and listening
- Increased aural awareness
- An understanding of music
- Awareness and appreciation of cultural traditions, past music traditions and present practices
- Responding to music in an individual way
- Increased enjoyment of music.

What will you study?

In this course students will study the concepts of music through the learning experiences of performing, composing, listening and musicology within the context of a range of styles, periods and genres.

Context for study will be selected from a list of prescribed topics. The compulsory topic is Australian Music. Aspects for study may include traditional and contemporary music of Aborigines and Torres Strait Islanders, Jazz, forms of popular music from Australia's diverse cultural backgrounds, music for radio, film and television, music for the theatre, environmental music and electronic music.

The teaching approach is not prescribed and may range from an intensive study of a genre to a more general view of a whole topic.

How will it be evaluated?

Evaluation is an ongoing process. Students will be assessed on the development of their performing ability, creative work in the form of writing and improvisation, and by their responses through listening, analysing and discussing an understanding of music in its various contexts.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you further information?

Mrs Young, HT Creative and Performing Arts (CAPA)
CAPA Staffroom

PHILOSOPHY

Philosophy is a 100 hour course which provides an overview of the human project of making sense of ourselves and the world around us. Who are we? Why are we here? What can we know? How does knowledge help us to engage with reality? What is a 'good' life?

What will you study?

Famous philosophers and their views on subjects like:

- Metaphysics – What is the world made of? How do humans 'fit' into the world? What is the purpose of being human in this world? Is there a purpose to being human?
- Epistemology – How do we know things about the world? About ourselves? What methods of inquiry should we apply to our thinking and what do these methods 'hit' and what do they 'miss'?
- Logic – What is the best structure for making an argument? What is a valid versus and invalid argument? What mistakes can we make when we engage in arguing for ideas?
- Ethics – How do humans make moral decisions? How do different cultures develop moral codes? Is morality a universal constant or social construction?
- Politics – What ideas have people formulated as they consider the best way to organise and rule societies? What values and beliefs do political theories have about different groups in society. About economy? About justice?

Who can do it?

Anyone willing to read, think discuss ideas. You need to be comfortable with being uncomfortable at times. Philosophy explores ideas and these can be demanding as you seek to understand them and square them with your own ideas.

How will it help you?

The foundation of all disciplines from Mathematics, to Science, to English, to the Social Science, to the Humanities, to the Performing and Industrial Arts is Philosophy. They all work from assumptions about reality, people, society, purpose etc. Philosophy underpins everything and understanding some Philosophy will help you to understand your other subjects better.

How will it be evaluated?

Via exams and research tasks.

Course/subject contributions

Nil

Where can you further information?

Mrs Makhoul, HT English
English Staffroom

Mrs Beckett, Philosophy Coordinator
English Staffroom

PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and Digital Media is a 100 hour course. This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate photographic and digital media in greater depth and breadth than through the Visual Arts elective course.

What will you study?

This course is designed for students who want to experience aspects of photographic and digital media. It will include selected units.

- Photographic media (including wet photography, camera based and non-camera based works)
- Manipulated images (including collage, montage and image transfers)
- Digital imagery.

How will it help you?

This subject provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved. Within the school context it is intended to approximate practice used in the contemporary world by artists, photographers, videographers, filmmakers, animators and critics and to examine available career options for students in these areas.

How will it be evaluated?

Students will be provided with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Uniform/class requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you further information?

Mrs Young, HT Creative and Performing Arts (CAPA)
CAPA Staffroom

PHYSICAL ACTIVITY AND SPORTS STUDIES

Physical Activity and Sports Studies is a 100 or 200 hour course and is aimed at students who are interested in studying a range of sports. The overall aim of Physical Activity and Sports Studies is to develop in each student the knowledge, understanding and skills that will enable them to be an informed and active participant in a range of sporting activities.

Levels of study?

100 hour (Years 9 and 10)

This course covers the introductory topics of Physical Activity and Sports Studies. There are no pre-requisites for this course.

200 hour (Year 10 Only)

This covers more advanced and additional study in Physical Activity and Sports Studies. To undertake this course you must have already satisfactorily completed 100 hours of study in Year 9 Physical Activity and Sports Studies (formerly known as Sports Science).

What will you study?

100 hour

- Body systems and energy for physical activity
- Physical Activity and Sport for specific groups
- Australia's sporting identity
- Opportunities and pathways in physical activity and sporty

200 hour

- Technology, participation and performance
- Physical activity for health
- Coaching
- Event management

How will it be evaluated?

This course is evaluated throughout the year with both formal and informal assessment. This may include examinations, assignments, practical applications, research and bookmarks.

Course/subject contributions

Nil

Where can you further information?

Mrs Spadina, HT Personal Development, Health and Physical Education (PDHPE)
PDHPE Staffroom

PHYSICAL ACTIVITY AND SPORTS STUDIES: SOCCER HIGH POTENTIAL PROGRAM

The Soccer High Potential Program is a 100 or 200 hour course targeted at students who demonstrate a high level of potential to achieve success. Students who are successful in selection for this program will be involved in activities which enhance individual skill development but will also develop additional player pathways, whilst supporting the long-term development of young players. The program will reflect the National Curriculum as set by the Football Federation Australia (FFA) and the Physical Activity and Sports Studies curriculum.

Levels of study?

100 hour (Years 9 and 10)

This course covers the introductory topics of Physical Activity and Sports Studies: Elite Soccer Program. There are no prerequisites for this course.

200 hour (Year 10 Only)

This covers more advanced and additional study in Physical Activity and Sports Studies: Elite Soccer Program. To undertake this course you must have already satisfactorily completed 100 hours of study in Year 9 Physical Activity and Sports Studies: Elite Soccer Program.

What will you study?

100 hour

- Improving Performance
- Body Systems and Energy for Physical Activity
- Understanding Formations 1
- History of Football
- Skill Acquisition
- Fitness.

200 hour

- Injury Management
- Coaching/Match Statistical Analysis
- Technology in Sport
- Understanding Formations 2
- Skill Acquisition
- Fitness.

How will it be evaluated?

This course is evaluated throughout the year with both formal and informal assessment. This may include examinations, assignments, practical applications, research and bookmarks.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you further information?

Mrs Spadina, HT Personal Development, Health and Physical Education (PDHPE)
PDHPE Staffroom

Mr Zahra, Soccer Coordinator
PDHPE Staffroom

PHYSICAL ACTIVITY AND SPORTS STUDIES: VOLLEYBALL HIGH POTENTIAL PROGRAM

The Volleyball High Potential Program is a 100 hour course targeted at students who demonstrate a high level of potential to achieve success. Students who are successful in selection for this program will be involved in activities which enhance individual skill development but will also develop additional player pathways, whilst supporting the long-term development of young players. The program will reflect the National Curriculum as set by Volleyball NSW, Volleyball Australia (VA) and the Physical Activity and Sports Studies curriculum.

Levels of study?

100 hour (Years 9 and 10)

This course covers the introductory topics of Physical Activity and Sports Studies: Elite Volleyball Program. There are no prerequisites for this course.

What will you study?

- Improving Performance
- Body Systems and Energy for Physical Activity
- Understanding Formations 1
- History of Volleyball
- Skill Acquisition
- Rules and Refereeing
- Fitness.

How will it be evaluated?

This course is evaluated throughout the year with both formal and informal assessment. This may include examinations, assignments, practical applications, research and bookmarks.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Spadina, HT Personal Development, Health and Physical Education (PDHPE)
PDHPE Staffroom

Mr Chung, Volleyball Coordinator
Science Staffroom

PSYCHOLOGY (INTRODUCTION)

Psychology is a 100 hour course which provides an overview of Psychology's attempts to analyse and theorise about human thought and behaviour.

What will you study?

- Famous psychologists and their theories, such as Sigmund Freud, Carl Jung and the very interesting, B.F. Skinner.
- Why you move to class when you hear a bell – free will or social conditioning?
- Does "free will" exist or are we all just programmed computers in the Matrix? What does this mean to be "human" – from a psychological perspective.
- Different psychological disorders, such as Hoarding Disorder.
- Why groups are fantastic for people, but also dangerous...what "group think?" is.
- How "Oprah", "Dr Phil" and "Frasier" use Psychology to explain social and individual behaviour.

Who can do it?

Anyone curious about people, thought, individual and social behaviour...'Who are we'?

How will it help you?

Obviously anyone who wants to study Psychology at university or college will benefit. However, if you are just some curious little creature who wants to understand the world – including how Psychology specifically sees the world - then you too will benefit. You will be introduced to a range of theories and ideas which will help you to reflect meaningfully upon the life of the human mind in individual and social contexts. You will also look at "self-help" programmes and books with a new awareness of what is on offer.

How will it be evaluated?

Individual research tasks, analysis and practical tasks all evaluate your progress in the course. There will also be a group activity which will allow you to evaluate what actually goes on in groups and I will evaluate your understanding!

Course/subject contributions

Nil

Where can you get further information?

Mrs Makhoul, HT English
English Staffroom

TEXTILES TECHNOLOGY

The study of Textiles Technology is an elective course designed to build upon the Technology Mandatory Years 7 and 8 courses, providing 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.

What students learn

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel.

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study; Design, Properties and Performance of Textiles, Textiles and Society are covered.

Students can either undertake a one year (100 hour) or two year (200 hour) course where they will be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design folio is required for each practical project completed and will form part of the overall assessment for each module.

Practical experiences

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, tools, processes and technologies. Practical skills should be used to develop skills in designing, producing and evaluating.

Uniform/class requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health and Safety requirement and students who are not wearing the correct shoes may be excluded from practical activities.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Depalo, HT Technologies
Technologies Staffroom

Mrs Saul, Technologies Coordinator
Technologies Staffroom

VISUAL ARTS

Visual Arts is a 100 or 200 hour course. The course in Years 9 and 10 builds on the mandatory course in Year 7 and allows for further extension and depth of study in the Visual Arts.

What will you study?

The course is designed for students who want to experience all the aspects that Visual Arts has to offer:

- Drawing
- Painting
- Ceramics
- Print Making
- Sculpture
- Photography and Digital Media.

How will it help you?

It gives students ongoing opportunities to demonstrate their understanding of the Visual Arts by providing opportunities to:

- Develop some specialisation in art making.
- Extend their investigations of various types of subject matter at more complex level and consider the ways they may be effectively used to represent their ideas.
- Select and prepare their work for display and exhibition.
- Extend their study of artists, architects, designers and their works in contemporary and historical contexts.

How will it be evaluated?

Students will be assessed on their artmaking and their understanding of critical and historical studies. Students studying Visual Arts are also required to keep a Visual Arts Process Diary to be used for planning and evaluation purposes.

Uniform/class requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

Course/subject contributions

Please Note: This course/subject incurs a course/subject contribution for consumables, third-party software licencing fee and/or course/subject resources contribution.

Where can you get further information?

Mrs Young, HT Creative and Performing Arts (CAPA)
CAPA Staffroom



MITCHELL HS

We Inspire

We Motivate

We Care

We Teach

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