2026 – Year 10 Subject Selections

LAKE MACQUARIE HIGH SCHOOL

Safety
Ownership
Achievement
Respect

SOAR

LAKE MACQUARIE
HIGH SCHOOL

Lake Macquarie Area Collegiate

Dear Parents and Caregivers,

Lake Macquarie High School offers a broad range of curriculum delivered by highly qualified and energetic teachers. Our goal is to prepare your child, not only for the HSC but also provide them with critical learning skills to access future careers and pathways in learning. In Year 10, we provide options for students to study courses that will allow them to make informed learning decisions leading into their Record of School Achievement (RoSA).

At Lake Macquarie High School, students' study FOUR elective subjects over two years. Two subjects will be studied in Year 9 and two subjects in Year 10. The **two** elective courses that student study in Year 9 are counted as 100 hour electives on a student's RoSA. Students will have the opportunity to select another two elective courses in Year 10 that they will enjoy doing and may provide a foundation for further study in Years 11 and 12. Students who have studied a subject in Year 9 may choose to continue the line of study, in which case it will be counted as 200 hour electives on their RoSA.

Lake Macquarie High School is offering new subjects based on the emerging needs of students and the forecast job market. Our links to the University of Newcastle and STEM (Science, Technology, Engineering and Mathematics) focus will give students opportunities to represent the school while challenging all students to do their best.

Brendan
Maher

INTRODUCTION

The purpose of this booklet is to inform parents and students of the relevant information pertaining to the completion of Year 10 and award of the RoSA (Record of School Achievement) and the selection of elective subjects.

Students will be required to study a **Mandatory Core** of subjects: English, Mathematics, Science, History, Geography, and PD/H/PE. In addition, students will choose two elective subjects to complete in Year 10. They may opt to continue with the courses studied in Year 9, or vary their pattern of study.

It should be noted that, with the exception of Languages other than English (LOTE), none of the subjects being elected are prerequisites in Higher School Certificate study. It is possible therefore for students to make other elective subject choices for their HSC after having successfully completed Year 10.

Should parents and pupils require additional information, they should seek the advice of the faculty Head Teachers, Year Advisors, the Deputy Principal or the Careers Advisor.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Courses studied in Years 9 and 10, and student achievement within those courses, are acknowledged on a student's Record of School Achievement (RoSA) which will be awarded when the student completes their secondary schooling. For some students this may be after the completion of Year 10 (students must be 17), but for many it may be at the completion of Year 11 or final attainment of the HSC.

To qualify for the award of the RoSA students must have:

- **followed** the course developed or endorsed by NESA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes.

SCHOOL BASED EXAMINATIONS, ASSESSMENT AND REPORTING

During Years 9 and 10 students will be required to do a variety of tasks which are used for the purpose of school-based assessment. Tasks will vary from subject to subject and can range from formal examinations, class-based topic tests, assignments, oral tasks, portfolios of work, major projects and so on.

At Lake Macquarie High School, students are expected to complete all assessments tasks. All students are awarded a grade (A, B, C, D or E) in each subject based on the performance in the assessments tasks measured against the performance descriptors for each course.

A booklet containing the school assessment policy, course performance descriptors and assessment schedules for all subjects is issued to students during Term 1 of Year 9.

Students in Years 9 and 10 receive a Half Yearly and Yearly Report. Where students are not applying themselves diligently to their coursework, a letter of concern about pupil performance will be sent to the parents/caregiver as an initial contact.

STUDENTS AT RISK OF N DETERMINATION

Students who do not satisfy course requirements may be given an N Determination. If a student is given an N Determination in any core subject (English, Mathematics, Science, History, Geography, and PD/H/PE) they **will not qualify for the RoSA**. Students who are not satisfying course requirements are notified in time for them to make the necessary improvements. These notifications are posted home and are called N Award Warning letters. If, after two warnings, the student has not made the necessary improvements they may be given an N Determination in that subject.

Examples of reasons why students may receive an N Award warning include:

- poor attendance - resulting in failure to meet course outcomes
- lack of participation in classwork
- failure to submit an assessment task
- failure to complete classwork or homework

The Award of the Record of School Achievement

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. As there is no external examination at the end of Year 10, it is vitally important students apply themselves diligently to the learning and assessment experiences provided by the school.

A FINAL NOTE

If you have any concerns about the progress or learning of your student, or any problems relating to attendance or other matters which may affect their eligibility or success, do not hesitate to contact the relevant Year Adviser so that support can be provided.

SUBJECT SELECTION PROCESS

Students will be emailed to their Department of Education email address a web code which will be entered into the website www.my.edval.education.

Students will be required to enter five (5) choices in preferential order. They will also be asked to enter 2 reserve subjects in order in case their preferred options are not available.

This information will be provided on the email.

CURRICULUM REQUIREMENTS

The curriculum students will study in Years 9 and 10 has TWO components:

- Mandatory subjects
- Elective subjects

Mandatory Courses

Mandatory subjects contain knowledge and skills and develop attitudes which are considered essential learning for all young adults in today's world.

The core subjects are determined by NESA. These subjects are:

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

Elective Courses

Elective subjects make valuable contributions to a young person's education and social development.

At Lake Macquarie High School, students' study FOUR elective subjects. Two subjects will be studied in Year 9 and two subjects in Year 10.

Students may study an Elective for one or two years. At the end of Year 9 students will select their Year 10 Electives. There may be scope for a student to continue with the same Elective they studied in Year 9.

Students who have studied the subject in Year 9 and wish to continue to study this course in Year 10 will have priority in selection of this course.

Please note carefully:

- While all subjects are offered, it may not be possible to form classes in every subject. After the initial free choice, some students may have to make another choice from a given group of subjects.
- Some subjects have contributory costs and dress requirements. Please refer to attached lists.
- The following subject notes are intended to provide students and parents with guidelines so that the best choice for each student can be made.
- Please consider your choices carefully, as changes to those choices can only be made under rare and particular circumstances, and only if it is possible to do so.
- Elective choices are completed using an online system. An email will be sent to students to explain this process.
- Only in exceptional circumstances will a student be allowed to change an elective subject and then only in the first 5 weeks of Term 1.

Early Commencement Vocational Education and Training Courses (VET)

Early commencement of a Stage 6 VET course means that a student in Year 9 or 10 undertakes a Stage 6 VET course while continuing to complete the NESA requirements for Stage 5 and any school system/sector curriculum requirements. These students will commence the accumulation of HSC units of credit while concurrently completing the requirements for Stage 5. At Lake Macquarie High School we currently offer two VET courses as early commencement options for Year 10 students, with the HSC component of the course being completed in Year 11. With the successful completion of a VET course students will achieve a formal qualification at an industry recognised level such as a Certificate II in Cookery.

VET courses provide opportunities for students to:

- acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace
- acquire underpinning knowledge and skills related to work, employment and further training
- gain experiences that can be applied in a range of contexts, including work, study and leisure
- receive VET qualifications recognised by industry, awarded for the achievement of competencies
- make informed career choices and improve transition from school to work.

Students in Year 10 undertaking a Stage 6 VET course will be required to meet all Stage 6 VET course requirements listed in the syllabus or endorsed course description. These include studying the minimum indicative hours of the course, addressing the HSC Content and meeting mandatory work placement requirements.
For further information please consult the NESA website via the link below
NESA link- https://www.nsw.gov.au/education-and-training/nesa/curriculum/vet/vet-becs-stage-5/guidelines

MANDATORY SUBJECTS

English

Content and Text Requirements for Stage 5

Over Stage 5, students **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 4 to Stage 5. Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

STAGE 5	
Fiction	at least two works
Poetry	a variety drawn from different anthologies and/or study of one or two poets
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In **each year** of Stage 5, students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts

Across the stage, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia

English K–10 Syllabus (2012) | NSW Education Standards

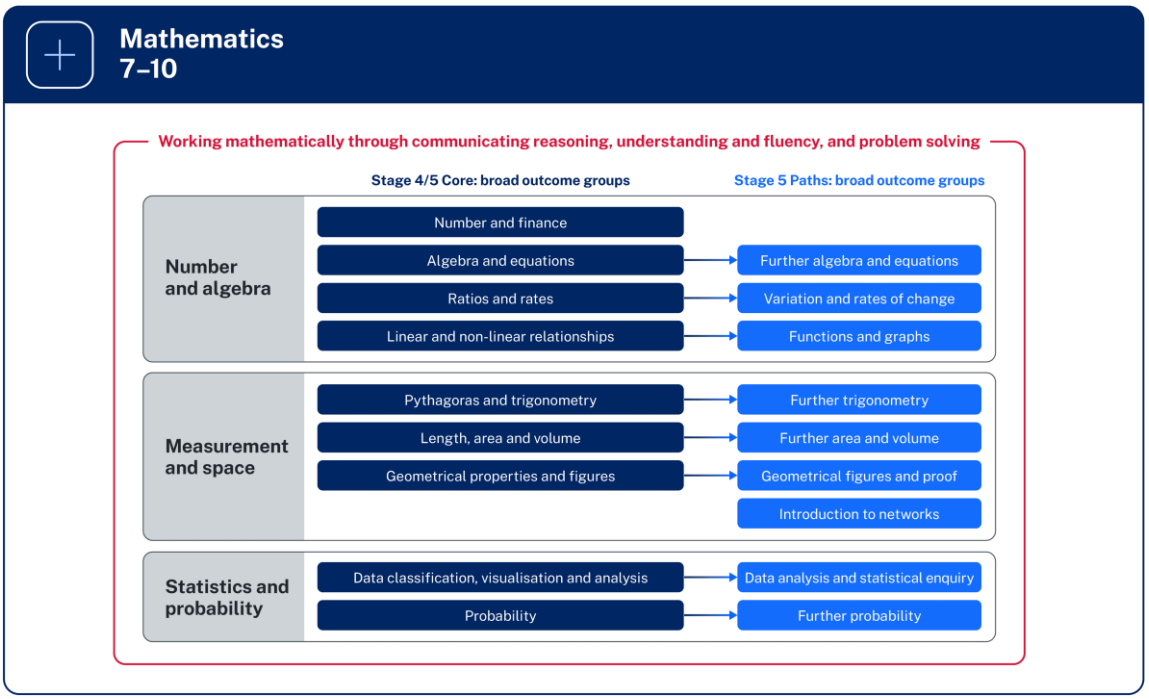
Mathematics

Content

The overall strands of study in Year 9 mathematics may be broken into:

- **Number and Algebra**
- **Measurement and Space**
- **Statistics and Probability**
- **Working Mathematically**

Content is divided into **Core** and **Paths**, designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.



Requirements:

In addition to your exercise book, you will be required to bring along pens, pencils, eraser, ruler, glue stick, and a Scientific calculator to each mathematics lesson.

Assessment:

Class tasks, assignments, and a yearly exam will be used to judge your progress in this course.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics

Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

In Year 10 Science students will engage in real world investigations, apply scientific thinking and develop evidence based solutions to problems through the study of four topics;

- **Reactions**
  Investigate how substances interact and change during chemical reactions, including combustion and acid base reactions, and how these processes are used in real life contexts.
- **Waves and Motion**
  Explore how energy is transferred through waves, and how motion and forces can be measured, predicted and applied in areas such as engineering, safety and communication.
- **Genetics and Evolutionary Change**
  Understand how traits are inherited and how life on Earth has changed over time. Explore DNA, reproduction, natural selection and how evolutionary science continues to grow.
- **Data Science 2**
  Learn how to collect, organise, analyse and interpret data to identify trends and solve problems. Apply these skills to scientific investigations and real world decisions.

Requirements:

- An exercise book
- Pens, pencils, ruler, eraser
- Glue stick and calculator
- A curious mind and a willingness to have a go at new activities and skills

Assessment:

- In class tests and quizzes
- Practical investigations and experiments
- Research tasks and scientific reports

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science

Geograph

Focus on the concepts of:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Students examine the physical characteristics and productivity of biomes and the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields.

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries.

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country.

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

History

Ancient World to Modern World

By the end of Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

Students sequence events and developments within a chronological framework with reference to periods of time. They select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify and describe different contexts, perspectives and interpretations of the past. Students identify and explain different points of view in sources. They develop texts, particularly descriptions and explanations. In developing these texts, and organising and presenting their findings, they use historical terms and concepts. They use evidence in sources and acknowledge their sources of information. They select and use appropriate oral, written, visual and/or digital forms to communicate about the past. Students undertake a relevant site study either by visiting an actual site or through a virtual source.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10

Personal Development, Health and Physical Education

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

- **Health, Wellbeing and Relationships**

Focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

- **Movement Skill and Performance**

Focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

- **Healthy, Safe and Active Lifestyles**

Focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

What will students learn to do?

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018

ELECTIVE SUBJECT

Aboriginal Studies (100 hours)

The aim of Aboriginal Studies is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society.

What Students Will Gain from This Course:

- Insight into Identity – Explore the rich diversity and shared connections within and across Aboriginal identities and communities. Learn how culture is expressed through language, art, land, and tradition.
- Cultural Confidence – Understand how Aboriginal Peoples continue to shape Australian society through resilience, creativity, and cultural strength.
- Big Picture Thinking – Investigate why Aboriginal autonomy is not just vital for communities—it's essential for Australia's shared future.
- Challenging Perspectives – Examine how attitudes towards Aboriginal Peoples have been formed and the powerful impact these perspectives continue to have today.
- Respectful Engagement – Learn how to work with Aboriginal communities using ethical research practices and culturally appropriate communication protocols.

Content –

The course contains two core components: **Aboriginal Identities** and **Autonomy**

In addition, students study a choice of up to six options from;

- Aboriginal enterprises and organisations
- Aboriginal visual arts
- Aboriginal performing arts
- Aboriginal peoples and the media
- Aboriginal oral and written expression
- Aboriginal film and television
- Aboriginal technologies and the environment
- Aboriginal peoples and sport
- Aboriginal interaction with legal and political systems
- Or One School Developed Option

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies

Child Studies (100 hours)

This course is provided in year 9/10 for those interested in the study of child development. This subject leads into Community and Family Studies in Year 11/12, and various careers in child care and medical fields.

Course Description:

The aim of the *Child Studies Years 7–10* is 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.

Students will develop:

- knowledge and understanding of child development from preconception through to and including the early years
- knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
- knowledge and understanding of external factors that support the growth, development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development.

Students will value and appreciate:

- the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing
- the positive impact that significant others play in the growth and development of children

Students will develop knowledge of:

- preparing for parenthood
- conception to birth
- caring for newborns
- growth and development
- play
- nutrition

Assessment:

Students will be assessed through:

- Book work and unit tests.
- Research assignments
- Practical projects

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

Commerce (100 hours)

Commerce

Commerce helps young people build the knowledge, skills, and values needed to **make informed decisions about consumer, financial, legal, business, and political matters**. It also teaches them how to research, solve problems, and evaluate choices responsibly as individuals and community members.

What students learn

Commerce helps students explore key areas like **consumer, financial, legal, political, and employment** issues while **developing research, decision-making, and problem-solving skills**. It fosters understanding of political and legal systems and supports the growth of responsible, independent citizens who can contribute to society.

Commerce promotes **critical thinking** and **community participation** by teaching students to research, evaluate, and make informed decisions about real-world issues. It builds skills in communication, ICT, and both independent and collaborative work.

This course is recommended to students who are considering studying Business Studies in Stage 6 (Year 11 and HSC).

Topics include:

Core Study Topics:

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

<u>Options (students will study a combination of these).</u>

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

<u>Excursion Options</u>

NSW Parliament House: *Political Involvement:* Insight into democratic processes and participation

Law Courts Visit: *Law and Society:* Understanding legal institutions and how laws are made and enforced

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

Design and Technology (100 hours)

This course is provided to students in Stage 5 who are interested in building skills using the design process to develop a final product. This subject leads into Design and Technology in Year 11/12 and all careers in designing and problem solving.

Course Description:

This is a practical based course for students who are interested in the design process and understanding the steps needed to design a product from start to finish. Through a series of projects across a range of context areas, students will learn to draw, prototype, plan and develop a product. They will have the opportunity to learn new and cutting-edge techniques including laser cutting, 3D printing and sublimation.

The context areas students may explore include:

- Agriculture – Animal enterprise, environmental, plant enterprise.
- Digital Technologies – Automated systems, control systems, software solutions.
- Engineered Systems – Aeronautical, environmental, mechatronic, medical, structural, transport systems.
- Food Technologies – Food, food packaging, food presentation, nutrition.
- Information and Communication Technologies – 3D modelling/animation, architecture, desktop publishing, graphics, marketing, multimedia.
- Material Technologies – Electronics, jewellery, metals, packaging, polymers, textiles, timber.

Students will cover at least TWO contexts and complete 2-4 projects, creating practical projects and accompanying portfolios linked to the above context areas.

The Core Content:

The portfolio and accompanying book work for the subject will cover 3 core content areas.

- A Holistic Approach
- Design Processes
- Activity of Designers

Assessment:

Students complete practical projects with an accompanying folio.

Requirements:

Students are required to wear sturdy leather upper shoes during practical lessons.

https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/design-and-technology-2019




Drama (100 hours)

Drama is a form of action in which some aspect of human experience is portrayed: it is an exploration of experiences through enactment. In Drama, students learn about themselves and others by creating characters and situations. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas.

In Years 9 and 10, Drama provides a valuable means of increasing self-confidence and social awareness. Students are involved physically as well as emotionally and intellectually: the students learn through doing. Drama is a cooperative process through which students develop their ability to share and communicate.

Drama has a body of knowledge: facts, conventions, history, skills and methods of working. The study of drama is valuable for secondary students because it is an important form of expression and communication in almost every known culture, including those which make up Australian society.

Units of study include**:**

- Improvisation
- Theatrical Techniques
- Melodrama
- Playbuilding
- Script and Design
- Small Screen Drama
- Political Theatre
- Shakespeare and Elizabethan Theatre
- Realism and Stanislavski

Students will have the opportunity to perform in the annual drama show, 'An Intimate Evening with Drama' each year in Term 3.

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

Geography Elective (100 hours)

Get ready to dive deep into the big questions:
Why is the world the way it is? What's our role in shaping its future?

Geography Elective goes beyond maps and mountains – it's an exciting blend of science, politics, culture, and the environment. You'll uncover the powerful connections between people and places and explore the forces that shape our planet, from tectonic shifts to global trade.

This course brings together natural and social sciences, encouraging students to think critically, ask big questions, and propose real-world solutions for a more just and sustainable future.

What You'll Explore:

1. **Physical Geography** – Earthquakes, volcanoes, climate, and the natural forces that shape our world
2. **Oceanography** – Who owns the oceans? What's the real impact of microplastics and whaling?
3. **Primary Production** – Dive into the issues behind palm oil, the fishing industry, and the Murray-Darling Basin
4. **Global Citizenship** – Can we solve climate change? Help de-mining efforts? Improve lives across the globe?
5. **Australia's Neighbours** – Explore the challenges and triumphs of our regional partners: migration, human rights, economic growth, and more
6. **Political Geography** – Power, conflict and resolution: the South China Sea, the Middle East, and beyond
7. **Transcontinental Transects** – Follow patterns across continents: urbanisation, land rights, biodiversity loss, and Indigenous perspectives
8. **You Choose!** – A student-led, school-developed inquiry into a topic you care about

- *This is a separate course to Mandatory Geography—no content is repeated. It's fresh, fascinating, and designed to challenge and inspire you.*

Become an informed, active citizen. Geography Elective is your chance to explore the world—and help change it.

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

History Elective (100 hours)

Step into the past to make sense of the present. **Elective History** is your ticket to explore the most fascinating people, places, and events across time—from ancient tombs to modern revolutions, from battlefield strategies to civil rights struggles.

This course gives you the freedom to dig into the parts of history that ***you*** find exciting. It's all about asking questions, uncovering hidden stories, and building the skills to think like a true historian.

You'll explore two powerful strands of history:

Pre-Modern Societies

- **Early Societies** – Uncover the secrets of the world's oldest civilisations: Egypt, Mesopotamia, the Aegean, and the Near East
- **Ancient Societies** – Meet the Celts, roam the Roman Empire, or dive into Greek and Egyptian worlds
- **Medieval Worlds** – Power, politics, and religion in places like Tudor England, Russia, and the Ottoman Empire
- **Global Civilisations** – Explore the rich histories of India, Japan, South America, and Africa

The Modern World

- **Big Issues** – Dive deep into themes like genocide, slavery, war, terrorism, and civil rights
- **Power & Politics** – Examine revolutions, political institutions, and leadership throughout history
- **Crime & Justice** – Trace the evolution of crime, punishment, and legal systems
- **Spies & Science** – Investigate intelligence agencies or the role of science in shaping the modern world

What Makes This Course Unique?
You'll design a **Personal Interest Project** with your teacher, choosing topics that **you** want to explore in depth. Whether you're into ancient empires, secret agents, or social justice, this course gives you the flexibility to follow your curiosity.

Note: This course is separate from Mandatory History—there's no content overlap.

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

Industrial Technology – Metal (100 hours)

In Year 10 Industrial Technology – Metal, students will engage in a dynamic and hands-on course that focuses on the design and production of quality metalwork projects. Through a range of practical experiences, students will explore both traditional and modern techniques used in the metal and fabrication industries.

Throughout the year, students will develop core skills in areas such as:

· Fabrication and welding
· Machining and tool work
· Sheet metal construction
· Artistic metalwork and decorative finishes

These projects allow students to build their confidence with a variety of tools, machines, and processes while encouraging creative problem-solving and technical accuracy.

The course is structured around project-based learning, with students applying the design process to plan, produce and evaluate their own unique metal products. Whether creating functional items, engineered pieces, or artistic metal designs, students are given the opportunity to personalise their work and develop independence in the workshop.

No prior experience is required. Students who are new to the subject will be supported through guided skill-building tasks, while those with existing experience will be extended with more complex processes and project options.

Industrial Technology – Metal fosters valuable skills that are highly transferable across many fields, including critical thinking, teamwork, design thinking, and safe work practices. These skills are beneficial not only in trade-based pathways but also in broader STEM and creative industries.

The course provides a strong foundation for future study in Industrial Technology, Design and Technology, or VET Construction, and may lead to career opportunities in areas such as engineering, metal fabrication, automotive trades, welding, machining, product design, metal art and more. It also supports students in developing resilience, precision, and the ability to turn ideas into tangible outcomes—key strengths in any future career.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Marine and Aquaculture Technology – Beginners (100 hours)

The oceans, inland waterways and other bodies of water cover more than 70 percent of the earth's surface and influence all forms of life on this planet. Of the 33 animal phyla, 28 are found in water; 13 of these are exclusively marine. Internationally, the oceans are viewed either as areas rich in minerals and marine life which can supply our needs virtually without limit, or else as repositories for agricultural, industrial and domestic waste. Australia controls an area of the oceans that is 1.3 times the size of its landmass.

The study of Marine and Aquaculture Technology provides an opportunity for you, a future custodian of this environment to study it and to appreciate its value. It gives you the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. Student

Students will:

Undertake a range of practical experiences. Practical experiences will be used to develop knowledge and understanding of, and skills in, designing, producing and evaluating.

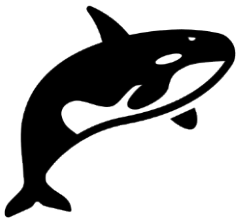
Core 1 Introduction to Marine and Aquaculture Technology (25 hours)

Optional Modules

Content is provided for a range of optional modules in focus areas. Each module is designed for 15 hours indicative course time. Students can specialise by studying multiple modules from a focus area or can undertake a broad selection of modules from across focus areas.

Module Focus areas include:

- Aquaculture
- Biology
- Ecology
- Leisure
- Employment
- Management
- Personal Interest



Students will be assessed on:

1. Practical experiences
2. Marine Research Projects
3. Teamwork interaction and leadership skills in a range of activities

Requirements:

Students are required to wear sturdy leather upper shoes, not joggers for their practical lessons and will be required to complete a water safety competency assessment.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019

Marine and Aquaculture Technology – Continuers

Offered to current year 9 Marine and Aquaculture Students that wish to continue with Marine and Aquaculture technology in year 10.

The oceans, inland waterways and other bodies of water cover more than 70 percent of the earth's surface and influence all forms of life on this planet. Of the 33 animal phyla, 28 are found in water; 13 of these are exclusively marine. Internationally, the oceans are viewed either as areas rich in minerals and marine life which can supply our needs virtually without limit, or else as repositories for agricultural, industrial and domestic waste. Australia controls an area of the oceans that is 1.3 times the size of its landmass.

The study of Marine and Aquaculture Technology provides an opportunity for you, a future custodian of this environment to study it and to appreciate its value. It gives you the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. Student

Students will:

Undertake a range of practical experiences. Practical experiences will be used to develop knowledge and understanding of, and skills in, designing, producing and evaluating.

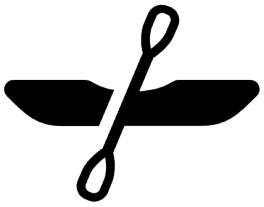
Core 2 - Skills, Management and Employment (10 hours)

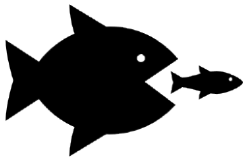
Optional Modules

Content is provided for a range of optional modules in focus areas. Each module is designed for 15 hours indicative course time. Students can specialise by studying multiple modules from a focus area or can undertake a broad selection of modules from across focus areas. Modules studied will be different to those that the students studied in Year 9.

Module Focus areas include:

- Aquaculture
- Biology
- Ecology
- Leisure
- Employment
- Management
- Personal Interest





Students will be assessed on:

4. Practical experiences
5. Marine Research Projects
6. Teamwork interaction and leadership skills in a range of activities

Requirements:

This elective course if for students who have already taken a 100 hour Marine and Aquaculture elective in year 9. Students are required to wear sturdy leather upper shoes, not joggers for their practical lessons and will be required to complete a water safety competency assessment.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019

Music (100 hours)

Unleash your creativity in Year 10 Music! Develop skills in performance, composition, and listening while exploring music as a powerful form of self-expression. Sing, play instruments, improvise, and perform solo or in ensembles across various styles tailored to your interests and abilities. Use cutting-edge technology to compose, record, and analyse music, and discover how music boosts academic and social skills, accelerating learning across subjects.

What Will You Do?

- **Perform**: Sing, play instruments, improvise, accompany, and interpret musical notation while using technology to enhance performances.
- **Compose**: Experiment, arrange, and create original music using computer-based tools.
- **Listen**: Analyse music, discuss styles, read simple scores, and explore technology's role in music.

Why Choose Year 10 Music?

- Express yourself through music and share your ideas and emotions.
- Build confidence performing solo and with friends in a fun, supportive environment.
- Boost brainpower, social skills, and academic success through music.
- Create and record your own music with exciting technology.
- Never stop exploring new styles and challenges!

Requirements:
Bring a folder with plastic sleeves for sheet music, a notebook, and pens.

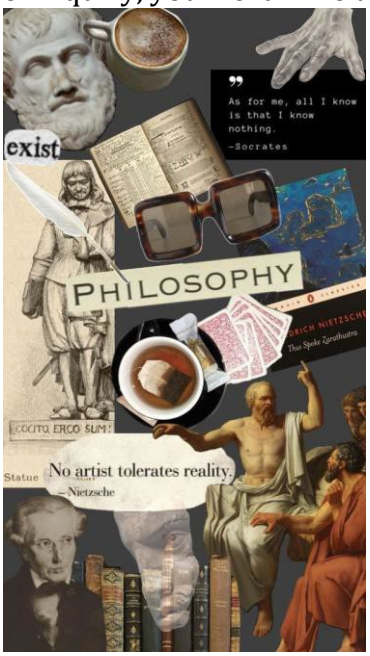
Assessment:
Your progress in performance, composition, and listening skills will be assessed throughout the course.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10

Philosophy (100 hours)

Why study Philosophy?
Philosophy is all about *thinking deeply, questioning boldly, and reasoning clearly*. In this course, you won't just learn what others think — you'll learn how to *think for yourself*. You'll explore life's big questions and develop the confidence to challenge ideas, ask tough questions, and become a thoughtful, ethical decision-maker in today's complex world.

Through lively debates, real-world dilemmas, and Communities of Inquiry, you'll examine the ideas of influential philosophers and apply them to issues that matter — from politics and power to truth, beauty, identity and right and wrong.



Course Aims
Philosophy aims to ignite curiosity and develop student understanding of major philosophical thinkers, ideas and arguments. It encourages students to test assumptions, refine their thinking, and sharpen their ethical judgement — all while developing powerful critical reasoning skills that last a lifetime.

What You'll Study
You'll begin with the foundations of philosophy and how to construct solid arguments, then explore topics that speak to who we are, how we live, and what we believe.

Core Topics

- **Core 1:** *Introduction to Philosophy* – What is philosophy and why does it matter?
- **Core 2:** *Logic, Argument and Critical Reasoning* – How do we know what's true?

Option Topics

- **Epistemology** – What can we know, and how can we be sure?
- **Metaphysics** – What is real? Do we have free will?
- **Ethics** – What makes something right or wrong?
- **Aesthetics** – What is beauty? Can art change the world?
- **Political Philosophy** – What is justice? Who should hold power?
- **Personal Philosophy** – Explore your own beliefs and values
- **Personal Interest Project** – Deep dive into a topic of your choice

Get ready to explore the ideas that shape your world — and develop the skills to shape it yourself.

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

Physical Activity and Sports Studies (PASS) (100 hours)

Physical Activity and Sports Studies (PASS) 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 will students learn about?

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

What will students learn to do?

Throughout the course students will develop 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.

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

Spanish (100 hours)

The Stage 5 Spanish Course is perfect for students interested in learning the Spanish language and being immersed in the rich Spanish Culture.

Throughout the course, students will develop and extend their skills in communicating, interacting, responding and understanding both the language and the broader Spanish-speaking world. Students undertaking Spanish will use their knowledge to become responsible Global citizens and develop their understanding and empathy for other cultures.

Focus areas will include:

- Social ties – friendships and family in Spanish Culture.
- Life in Australia compared to Spain and Spanish Communities around the world.
- Celebrations and food traditions within the different regions of Spain.
- Travel around Spain.

Students will be assessed on:

- Speaking and pronunciation of Italian
- Writing and representing their knowledge of Italian
- Viewing and listening to a variety of Italian texts

Requirements:

Students will need to provide an exercise book for Spanish class. They will also be expected to bring pens, pencils and their books each lesson.

Spanish K–10 | NSW Education Standards

Visual Arts (100 hours)

In Year 10 Visual Arts, students will engage with a broad range of artmaking practices, exploring both traditional and contemporary media. Throughout the year, they will work across a selection of:

- Drawing
- Painting
- Photography
- Ceramics
- Sculpture
- Mixed media

This hands-on approach allows students to build technical skills while experimenting with different forms of visual expression.

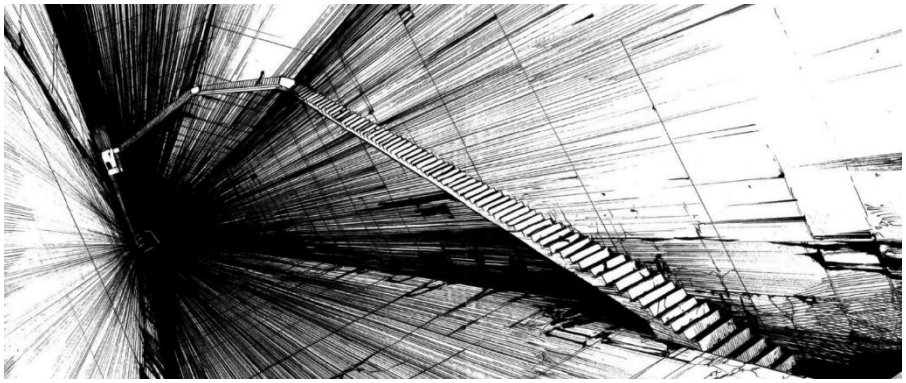
In the final term, students will develop a *Body of Work*, where they choose their preferred art medium to create a resolved artwork or series. This encourages independence, creative decision-making, and personal expression, allowing students to apply the skills and knowledge they have developed across the year.

It is not a requirement to have studied Visual Arts in Year 9. Students who are new to the subject will be supported through foundational tasks, while those with prior experience will be offered extension opportunities to further develop their conceptual and technical abilities.

Visual Arts fosters transferable skills such as critical thinking, creative problem-solving, visual literacy, and communication. These skills are highly valuable across all Key Learning Areas and support students in becoming adaptable and innovative thinkers.

The course provides an excellent foundation for future study in Visual Arts and can lead to diverse career pathways in areas such as design, architecture, advertising, education, film, animation, and other creative industries. Additionally, Visual Arts is a valuable complement to any career path, helping students to develop creativity, resilience, and the ability to communicate ideas visually—qualities that are increasingly sought after in a wide range of professions.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10



VOCATIONAL EDUCATION AND TRAINING SUBJECTS

EARLY COMMENCEMENT

NSW Department of Education RTO 90333

2026 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact

Course: Hospitality (Cookery) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	**HSC credit- 4 units** (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)

By enrolling in this VET qualification vvth the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery https://training.gov.au/training/details/SIT20421. You vvll be expected to complete all the requirements of the Registered Training Organisation and NESA To gain the full qualification you must achieve 13 units of competency A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

VET requirements

Competency-Based Assessment
In this course you will work to develop the skills and knowledge described in each unit of competency To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements
You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA

External Assessment(optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification

Consumable costs: Preliminary - $70 HSC- $70 Front of house uniform - Black polo shirt, black long pants Enclosed leather shoes	**Refunds** Refund arrangements are on apro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course For more information https//education.nswgov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.
General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vel/course-exclusions

2026 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	**HSC credit- 4 units** (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation) To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 CerMicate II in Construction https//training.govau/Training/Details/CPC20220 & https//training.gov.au/Training/Details/CPC20120 You will be expected to complete all and the requirements of the Registered Training Organisation and NESA Students successfully completing the10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate 11 in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the of the units of competency associated with this qualification is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment
In this course you will work to develop the skills and knowledge described in each unit of competency To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements
You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA

External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is optional, is independent of the competency-basedassessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - $70 HSC-$70 School requirements: Enclosed leather shoes, completion of White Card course	**Refunds** Refund arrangements are on apro-rata basis Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: https://education.nswgov.au/public-schools/career-and-study-pathways/school-based-apP[enticeships-and-traineeships

Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course General information about NESA VET course exclusions can be found https//educationstandards nswedu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions

LAKE MACQUARIE
HIGH SCHOOL

Electives Selection Form

Year 10 2026

Name: _____

Please rank your elective choices below. Please rank your selections 1 to 7. Electives will run if there are sufficient enrolments in each course. Please be mindful of course fees when making your selections.

ELECTIVE COURSE SELECTION 2026

COURSE	PRIORITY	FEE
ABORIGINAL STUDIES		NIL
CHILD STUDIES		NIL
COMMERCE		NIL
DESIGN AND TECHNOLOGY		$40
DRAMA		$20
GEOGRAPHY ELECTIVE		NIL
HISTORY ELECTIVE		NIL
INDUSTRIAL TECHNOLOGY (Metal)		$40
MARINE AND AQUACULTURE TECHNOLOGY		$20
MUSIC		$20
PHILOSOPHY		Nil
PHYSICAL ACTIVITIES & SPORTS STUDIES (PASS)		$20
SPANISH		$20
VISUAL ARTS		$30
VET CONSTRUCTION		$70
VET HOSPITALITY		$70

Due to Mr Spring on 25th July. Please place in the Year 10 2026 box in the library.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____