MOUNT VIEW HIGH SCHOOL

PRIDE & LOYALTY

Year 10 2026

High expectations and opportunities for all to thrive

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REFERENCE GUIDE

* See subject page for further information.

INTRODUCTION

Dear Students and Families

Welcome to an exciting stage in your learning journey at Mount View High School. Choosing your elective subjects is an important step that helps shape your individual pathway towards success in senior school and beyond.

At Mount View High School, we pride ourselves on offering a diverse and engaging curriculum supported by specialist facilities, high-quality teaching, and a strong focus on student wellbeing. Our goal is to help every student thrive — academically, socially, and personally — and make informed choices that match their interests, strengths and future aspirations.

Our Subject Selection Showcase and Futures Advisor program have been designed to give all students clear, consistent and practical information to guide their decisions. I encourage you to take time to read this booklet carefully, discuss options at home, and talk with your teachers and our Futures Advisor if you have any questions.

Remember: choose subjects that you enjoy, are motivated to study, and that open doors to your future goals. Together, we can ensure your time at Mount View High School is successful, enriching and full of opportunities to grow.

If you need support at any stage, please reach out. Our staff are here to help every step of the way.

I look forward to seeing all our students confidently take this next step towards their future.

Shane Hookway
Principal

Shane Hookway
Principal

Scott Hamilton
Deputy Principal
Years 7 & 11 , 2026

Nicole Crowe
Deputy Principal
Years 10 & 12, 2026

Deborah Taylor
Deputy Principal
Years 8 & 9, 2026

Menu

SCHOOL COMMUNITY

Faculty Leaders – 2026

Melissa Wyper
Head Teacher English

Ainslie Martin
Head Teacher English
(Relieving)

Ross Thompson
Head Teacher Mathematics
(Relieving)

Natalie Death
Head Teacher Science and Agriculture

Lauren Clydsdale
Head Teacher HSIE

Elizabeth Alder
Head Teacher CAPA

Sui-Linn White
Head Teacher CAPA/
Head Teacher Teaching & Learning

Matthew Marselos
Head Teacher Teaching & Learning
(Relieving)

Andrew Newman
Head Teacher TAS

Jodie Scheffler
Head Teacher Wellbeing

Ben Dibben
Head Teacher Wellbeing

Lyndal Burke
Head Teacher PD/H/PE

Kasey Cocking
Head Teacher
Administration

Steve Quigley
Head Teacher Support

Menu

SCHOOL COMMUNITY

Student Year Advisers - 2026

Ebony Heyes
Year 7, 2026

Ellen Blanch
Year 8, 2026

Sam Harwood
Year 9, 2026

Marie Payne
Year 10, 2026

Linda Freeman
Year 11, 2026

Harrison Walsh
Year 12, 2026

Futures Adviser

Rebecca Knipe

Senior Study Tutor

Jess Schafer

Menu

COURSE CONTRIBUTIONS

As is the case in most schools, financial support is requested from parents to ensure that the highest quality resources are available to all students. Generally, this includes a course contribution.

Many of the subjects listed in this selection handbook require the provision of additional resources to ensure that delivery of the subject is relevant and highly engaging to students. Where needed, a contribution is requested for some subjects to ensure the purchase of additional resources for student use.

We thank you for your assistance in this matter.

YEAR 10 CURRICULUM AND COURSE SELECTION INSTRUCTIONS

Students in Year 10 have **compulsory subjects**. These are: English, Geography, History, Mathematics, PDHPE and Science. Classes in some of these subjects are graded. Grading and class placement is reviewed at the end of each semester on the basis of student performance.

Students study TWO elective courses for the whole of Year 9. For some of our students these TWO elective courses will follow through into Year 10. This is represented visually below.

9	English (9 PPC)	Mathematics (9 PPC)	Science (9 PPC)	PDHPE (4 PPC)	History / Geography (7 PPC)	X Elective (8 PPC)	Y Elective (8 PPC)	Wellbeing (2 PPC)	Sport (4 PPC)
10	English (9 PPC)	Mathematics (9 PPC)	Science (9 PPC)	PDHPE (4 PPC)	History / Geography (7 PPC)	X Elective (8 PPC)	Y Elective (8 PPC)	Wellbeing (2 PPC)	Sport (4 PPC)

Students will be required to reselect electives in Year 10. An introduction to **Early Stage 6 (HSC) courses with Hospitality** will be offered along with other courses that may take the place of courses studies in Year 9. Students should pay careful attention to Pre/Co-requisites, as some courses allow students to study in the same area more than once, others do not.

It is school policy that changes to subjects may not be possible after the course has commenced and then only in exceptional circumstances (hence, students should choose wisely).

Please discuss your child's elective choices with them and encourage them to choose subjects that they enjoy. Students rarely do well in subjects they do not really like or may have chosen for the wrong reasons e.g. their friends have chosen it.

SUBJECTS AND COURSE KEY

KEY

Board endorsed:	A course developed by the school and accredited towards a School Certificate by NESA.
NESA Developed:	A course developed by NESA.
Equipment Required:	Special requirements in addition to normal writing materials and equipment.
Estimated Costs:	The cost of offering the course to each student. These costs are in addition to printing, textbooks and incidental costs which are covered by each student's general services.
Periods/Cycle:	Number of lessons held each two week cycle.
Pre/Co-Requisites:	These are the courses that must be done before or with this course.
School Developed:	Junior (7-10) Courses that students choose in addition to NESA developed courses. These courses are included in school reports and certificates of attainment.
VET:	Vocational Education and Training.

SCHOOL LEAVING AGE

The school leaving age for all students is 17 years. For most of our students this means they will remain at school and study for the Higher School Certificate. It is expected that students attend school and complete studies until this age. Exceptions to this expectation is for a student to be either enrolled in a TAFE course, have paid work of at least 25 hours a week, have an apprenticeship or a combination of these.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA; Complied with all requirements imposed by the Minister or NESA; and
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Mandatory curriculum requirements

The RoSA requires mandatory completion of a number of subjects.

- Apply yourself with diligence and sustained effort.

School attendance

- NESA does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

'N' determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA. The principal is required to notify NESA of any such redemption and eligibility for the RoSA.

What education requires?

With the knowledge explosion of the Information Age, with the consideration that many of the jobs of the future which our students will enter do not presently exist, with the prospect that each working person can expect to change jobs two to three times in their working life, education must equip students intellectually, physically, socially and spiritually to:

- Cope with change
- Have skills, not just knowledge
- Know how to access more knowledge
- Be able to effectively interact with others
- Be able to "step up, step forward, step ahead" and have initiative
- Appreciate aesthetics
- Enjoy "leisure time"
- Productively contribute to society

Will you be a successful student at Mount View High School?

The following characteristics of a successful student will help to cultivate a more positive approach. The successful student:

- Gains rewards from self set goals
- Is an active learner and has commitment to his/her course of study
- Links his/her subjects/course to future plans
- Accepts responsibility for both successes and failures
- Accepts the challenge to overcome difficulties
- Continually reflects on his or her goals and progress
- Builds sound relationships with peers and teachers

To be a successful student you need to cultivate good study habits eg consider the following hints for more effective study:

- Formulate a homework and study plan
- Keep up to date in your student diary with deadlines for all assessment items
- Keep a balance between school, part time work and leisure
- Regular physical exercise keeps you fit and helps to release tension
- Make a list of things to do and indicate priorities
- Ask for help from teachers, parents, friends
- Choose a comfortable study place

MANDATORY COURSES

ENGLISH

Pre/Co-Requisites: Year 9 English

Course Description: English is the study and use of the English language in its various imaginative, factual and critical textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, reflected upon and interpreted. In Year 10 students continue to work towards achieving the Stage 5 syllabus outcomes. This course develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning. Students analyse meaning, perspective, cultural assumptions, ideologies and language of texts as representations of their own and others worlds.

- 9 periods/cycle
- NESA Developed

Usual Candidates: All students in Year 10 do this course
Equipment Required: 200 page lined A4 book
Contributions: None
Estimated Additional Materials/Excursions/Other: None
Assessment: As per the assessment schedule issued at the commencement of Year 10

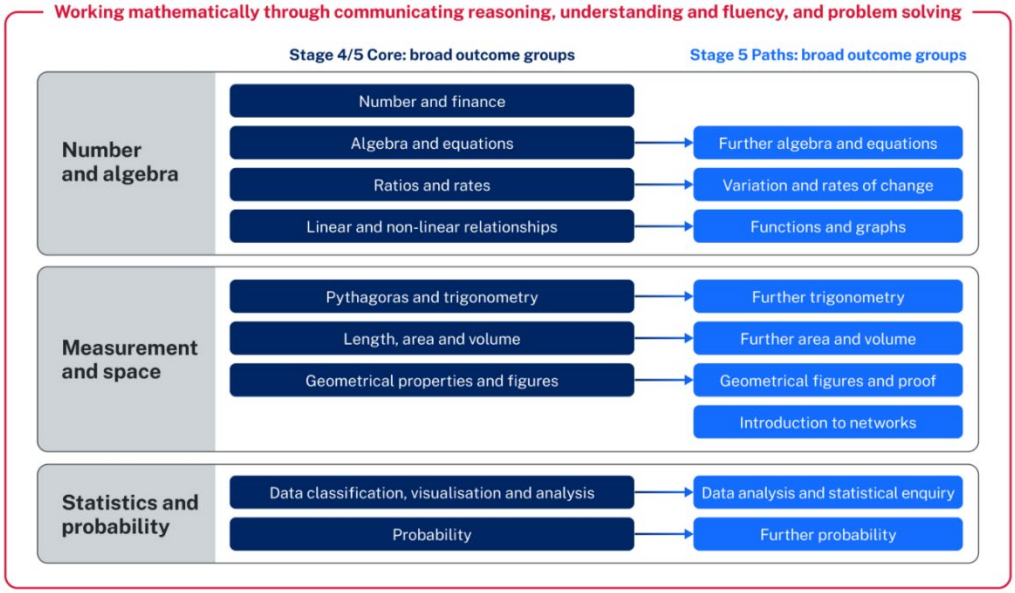
Faculty: English (Relieving Head Teacher: Ms R Bartlett)

MATHEMATICS

There are three Mathematics courses available for study in Years 10. The Mathematics Head Teacher will place students into the course which best suits their ability.

MATHEMATICS – WORKING TOWARDS YEAR 10, Advanced
Pre/Co-Requisites: Completion of Year 9, Advanced

Course Description: This course includes all the content of the Stage 5 Paths outcome groups and Core outcome groups as well as providing extension in each topic. Each topic is studied at a high level and extended to incorporate more difficult and theoretical concepts. Additional content is also covered. The course is designed to prepare students for studying Advanced and Extension Mathematics in senior years. Students completing this course will work at a faster rate and be expected to complete more content than those completing either of the other streams. This course has the same content strands as the Stage 4 course as well as the process strand of Working Mathematically.



Placement in this course is determined by student assessment performance and discretion of teaching staff.

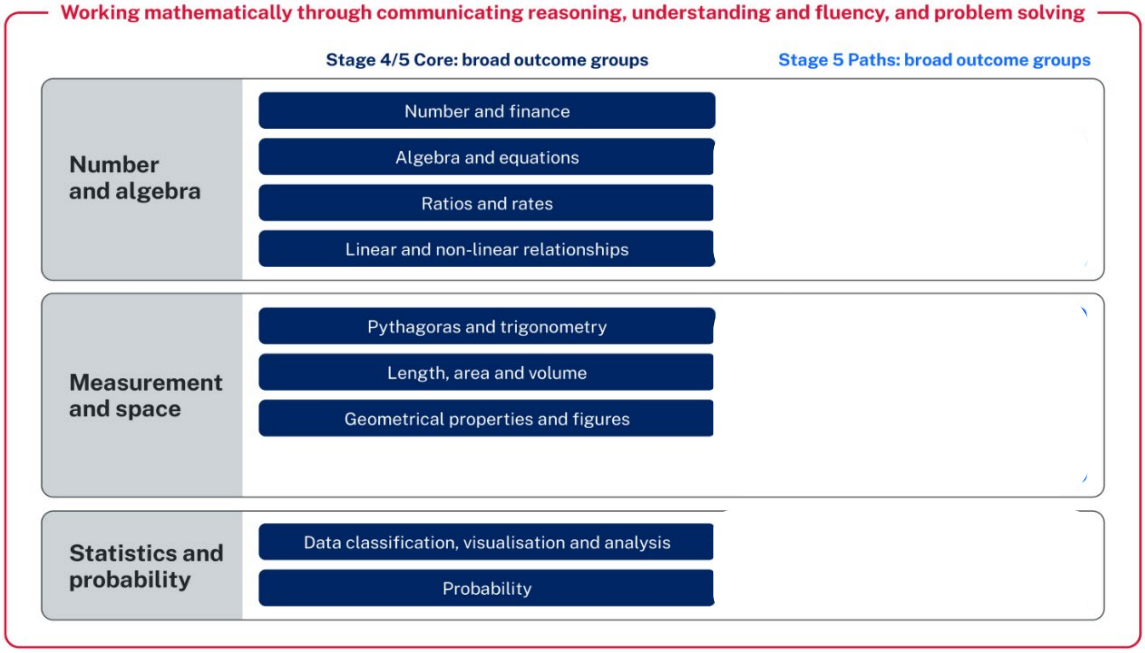
- 9 periods/cycle
- NESA Developed

Usual Candidates: The upper 20% of Year 10 students
Equipment Required: 200 pages lined (or grid) A4 book and a scientific calculator.
Contributions: None
Estimated Additional Materials/Excursions/Other: $10.00
Assessment: As per the assessment schedule issued at the commencement of Year 10

Faculty: Mathematics (Relieving Head Teacher: Mr R Thompson)

MATHEMATICS – WORKING TOWARDS YEAR 10, Core
Pre/Co-Requisites: Completion of Year 9, Core.

Course Description: Generally, students of average to above average ability take this course because it consolidates and builds on the basic mathematical skills that are required in everyday life. Topics covered provide sufficient background for the study of Mathematics Standard 2 in the senior years. Strong emphasis is placed on the practical applications of mathematical concepts. This course has the same content strands as the Stage 4 course as well as the process strand of Working Mathematically. This strand is embedded in each of the other strands



Placement in this course is determined by student assessment performance and discretion of teaching staff. If a student is completing Stage 5 Core and is considering studying Advanced or Extension Mathematics in senior years, it is essential that they complete the Foundations of Advanced Mathematics (FOAM) elective course.

- 9 periods/cycle
- NESA Developed

Usual Candidates: The 80% of Year 10 students
Equipment Required: 200 page lined (or grid) A4 book and a scientific calculator.
Contribution: None
Estimated Additional Materials/Excursions/Other: $10.00
Assessment: As per the assessment schedule issued at the commencement of Year 10

Faculty: Mathematics (Relieving Head Teacher: Mr R Thompson)

GEOGRAPHY

Pre/Co-Requisites: Successful completion of Year 9 Geography.

Course Description: Students study mandatory Geography for a semester. The course has two main focus areas:
- Environmental Change and Management
- Human Wellbeing

- Semesterised 7 periods/cycle
- NESA Developed

Usual Candidates: All students in Year 10 do this course
Equipment Required: A4 Exercise Book – 128 pages
Contribution: None
Estimated Additional Materials/Excursions/Other: To Be Advised
Assessment: As per the assessment schedule issued at the commencement of Year 10

Faculty: HSIE (Head Teacher: Mrs L Clydsdale)

HISTORY

Pre/Co-Requisites: Successful completion of Year 9 History.

Course Description: Students study mandatory History for a semester. The course has two main focus areas:
- The Holocaust
- Rights and Freedoms since 1945

- Semesterised 7 periods/cycle
- NESA Developed

Usual Candidates: All students in Year 10 do this course
Equipment Required: A4 Exercise Book – 128 pages
Contribution: None
Estimated Additional Materials/Excursions/Other: To Be Advised
Assessment: As per the assessment schedule issued at the commencement of Year 10

Faculty: HSIE (Head Teacher: Mrs L Clydsdale)

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Pre/Co-Requisites: Year 9 PE

Course Description: The PDHPE Course aims to promote the importance of participation in regular physical activity to enhance their health and wellbeing, as well as providing students with learning experiences that will allow them to apply decision-making processes to real life situations, enabling them to be productive members of their community. Content: Safe Living, Evasion games, Nutrition, Body image and Social media, Fitness, Active living, Elements of movement, Health services and Net/Court games.

- 4 periods/cycle (2 practical, 2 theory)
- NESA Developed

Usual Candidates: Mandatory course for all Year 10 students.
Equipment required: 96 page A4 workbook
Contribution: None
Estimated Additional Materials/Excursions/Other: None
Assessment: As per the assessment schedule issued at the commencement of Year 10

Faculty: PDHPE (Head Teacher: Ms L Burke)

SCIENCE

Pre/Co-Requisites: Successful completion of Year 9 Science.

Course Description: Science fosters curiosity, inquiry, and problem-solving, promoting scientific literacy and ethical decision-making. It integrates Aboriginal and Torres Strait Islander Peoples' evolving Cultural Knowledges and emphasises Science's role in addressing global challenges. Students develop innovative thinking and interdisciplinary connections, preparing them to contribute to sustainable futures and real-world solutions.

- 9 periods/cycle
- NESA Developed

Usual Candidates: All students in Year 9 and 10.
Equipment Required: 96-page, A4 Binder book, pens, ruler, calculator, enclosed leather shoes.
Contribution: $15 per student
Assessment: As per the assessment schedule issued at the commencement of Year 10

Faculty: Science and Agriculture (Head Teacher: Mrs N Death)

SUBJECT REQUIREMENTS

Please note that it is a requirement of the Department of Education that all students wear enclosed, leather shoes and some form of hair restraint in all **Technics, Food Laboratories and Textile rooms and enclosed shoes in all Creative Arts and Science subjects.**

Menu

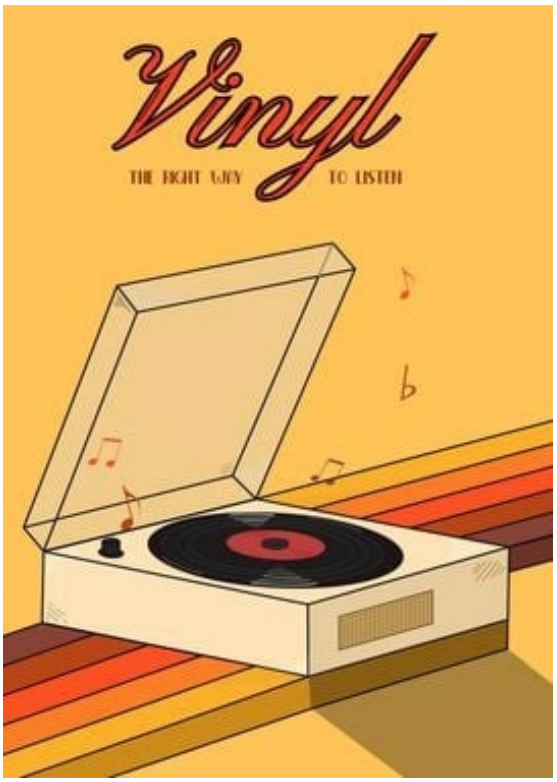
ELECTIVE SUBJECTS AVAILABLE IN 2026

MUSIC

SUBJECT CONTRIBUTION: $20 per year

YEAR 10: Splendour in the Class

This course involves musicology, listening and performance skills within topics studied such as Classic Hits, Stage, Rock and R & B. Students are also able to study an elective topic of their own choice. Music software and technology has been incorporated into this course allowing students to experience and experiment through listening, performing and composing. Students will have the opportunity to perform in a variety of community and school functions as well as event management roles on school performances, including sound, lighting and stage management.



Private tuition is offered at Mount View High School on a number of instruments including guitar, drums,piano and vocals. It is expected that students specialise in an instrument of their choice. Students will have the opportunity to participate in private tuition provided as performance is a major part of their assessment.

Our Learning Exhibition and Performance (LEAP) Centre provides a contemporary learning space which is well equipped to cater for the performanceaspect of the elective course. Regular concerts are held in the LEAP Centre to provide performance opportunities for students.

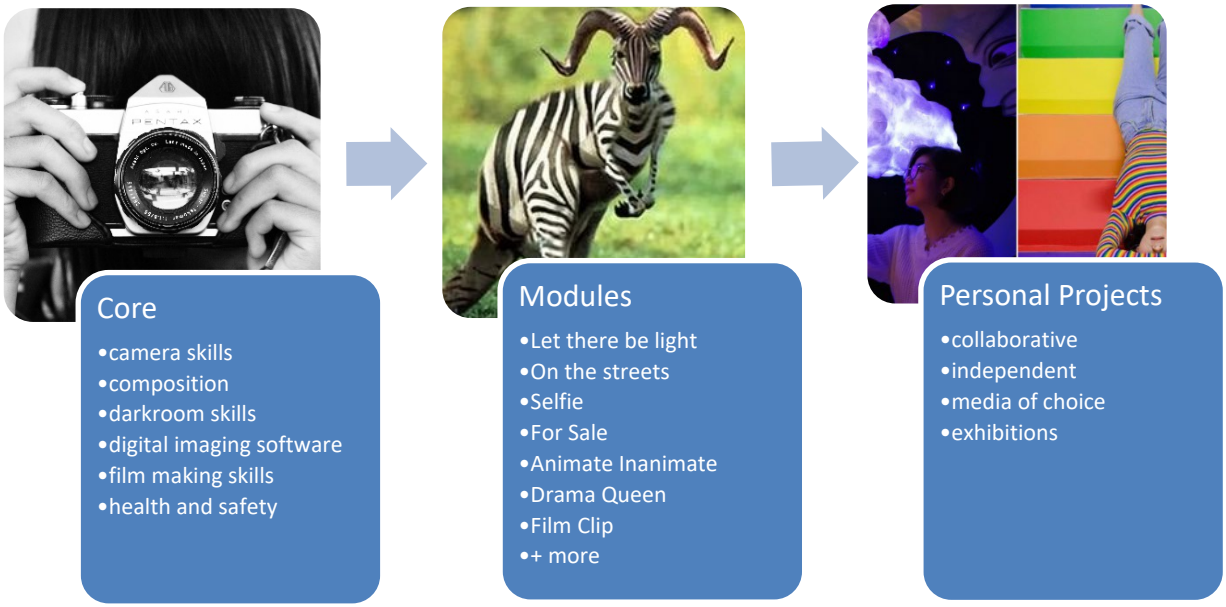
PHOTOGRAPHY & DIGITAL MEDIA (PDM)

SUBJECT CONTRIBUTION: $50* per year

In this elective, you will have fun creating and exploring different types of photos and digital media. You will learn how to take a great photo, enabling you to share your ideas about the world using modern ways to communicate, with an understanding of the history of photography and the ways in which it changed the world.

During this course you will:

- Learn the Core skills using analogue cameras and processes; digital cameras and software and build on these skills through several Modules of study
- Make various projects, like still images, videos, and interactive works
- Study current trends and artists to help you express your interests
- Learn to research, try new ideas, and keep a journal to track your creative journey
- Publish and exhibit Photographic and Film based works throughout the course.



In PDM you will develop important skills, including:

- Technical Skills: Learn to use cameras and editing software.
- Creative Thinking: Come up with original ideas for your projects.
- Analytical Skills: Learn to think critically about artworks and media.
- Communication Skills: Share your ideas through images and writing
- Research Skills: Explore different artists and their works.
- Collaboration: Work together with classmates on your projects.

This course gives you a chance to take a deep dive into photography and digital media, helping you unlock your creativity and build useful skills for the future.

(*Whilst every effort is made to keep the costs at this price, further expense may be incurred for additional materials such as extra film, photo paper and digital printing)

VISUAL ARTS AND DESIGN (VAD)

SUBJECT CONTRIBUTION: $50 per year

In this course you can explore and create a variety of artworks using a range of media including drawing, painting, printmaking and sculpture, digital media and design. Using the art world and your own experiences as inspiration, you will enjoy the practical, technical and creative aspects of the art-making process and learn about the contemporary and historical significance of art and artists.

During this course you will:

- **Create Artworks:** Make diverse pieces in 2D, 3D, and 4D formats using various materials and techniques.
- **Explore Trends:** Discover how artists and designers express ideas that are influenced by contemporary culture.
- **Analyse Art:** Engage with artworks from different historical and cultural backgrounds to understand their meanings.
- **Hands-On Projects:** Experiment with installations, video art, and digital creations.
- **Reflect and Evaluate:** Track your progress in a Visual Arts diary.
- **Collaborate:** Share ideas, provide feedback and work together with classmates.

Skills you will develop

Technical Skills: Use a range of specialist art materials and tools effectively.
Creative Thinking: Generate original ideas and develop unique artworks.
Critical Analysis: Evaluate and interpret artworks from various perspectives.
Communication: Express thoughts and ideas visually and in writing.
Presentation: Arrange, present and display material in a way that is aesthetically pleasing

Research Skills: Investigate artists and cultural contexts to deepen your understanding
Collaboration: Work effectively with peers and improve through formation of a collective of creatives.

These skills are very desirable as they are not only essential for artistic expression but also highly relevant in everyday life. They are valuable in problem-solving, decision-making, and collaborating with others in any field. By nurturing these skills, you'll be better equipped to navigate challenges and express your ideas confidently in the world beyond the classroom.

DRAMA

SUBJECT CONTRIBUTION: Nil

"The future depends on our ability to create and be creative. If we are to continue to meet and defy the challenges of the rapidly evolving future, we must develop creative leaders."

Drama is an academically and emotionally enriching subject that develops the **key competencies**, and equip an individual for life after school. It builds confidence, self-expression, willingness to explore ideas, working as a group member collaboratively and creatively to solve problems, and fosters empathy through imagination. Drama teaches students that success only comes from concentration, diligence, and hard work while giving them an emotional outlet, and allows you to learn through movement and play. It increases literacy, numeracy, and ICT skills in a fun, safe environment built on respect and trust.

What do we do?

Students will develop their own group devised performances, creating characters, skits and monologues in response to a range of stimulus including; personal stories, music, lyrics, poetry, art works, scripts, stories, newspaper articles, films, television and historical characters and events. Students will research theatre styles, analyse a variety of contemporary plays and also learn about the technical aspects of production such as lighting, costume, make-up, designing sets. They will perform excerpts from plays in small groups and present monologues individually.

Do we get to go on excursions?

Various excursions and workshops will be arranged for all students, such as Dramaworks and HSC ONSTAGE. Average costing ranges from $5 for in-school; $20 for Newcastle area and $30 for Sydney area (larger costs may be subsidised).

Do I have to perform in front of others?

Drama teaches you how to be brave and confident. Opportunities to display and further develop student skills will be offered through performances at annual Formal Assemblies such as Principal's Assemblies, ANZAC etc.

Will it get me a job?

Studying Drama will give you the skills to be successful in whatever profession you choose to follow in your future.

The Drama student will gain experience in a valuable new pastime which may be pursued in the numerous local amateur theatre companies, which can be found in any large community. There are many opportunities for students to continue their studies in Drama at tertiary level. Drama is offered within the Arts Faculties of universities and colleges. Students may choose to complete a teaching degree majoring in Theatre and Performance Studies. The National Institute of Dramatic Arts (N.I.D.A.) and other such institutions offer further training for post-graduates and specially gifted students of Drama. Careers in the Dramatic Arts exist in many areas, including professional theatre companies, television and film.

CRAFTING FUTURES: ENTERPRISE ESSENTIALS

SUBJECT CONTRIBUTION: Nil
(cost of compulsory excursions)

"Crafting Futures: Enterprise Essentials" is designed to lay a solid foundation in the fundamentals of the business industry. This course offers a deep dive into essential skills for personal financial management and consumer decision-making, preparing students not just for the business world but for informed living.

Course Objectives:

Understand Commercial Activities: Students gain insights into how businesses and individuals contribute to society, learning about the role of commerce in societal functions, regulatory development, and citizen responsibilities.

Core Topics Exploration: Through engaging with core topics such as Law, Society, and Political Involvement, as well as Employment and Work Futures, students develop a thorough understanding of the dynamics of the commercial environment.

Optional Advanced Topics: Opportunities to explore specialised areas like Toward Independence and Running a Business, enhancing both personal and professional growth.

Learning Outcomes:

Skill Development: Equip students with skills for active participation outside the classroom, improving competencies in problem-solving and decision-making.

Preparation for Higher Education and Careers: The course supports foundational learning for advanced studies in Business Studies, Legal Studies, and Economics, and provides a strong background for vocational education in Business Services and Retail.

Employment Prospects: Prepares students for the workforce, with Commerce being a valued subject by employers, enhancing job prospects.

Teaching Approach:

Interactive Learning: Combining theoretical knowledge with practical applications, encouraging students to engage directly with the content through case studies, simulations, and interactive discussions.

Evaluation and Assessment:

Regular assessments through projects, presentations, and exams to gauge understanding and application of course materials, ensuring students are well-prepared for both academic and professional challenges.

By aligning the "Crafting Futures: Enterprise Essentials" course with these structured elements, the content not only covers the essential academic and practical aspects of commerce but also positions the course as an indispensable part of a student's educational journey. This approach highlights the course's relevance to everyday life, societal contributions, and career readiness, making it highly appealing to prospective students.

FRENCH

SUBJECT CONTRIBUTION: Nil

Bonjour, Ca Va Tu parles francais?

Course Content:

Students electing to study French in Year 9 and 10 can look forward to learning how to read, write and speak French.

You will learn how to use French in a variety of situations including shopping, travel, at a hospital or visiting a doctor, using the phone, writing letters, ordering food, asking for and Bottom of Form giving information on a range of topics and conducting meaningful conversations.

Technology:

ICT (Information and Communication Technologies) skills are an important component of the elective course. These skills will be developed in a number of ways including:

- using text, sound and images to design presentations
- using word processing skills to produce passages in French
- using software packages to develop listening, speaking and writing skills
- communicating with other students via the internet
- accessing up-to-date information about France and other French speaking countries

Rationale:

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia in places such as New Caledonia, Tahiti and Vanuatu.

French is the official language used in a large number of international organisations including the United Nations, the European Union, the Olympic Games and so on.

Through experience of the French language system and cultural history, students gain valuable perspectives on arts, music, customs and traditions.

Australia has maintained a strong connection with France for more than 200 years. Trade and investment between Australia and France has helped to maintain a solid relationship between our 2 countries. Science, technology, education and cultural exchange are also important.

The study of French provides students with opportunities for continued learning and for future employment, both domestically and internationally in areas such as commerce, tourism, hospitality, international relations, librarianship, the media (television, newspaper or radio)

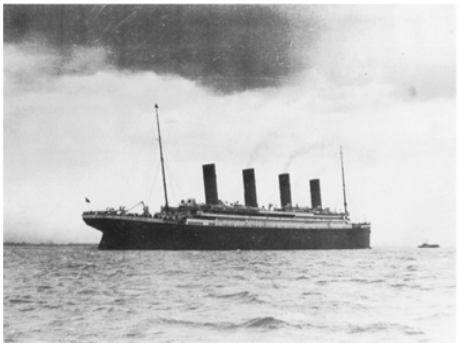
French is also useful if you are interested in getting more enjoyment out of films, songs and books where French words are sometimes used.

Course Information:

Students wishing to continue their studies after Year 10 can elect to do the 2 Unit Continuers' French course in Years 11 and 12. Students possessing little or no prior knowledge of French at the end of Year 10 can elect to do the 2 Unit Beginners' Course in Years 11 and 12.

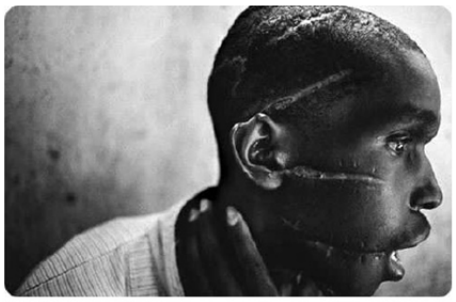
HISTORY MYSTERIES AND OTHER CONSPIRACIES (HISTORY ELECTIVE)

SUBJECT CONTRIBUTION: Nil



Humanity has always had a fascination with the past. Imagine the ability to travel through time and gaze upon the pyramids, to see Napoleon march into battle or stand alongside Abraham Lincoln at Gettysburg. History also raises many questions 'what if … who was responsible? Why did that happen? Did that actually happen?

The History Mysteries elective allows students to investigate the assassinations and conspiracies that have shaped the ancient and modern world. This course is both diverse and interesting for **ANY** student regardless of their ability in History. Some of these mysteries and conspiracies include:



- The murders of Jack the Ripper
- The assassination of President John F Kennedy
- The reign of Pharaoh Tutankhamun
- The September 11 World Trade Centre attacks
- The sinking of the Titanic
- There will be the opportunity to study topics such as Myths and Legends, Crime and Punishment, the Vikings and Terrorism.

Central themes and key inquiry questions for the elective include:

- Why did the event take place?
- What are the controversial issues that surround the event?
- How did authorities investigate the event at the time?
- How has the event shaped the course of world history?
- Can such an event occur again?

The structure of this elective has been designed to include student-directed and project-based learning activities that provide students with a learning environment that fosters discovery and investigation to the benefit of their future education and employment.

It will encourage students to become critical thinkers and develop a greater understanding of the world in which we live. It has been designed with the interests of young people in mind and focuses on the who, what, when, where, how and why questions of history that have up until this point remained unanswered.

Will you take up the challenge and solve history's greatest mysteries?

JAPANESE

SUBJECT CONTRIBUTION: Nil

Why learn Japanese? There are many reasons why you should.

Students electing to study Japanese in Years 9 and 10 can look forward to learning how to use Japanese in a variety of situations including shopping, travel at a hospital or visiting a doctor, using the phone, writing letters, ordering food, asking for and giving information on a range of topics and conducting meaningful conversations.

Technology:

ICT (Information and Communication Technologies) skills are an important component of the elective course. These skills will be developed in a number of ways including:

- using text, sound and images to design presentations
- using word processing skills to produce Japanese text
- using software packages to develop listening, speaking and writing skills
- communicating with other students via the internet
- accessing up-to-date information about Japan

Rationale:

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies.

Through experience of the Japanese language system and cultural history, students gain valuable perspectives on arts, music, customs, beliefs and the ways of thinking of Japanese people.

Japan is one of Australia's leading trading partners. A knowledge of the difference in cultures, the ways in which Japanese people function and their expectations is an extremely effective tool, particularly in business relationships. Those who are sensitive to their needs are often well rewarded. It is important for Australia's long-term economic and social future that its relationship with Japan continues to be enhanced.

The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally in areas such as commerce, tourism, hospitality and international relations, just to name a few. Have a go and you can open the door to a world of amazing and infinite possibilities!

Course Information:

Students wishing to continue their studies after Year 10 can elect to do the 2 Unit Continuer's Japanese course in Years 11 and 12

Students possessing a little or no prior knowledge of Japanese at the end of Year 10 can elect to do the 2 Unit Beginners' Course in Year 11 and 12.

TRAVEL AND TOURISM (GEOGRAPHY ELECTIVE)

SUBJECT CONTRIBUTION: Nil

Let me ask you a few questions: Have you ever wanted to go overseas? Have you ever wondered what employment opportunities there are for those who travel? Do you know about the customs and practices of overseas countries?

Well this is the course for you! The HSIE faculty's Travel and Tourism elective will provide you with an understanding of safe travel, what to do and what to look out for when travelling. You will learn about real-world connections and experiences and be provided with the knowledge and skills that will allow you to make future employment decisions. The course structure provides students with a pattern of study that is flexible and collaborative. Students will discover and investigate an array of individual or group projects that are relevant and meaningful. The purpose of which is to provide a learning environment where students self-direct their studies and focus on areas of interest that include travel destinations, considerations for working overseas, safety issues and concerns for travellers.

Benefits to students: This subject will provide students with an insight into life for people that travel or live in overseas countries. The focuses of the course are discovery, investigation and connectivity with real-world experiences, opportunities and professionals. Many people do not understand what life is like in other cultures, the customs and languages or even the food available. This course will help them to broaden their horizons of the diverse, colourful and vibrant cultures that exist beyond our local confines.

Topic 1: Exploring Travel Destinations

Students will investigate the most famous of travel destinations around the world. The focus of which will include: location, climate, terrain, landforms, languages spoken, educational facilities, local beliefs and customs to be observed by visitors, and travel requirements e.g. visa, vaccinations.

Topic 2: Working Overseas

Students will investigate various occupations which are available to young people in countries outside of Australia. For example, working in childcare in England, an Au Pair in France, a camp counsellor in America or a personal trainer/instructor in Canada.

Topic 3: Tourism and Sustainability

Students will be provided with various scenarios which relate to tourism and sustainability. For example:

- The carbon footprint associated with overseas travel.
- The amount of pollution/rubbish associated with climbing Mount Everest
- Plastic pollution associated with packaged shampoos, body wash, soaps etc provided in hotels/motels

Topic 4: The World's Hot Spots

Students will learn about places in the world which are currently encountering conflict. They will work individually or in small groups to research a particular area of conflict, including

- The type of conflict occurring
- The reasons for this conflict
- The effects of this conflict e.g. Travel restrictions, refugees, famine

FOUNDATIONS OF ADVANCED MATHEMATICS (FOAM)

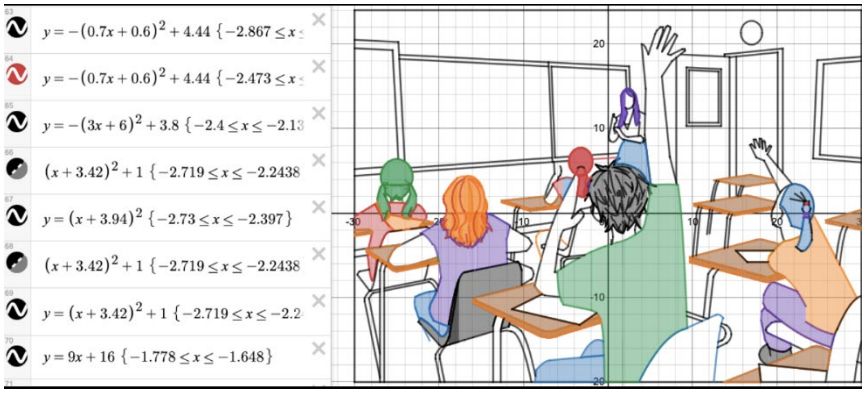
SUBJECT CONTRIBUTION: Nil (costs may be incurred for additional materials/excursions/other)

** This course is NOT a NESA developed or endorsed course and is NOT a NSW Department of Education approved elective course. This course has been developed to support students' numeracy and preparation for Stage 6 Advanced Mathematics and Physics. This course will not be listed on a student's Record of School Achievement (RoSA).

Pre/Co-Requisites: Year 9, Core or Advanced Mathematics

Rationale:

The course is designed to support students aiming for entry into the higher levels of Mathematics. This is to be done through explicit training and experiences designed to help students develop higher order thinking skills. The work will cover topics in algebra, trigonometry, number plane and geometry. Computer software such as GeoGebra, DESMOS will be used to investigate the topics.



Students will explore in depth the topics that specifically relate to the stage 5 Advanced Mathematics content and support student readiness for Stage 6 content. Students will also participate in excursion relating to the application of Mathematics to real problems. Past excursions have included "Surveying in Maths Day" and Uni of Newcastle STEM tours.

Content:

Topics may include:
Further algebra, polynomials, and the number plane
Surds, logarithms, and exponentials
Trigonometry
Probability and statistics.

Usual Candidates: Available to all Year 10 students but it will be best suited for those students who are studying Core or Advanced Mathematics.

Equipment Required:

200-page lined A4 book and a scientific calculator.

Assessment:

The students will learn to apply mathematical techniques to the solution of practical problems**.** Assessment will be completed through projects and research/modelling assessment tasks. Students will be encouraged to design their presentations to reflect their interest and expertise.

DANCE

SUBJECT CONTRIBUTION: $10 per year
Starstruck (optional) $150 approximately

Course Rationale:
Dance is an art form that encourages individuals to use nonverbal communication as a form of expression. This course is designed to ensure that dance is accessible to everyone while encouraging the physical, creative and intellectual development of each student. It provides opportunities for students to acquire social and movement skills within a supportive environment. Students will explore dance as a visual and performing art that can be composed performed and appreciated in a number of ways across a variety of genres.

Course Objectives:
Students who undertake this course will be able to:

- express themselves through dance
- understand the 3 elements of dance
- compose, perform and appreciate dance works that communicate meaning
- develop skills and techniques of dance with an understanding of anatomy, physiology and kinesiology
- understand, value and experience a variety of dance styles and genres
- explore specific genres
- demonstrate an understanding of the role that body awareness and safe dance practices has in dance
- develop an understanding of the historical contexts that dance exits in

Course Modules:
The course has three major areas of study:
Performance - the development of dance skill and performance technique
Composition - exploration in creating and structuring of movement to communicate an idea
Appreciation - methods of describing and analysing dance works

Students do <u>not</u> need to have any prior dance experience to partake in this course. Tasks are based around group work where all practical applications and assessments are composed and performed in groups. However it is a requirement that students are composing and performing during assessments to achieve course outcomes. Students may also have the opportunity to perform at various events such as school productions, Starstruck, Hunter Dance Festival etc. These are not compulsory but may enhance the dance experience.

Follow-on courses:
2 Unit Dance Studies for Stage 6 by Distance Education

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) – FOOTBALL

SUBJECT CONTRIBUTION: Nil
(excluding cost of compulsory excursions)

Course Rationale:

This course is designed to provide opportunities for students to develop the knowledge, skills and understanding of the aspects of the codes of football. Students will be able to examine and explore all aspects of body structure, function and performance and how to apply them within the codes of football. Students will also learn to analyse the theoretical component and that of skill acquisition and development in relation to the codes of football. This course is designed for students who wish to further develop skills and practices obtained from the mandatory PDHPE course. There are no pre-requisites for this course therefore students can complete both Year 9 and 10 or enter the course at the start of Year 10 and complete the relevant modules.

Objectives:

Students who undertake this course will be able to:

- Gain competence in performing a wide range of movement skills relevant to the codes of football
- Understand and apply the science of movement as an application of exercise physiology, biomechanics and sports medicine
- Analyse the factors affecting physical performance
- Gain competence in coaching within the football codes and organising a tournament

Course Content:

The course consists of a theoretical and a practical component.

Theory:

- Training and Fitness
- Opportunities and Pathways
- Biomechanics and skill acquisition
- Australian Sporting Identity

Practical:

- AFL
- Rugby League
- Oz Tag
- Flag Football

Assessment

Assessment is 40% Theory and 60% Practical. Both formal and informal assessments will occur throughout Year 9 and Year 10. Grades A – E will be awarded to students who satisfactorily complete all course requirements. Assessments will include:

- Unit Tests
- Research Assignments
- Implementation of fitness program and evaluation of practical skills
- Event Management

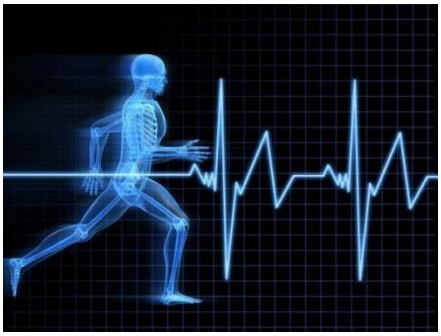
Follow-on Year 11 & Year 12:

2 Unit Health and Movement Science (Board Endorsed Course)
2 Unit Sport, Lifestyle and Recreation (Content Endorsed Course)
VET Sports Coaching

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

SUBJECT CONTRIBUTION: Nil

(additional costs may be incurred may be incurred for camps, pool hire, bus hire, equipment/court hire/excursions as below)



Course Rationale:

This course is to provide opportunities for students to develop the knowledge, skills and attitudes needed to understand, accept and lead a healthy, active lifestyle. Students will be able to examine and explore all aspects of body structure, function, performance, and analyse the relationship between this theoretical component and that of skill acquisition and development. This course is designed for students who wish to further develop skills and practices obtained from the mandatory PDHPE course. Above average grades in junior PDHPE is a pre-requisite.

Objectives

- Gain an understanding of the role that scientific principles play in the development of movement skills.
- Understand and apply the science of movement as an application of exercise physiology, biomechanics and sports medicine.
- Analyse the factors affecting physical performance.
- Understand the role of technology in improving performance.

Course Content

The course will be a primarily theory based subject but will allow for practical application of the knowledge base gained during classroom lessons. Topics to be explored include:

Theory:

- Training and Fitness
- Lifestyle and Recreation
- Olympic Sports
- Event Management
- Australian Sporting Identity

Practical:

- Pickleball
- Touch footy
- Flag football
- Lacrosse
- Olympic Games
- Slide Hockey

Opportunities may be presented throughout the course where students are able to attain certificates for course completion (e.g. First Aid Certificate)

Assessment:

Assessment is 50% Theory and 50% Practical. Both formal and informal assessment will occur throughout Year 9 and Year 10. A Grade (A – E) will be awarded to students who satisfactorily complete all course requirements. Assessment will include:

- Unit Tests
- Research Assignments
- Evaluation of Practical skills
- Laboratory Exercises

Follow-on Year 11 and Year 12:

2 Unit Health and Movement Science (Board Developed Course)
2 Unit Sport, Lifestyle and Recreation (Content Endorsed Course)
2 Unit Community and Family Studies (Board Developed Course)

AGRICULTURE

SUBJECT CONTRIBUTION: $35

Agriculture students in Year 10 are involved in a variety of practical and theoretical activities related to local rural industries. There are two courses available for selection in Year 10, beginners and continuers.

Students who have completed Agriculture in Year 9 are able to choose 'continuers' in Year 10; providing them with 200 hours of this elective. Students who have not completed agriculture in Year 9 are able to select 'beginners' in Year 10; providing them with 100 hours of this elective. These courses have been tailored to accommodate the different interests of a range of students attracted to a career in Agriculture.

Year 10 Agriculture focuses on delivering content in a practical manner, however, some lessons will incorporate written activities, discussions and record keeping. All students are expected to fully engage in both theory and practical activities which will give insight into commercial production of agriculture.

Year 10 Beginners topics covered:

Induction to Agriculture and farm safety
This is a short unit on basic farm safety and practical skills that allows the students to learn about where different tools and equipment are and how to use them safely.

Dairy cattle production- Students learn about all aspects of the dairy farm. They will learn about how milk is processed for human consumption and will explore the variety of products milk is used for. Students will care for and maintain the health of the school herd.

Intensive cropping

Students will participate in the growing and harvesting of one agricultural crop that the class has interest in.

Poultry Production
Students will learn about the production of eggs in Australia and take over the care, welfare and maintenance of the school hen house.

Year 10 Continuers topics covered:

Agricultures place within Australia
Students learn about the importance of exporting for Australian agriculture and careers within the industry.

Pasture Production with an emphasis on Ag machinery (tractors) and technology

Students will learn about the pasture requirement for sheep production and work on improving the school pastures. Tractor driving will be an integral part of this unit.

Sheep Production: meat and wool

This in-depth unit will be taught all year and students will take over the care and welfare of the school flock.

Viticulture
This in-depth unit will be taught all year as students follow the seasons within a vineyard from picking and fermenting wine through to pruning and berry set.

PSYCHOLOGY

SUBJECT CONTRIBUTION: $15 per year

This course provides students with an understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology.

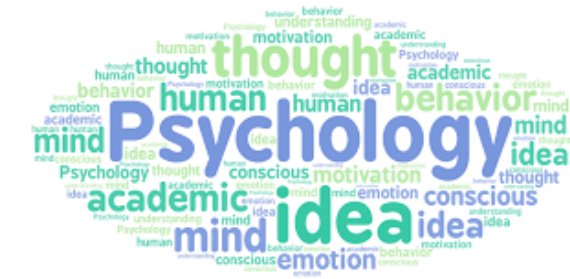
* This course is NOT a NESA developed or endorsed course. It is a NSW Department of Education approved elective course. As such, students and parents/carers should understand that this course will not be listed on a student's Record of School Achievement (RoSA).

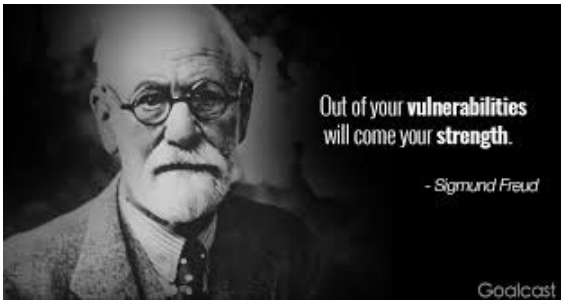
Students will develop skills in information technologies, applied mathematics, design, problem solving and literacy; all skills that are valued in successful Year 11 and 12 students.

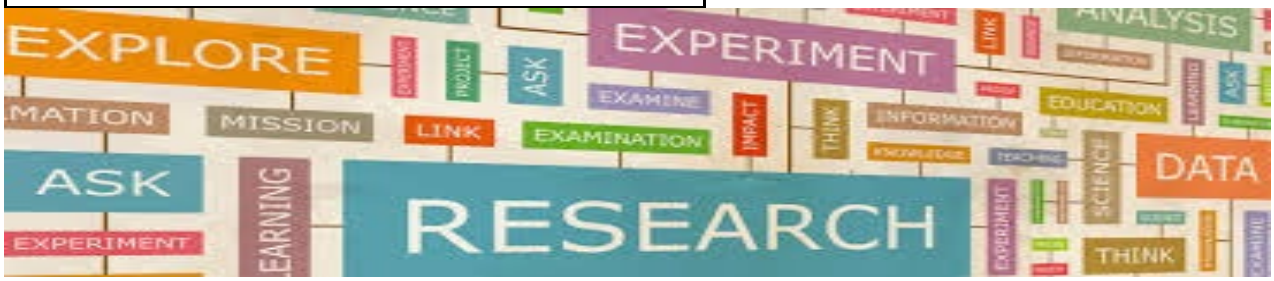
Students would participate in theoretical and practical activities as well as attend excursions and workshops that will give real world applications to many of the concepts covered in this course.

This course is structured as a 100-hour course consisting of **two core topics** and **2-3 options** that can be decided upon by the students and their teacher:

Core 1 - What is Psychology?
Core 2 - Research methods in Psychology
Options
1. Biological bases of behaviour
2. Intelligence and creativity
3. Personality and self
4. Forensic psychology
5. Psychology and society
6. Psychology and gender
7. Psychological disorders and constructs of normality
8. Psychology of success
9. MVHS developed option

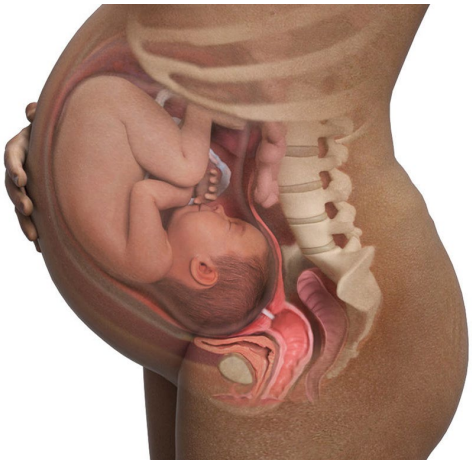






CHILD STUDIES

SUBJECT CONTRIBUTION: $40 per year



Child Studies is an in-depth look at children from birth to school. It has been developed as a practical study of child development and care, for students who want to develop effective parenting skills in later life, to extend an interest in child care or to widen their vocational opportunities.

Students will undertake many practical activities, observations and visits by community members. Students will be able to participate in 'The Baby Think it Over' program using the 'Real Core' baby.

Key components of the course include:

- reproduction, pregnancy and birth
- the new baby
- feeding and clothing
- growth and development
- preschool and school aged children
- child care practices
- growing and learning through play
- caring for older children

Child Studies establishes links for students to various job opportunities in the future. These may include areas such as community education, early childhood education, nanny and childcare assistance and preschool teacher's aide. For details and more information please see the Technology and Applied Studies Department.

FOOD TECHNOLOGY

SUBJECT CONTRIBUTION: $75 per year

(to cover costs of the ingredients purchased for use by students in practical lessons. Additional details are available from the Technology and Applied Studies staff)

Food Technology looks at issues that are basic to the preparation, production and consumption of safe, healthy food.

The course is a practical course, designed to provide students with the opportunity to investigate food related issues in a range of situations.

Students will develop skills, knowledge and attitudes about:

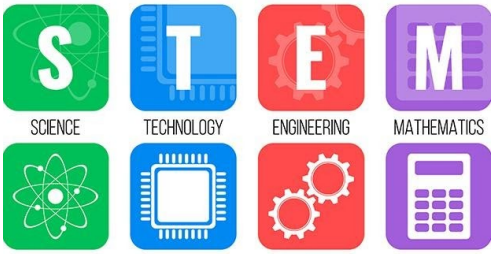
- Food in Australia
- Food Selection and Health
- Food Service and Catering
- Food Trends

Career opportunities – the possibilities are varied and include areas such as dietician, nurse, food stylist, food demonstrator, pastry cook, diet supervisor, cook/chef, food and beverage catering manager, to mention a few.

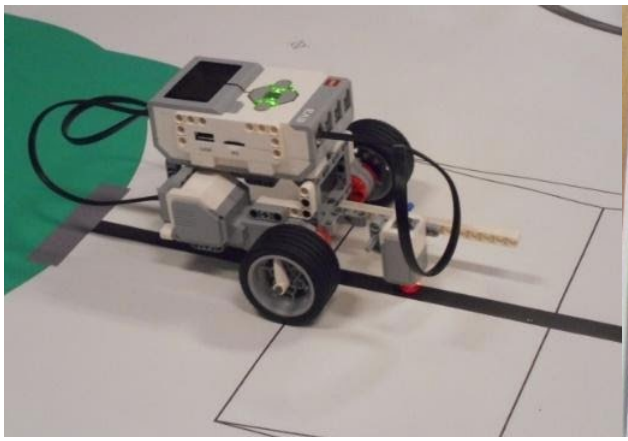
INDUSTRIAL TECHNOLOGY - ENGINEERING

SUBJECT CONTRIBUTION: $30 per year

The importance of Science, Technology, Engineering and Mathematics knowledge to Australia's future workforce is indisputable. International research indicates that 75 per cent of the fastest growing occupations require engineering skills and knowledge. Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The engineering course utilises these knowledge pillars in their application to Skills, Technology, Engineering and Mechanics. The main purpose of this NSW Educational Standards Authority (NESA) endorsed course is to better engage students in science, technology engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.



Students studying engineering in Year 9 will be challenged with a range of practical projects covering Engineering Fundamentals, aerodynamics, F1 in Schools, robotics, engineering CAD/CAM and motion technologies. Year 10 students will be utilizing higher order thinking skills with advanced Motion Technology in aircraft, Mechatronics devices, solar cars, drones and inventions based around design for Space, statistics, biotechnology and coding. The year 10 course provides students with basic skills and knowledge with physics, engineering studies and industrial technology to improve their results in the senior years.



INDUSTRIAL TECHNOLOGY
(Workshop based courses in Industrial Arts)

SUBJECT CONTRIBUTION: Metal Technology $50 per year
Timber Technology $70 per year

During Years 7 and 8 students have had the opportunity to gain a basic level of skill in a number of different technologies. In Years 9 and 10 students have the opportunity to specialise in those areas which they find of most interest.

METAL TECHNOLOGY

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Includes skills such as metal fabrication, welding, fitting and machining.

TIMBER TECHNOLOGY

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities which includes the study of general cabinet work and wood machining at various levels and a study of the general timber industry.

There is a number of Department of Education safety regulations covering students doing an Industrial Technology subject and these are:

a. all students must wear acceptable footwear with solid leather uppers
b. students with long hair must wear a hair net or cap when working near machines
c. aprons are required to be worn at all times

Students who are not prepared to abide by these regulations should not elect industrial technology as a subject.

TEXTILES TECHNOLOGY

SUBJECT CONTRIBUTION: $50 per year

Textiles Technology allows students to examine all aspects of the textiles industry, from the cultural use of textiles, the manufacturing, colouration and decoration of fabrics and the study of modern textile designers.

The course also allows students to develop confidence and proficiency in the design, production and evaluation of textile items. Project work forms the basis of every unit of work, which includes a textile item and design documentation. The projects are developed around five focus areas:

- apparel – this includes clothing and accessories such as shoes, hats, jewellery and belts etc.
- non-apparel – this includes book covers, toys, bags, umbrellas, tents, backpacks, sleeping bags etc.
- furnishings – this includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, bean bags.
- costume – this includes theatre costumes, masks, headdresses, folk and traditional costumes, fancy dress and dance costumes.
- textile arts – this includes working with various fibres and creating fabric from water-soluble stabilisers. Students can make wearable art, and will use a variety of embroidery techniques (traditional and non-traditional).

Career Opportunities include fashion designers, fibre artists, textile artists, interior designers, costume designers as well as being a leisure time interest to pursue in the future.

Students will need to purchase their own fabrics, patterns and notions for various project works. Additional information regarding this course can be obtained from the Technology and Applied Studies Staff.

Menu

REFERENCE GUIDE

Address:	**106 Mount View Road, Cessnock NSW 2325**
Telephone number	**02 4990 2566**
Email	**mountview-h.school@det.nsw.edu.au**
Facebook	**MountViewHighSchoolCessnock**
Website	**mountview-h.schools.nsw.gov.au**
Office Hours:	8.00am – 3.30pm (Mon to Fri)
School Times:	8.40am – 3.00pm (Mon, Wed, Thur, Fri) 8.40am – 2.30pm (Tues)

P & C Association meets the 2nd Wednesday of each month at 6.30pm in the Library.