St John the Evangelist Catholic High School

Nowra

Year 10 - Stage 5
100 Hour Courses
2026

Subject Information Handbook

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IMPORTANT INFORMATION

As Year 9 students enter Year 10, a third elective is introduced to their program of study. Research reflects that application is stronger and results are enhanced when a student has the opportunity to study a wider range of personal interest subjects. The third elective replaces the Short Courses which students undertake in their Year 9 studies. The 100 hour elective course studied by each student will appear on the student's Record of School Achievement.

The third elective provides students with the opportunity to pursue another area of interest before choosing subjects for their HSC courses. As with all elective subjects, these do have an associated resource levy however the benefits of a wider range of study far outweigh this cost. Of course, if families are experiencing financial difficulties you will need to discuss your concerns with the Principal. Indicative course fees are included in this booklet.

It must be noted that not all of these electives will run. Students will make their choices and the most popular courses will be timetabled for 2026.

Course choices will be made online. Students are asked to list three (3) courses from the list provided. Each student will be allocated one (1) course from their list of three (3).

POSITIONS OF RESPONSIBILITY

Please seek guidance when researching subject selection. The people listed below are all available for students and parents for consultation.

SUBJECT SELECTION TEAM

LEADER OF LEARNING	Mrs N Akai
YEAR 9 LEADER OF WELLBEING	Mrs B Ross

LEADERSHIP TEAM

ASSISTANT PRINCIPAL	Mrs L Murphy

LEADERS OF LEARNING

CREATIVE AND PERFORMING ARTS	Mr M Burian
ENGLISH	Ms M Selmes
HUMAN SOCIETY AND ITS ENVIRONMENT	Ms S Blades
LANGUAGES	Mrs N Akai
DIVERSE LEARNING	Ms J Denny
MATHEMATICS	Mr C Holden
PDHPE	Mr M Carraro
RELIGIOUS EDUCATION	Mr D Comensoli
SCIENCE	Mr C Coulson-Knight
TECHNOLOGY AND APPLIED SCIENCE	Mr P Gould
VOCATIONAL AND EDUCATIONAL TRAINING	Mr B Gibson

CAREER SUPPORT

TRANSITION AND PATHWAYS SPECIALIST	Ms M Arenas
CURRICULUM ASSISTANT	Ms L Davoren

100 HOUR COURSE INFORMATION

- The electives offered in this booklet are 100 hour courses and are studied in Year 10 only.

- If there is insufficient number of students choosing a particular subject then it will not be offered in 2026 and students will be allocated to their next preference.

- If you have any further inquiries please see the relevant Leader of Learning (details on page 4). Alternatively, you may refer to the Leader of Learning Mrs Akai.

- The information in this booklet contains a brief description of each course to help you to decide. More information is available from:
  - The teachers and Leaders of Learning - students are encouraged to actively seek advice as required
  - Parents are welcome to telephone the school to discuss any concerns or seek clarification on appropriate courses for their son/daughter
  - Students will be emailed a web code to access on line subject selection

SELECTION PROCESS

a) Subject Selection Presentation in Week 2, Term 3 to discuss subject selection process.

b) Students are to enter three (3) choices from the following elective courses offered from **4pm Friday 1 August 2025.**

c) Elective Choices are to be submitted online no later than **4pm Thursday 7 August 2025.**

d) Year 9 students will be advised of their third elective for 2026 in Term 4.

Please note Elective Courses may incur a course fee, this is due to the increased and often expensive consumable items required for the outcomes of each course to be met. These fees are included in school fees.

RECORD OF SCHOOL ACHIEVEMENT

Satisfactory completion of 100 hours of study in these 100 hour courses during Stage 5 (Year 10) will be recorded with a grade on the student's Record of School Achievement.

ABORIGINAL STUDIES
2026

Aboriginal Studies is inclusive of all students and of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

Aboriginal students are empowered through the exploration and celebration of their cultural and social heritage, continuity and resilience. Non-Aboriginal students are provided with opportunities to recognise and respect the knowledge and practices of Aboriginal Peoples as the most sustained globally. The study of Aboriginal identity and lived experiences of Aboriginal Peoples benefits non-Aboriginal students by providing deeper insights that can address racism existing in Australian society.

For the 100 course students may study Core 1 OR Core 2 as well as 3-4 options. Or students may study or Core 1 and 2 along with 2 options.

Core study

1. Aboriginal Identities
2. Aboriginal Self-Determination and Autonomy

Options

1. Aboriginal Enterprises and Organisations
2. Aboriginal Peoples and the Visual Arts
3. Aboriginal Peoples and the Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Peoples and Oral and Written Expression
6. Aboriginal Peoples and Film and Television
7. Aboriginal Peoples and Technologies
8. Aboriginal Peoples and Sport
9. Aboriginal Peoples' Interaction with Legal and Political Systems

Students studying Aboriginal Studies will develop knowledge and understanding of Aboriginal identities, communities, autonomy, roles and the range of relationships between Aboriginal Peoples and non-Aboriginal people. They will develop a range of consultation and research skills which enable students to engage respectfully and responsibly with Aboriginal communities and become active and informed advocates for a just and inclusive world. As Aboriginal culture is intrinsically linked to Country. This subject does typically involve excursions onto Country.

Students wishing to study Aboriginal Studies should be aware that a course fee is charged each year and excursions will incur an additional cost.

CRITICAL THINKING
2026

Critical thinking is a Stage 5 NSW Department of Education approved elective course. As such the course will not be listed on the Record of School Achievement (RoSA). This course is being offered as a pilot program across the Diocese. Students will engage in events with students from other schools in the Diocese.

Critical thinking is a form of purposeful thinking that emphasises evidence and reasoning. In today's world, where information is readily available, critical thinking is becoming more important than remembering and recalling facts. Society values critical thinking because it is an interdisciplinary and transferable skill. It means that no matter what path or profession is pursued, critical thinking skills will always be relevant and useful.

Critical thinking skills include the ability to deconstruct, analyse, synthesise and reconstruct ideas while emphasising evidence and reasoning. Those skills are part of every toolkit for success in educational and professional arenas.

The core units introduce students to the key features of critical thinking, including how critical thinking is distinguished from other models of thinking. Students will learn about the process of argumentation and apply it to evaluate claims. Students will also gain practical research skills to collect information from various sources and evaluate their credibility.

Options engages students in various areas of interest to reinforce the skills learnt from the core units. In addition, the options allow students and teachers to delve deeper into specific scenarios of interest. They will be guided to ask probing questions to strengthen their critical thinking skills and challenge their perceptions of the world around them.

Core study

- Core 1: Critical thinking in action
- Core 2: Research skills to support the critical mind

Options may include:

- Option 2 – Predicting the future: How certain can we be?
- Option 3 – Conspiracy theories: Where are the facts?
- Option 5 – Advertising: Have they got your attention?
- Option 7 – Recreating the human mind: The future of artificial intelligence (AI)

Students wishing to study Critical Thinking should be aware that a course fee is charged each year and excursions will incur an additional cost.

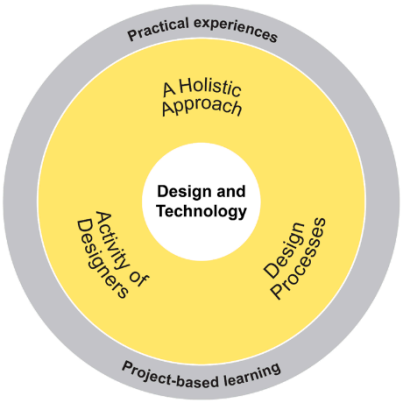
DESIGN AND TECHNOLOGY
2026

Design and Technology provides a broad range of opportunities and experiences that reinforces and integrates knowledge and understanding from other subjects in the Years 7–10 curriculum. The design and production of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.

The aim of the Design and Technology Years 7–10 Syllabus is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

Students develop:

- knowledge and understanding of design concepts and processes
- understanding of the impact of past, current and emerging technologies on the individual, society and environments
- knowledge and understanding of the work of designers and the issues and trends that influence their work
- knowledge and understanding of and skills in innovation, creativity and enterprise
- skills in communicating design ideas and solutions
- knowledge and understanding of and skills in managing resources and producing quality design solutions.



Students must undertake a range of practical experiences that occupy the majority of course time.

A minimum of three context areas must be addressed.

Design and Technology gives students practical learning opportunities to explore their ideas to problem solve current real world problems and their own design solutions to relevant contexts in their own world.

Students wishing to study Design and Technology should be aware that a course fee is charged each year.

DRAMA
2026

Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this art-form engages students in a creative process of sharing, developing and expressing emotions and ideas. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Drama examines the contemporary drama and theatre practices of making, performing and appreciating drama. In their appreciation of drama and theatre, students are aware of the collaborative contribution of actors, directors, playwrights, designers and technicians to productions. Students learn how to manipulate a wide range of technologies including traditional, electronic and digital applications that help students achieve particular dramatic intentions. Students can choose to complete a range of individual projects that include costume design, set design, lighting design, scriptwriting, film making, theatre research and performance.

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others and ultimately to have fun and enjoy their learning experiences.

Content includes:		
Improvisation	Script Interpretation	Comedic Theatre
Playbuilding	Design for costume, set and lighting	Realism
Acting Methods	Film making	Physical Theatre
Theatrical conventions	DirectingAboriginal Theatre	

“Don’t let anybody tell you that you can’t do it. You really have to ignore all the reasons not to do it and follow your heart.” – Lynne Meadow

Students wishing to study Drama should be aware that a course fee is charged each year. Excursions will incur an additional cost.

GRAPHICS TECHNOLOGY
2026

Graphics Technology enables students to practice logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

Graphics Technology builds on the knowledge, skills and experiences developed in the study of the *Technology (Mandatory) Years 7-8 Syllabus.* The major emphasis is on students being actively involved in the planning, development and production of quality graphical presentations.

Content

The content is organized into two core modules, **Core Module 1 and Core Module 2.** Both modules provide essential content designed to develop knowledge, understanding and skills related to the four key areas of:

- graphics principles and techniques
- design in graphics
- planning and construction
- presentation

Students undertaking this course will be exposed to a wide variety of graphics techniques with a focus on computer generated images and illustrations. The school has the opportunity to access a range of software including online drawing/sketching and 3D modelling software and the Adobe suite. In exploration of the graphics industry, students participate in a range of activities in communicating graphical presentations using various techniques/technologies. To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of the course time.

HISTORY (Elective)
2026

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Students undertaking this course will study:

Topic 1:	Constructing History:	History and the Media Film as History
Topic 2:	Early Modern Societies:	A 20th Century Study
Topic 3:	Thematic Study:	From options such as: music through history, crime & punishment, children in history, heroes and villains, sport and recreation in history, war and peace, terrorism, women in history

Additionally, students undertake an Independent Historical Investigation where they are given the opportunity to research and explore a historical event of their choosing.

Students wishing to study History (Elective) should be aware that a course fee is charged each year and excursions will incur an additional cost.

INDUSTRIAL TECHNOLOGY -ENGINEERING
2026

Industrial Technology Years 9-10 builds on the know-how and know-why developed in Science and Technology K-6 and the mandatory *Technology course (Years 7 and 8).*

It provides students with opportunities to engage in a diverse range of creative and practical experiences related to the field of engineering. This course develops the students' knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials 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. In short, 'learning by doing'.

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. The specialist modules undertaken are:

Engineered Structures Engineered Mechanisms

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

- Small structures
- Small vehicles
- A range of devices and appliances
- Robotics projects
- Electronic and mechanical control systems
- Engineered furniture

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

Cross-curriculum Content
Industrial Technology is ideally suited to students who wish to achieve broad learning outcomes within the context of a practical hands-on environment. The content of the course incorporates: information and communication technologies, work, employment and enterprise, civics and citizenships, literacy and numeracy among others. To satisfy the requirements of the syllabus students must undertake a range of practical experiences directly related to the focus area that occupy the majority of course time.

INDUSTRIAL TECHNOLOGY - METAL
2026

Industrial Technology Years 9-10 builds on the know-how and know-why developed in Science and Technology K-6 and the mandatory Technology course (Years 7 and 8).

It provides students with opportunities to engage in a diverse range of creative and practical experiences related to the field of METAL. This course develops the students' knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials 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. In short, 'learning by doing'.

Content

The Metal focus area of Industrial Technology provides students the opportunity to develop their knowledge, understanding and skills in relation to the metal and its associated industries. Students will engage in a variety of practical and theory based activities to broaden their understanding and competence in the use of Metalworking tools and equipment.

During the100 Hour course, students will engage in the Syllabus Core Module: Metal 1. This module develops the students' knowledge and skills in the use of tools, materials and techniques and acts as a basic introduction into the Metalworking field. Practical projects will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies.

Projects may include:

- Fabricated projects
- Metal machining projects
- Sheet metal products

Assessment

Students will be assessed in the following areas:

- Practical Experiences – The ability to safely and effectively use a variety of tools, materials and techniques in the workshop.
- Folio Development - An in-depth analysis and working document of the students 'Project development and management.
- Research Tasks - An analysis of Metal related industries and the Technologies used within these industries.
- Classroom Theory and Quizzes - The development and consolidation of Metal related theory and tasks.

MARINE AND AQUACULTURE TECHNOLOGY
2026

Over 70% of the earth is covered in ocean yet so little is known about this environment. In the Shoalhaven we have the ocean and river at our doorstep which gives us a platform in which to study.

Marine and Aquaculture Technology is a practical based subject where students are taught basic marine skills as well as developing an understanding of the dynamic nature of the oceans.

The syllabus is designed to enable students to develop knowledge relevant to both local and global marine environments, issues and problems. Marine and Aquaculture Technology topics undertaken include:

- Marine biology - the study of living things within the ocean, including organisms that live in the Great Barrier Reef and Antarctica
- Oceanography - the area of study looking at the physical nature of the oceans, including currents, salinity, temperature, topography and formation
- Conservation and sustainability – looking at the pressures put on the ocean by humans and ways in which we can manage our oceans for future use
- Rock platforms - the study of complex interactions that occur on the rock platform
- Coastal erosion – examining the changing nature of our shoreline, including the rising sea level.

Practical aspects of the course include:

- Snorkelling - undertaking a basic snorkelling course
- Sailing - skills involved in sailing and knot tying
- Boat Building - design and build a boat or watercraft
- Cooking from the sea - how to prepare food caught from the ocean
- Fishing - basic techniques in fishing
- Basic navigation - essential for any marine study

Assessment

Students are assessed in the following areas:

- Practical experiences – the ability to learn new skills
- Research projects - analytical and problem solving skills
- Written reports - may include surveys, field trip reports, interviews and essays
- Presentations – developing students' skills in communicating ideas orally, graphically and written form.
- Diaries and journals - students to write personal reflections
- Peer assessment – involving all students in the learning process

Students wishing to study Marine and Aquaculture Technology should be aware that a course fee is charged each year. Excursions will incur an additional cost.

PHOTOGRAPHIC AND DIGITAL MEDIA
2026

Photographic and Digital Media is an elective course that will be offered as a 100 hour course at St John the Evangelist Catholic High School.

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

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

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Students will cover the following topics:

- SLR Photography 101
- Compositional techniques
- Stop motion/Film
- Iphoneography
- Film analysis
- Editing in Photoshop & Premier Pro
- Photographer case studies & workshops
- Trick photography
- Lensball photography

Students wishing to study Photographic and Digital Media should have access to a camera (not necessarily a SLR) and be aware that a course fee is charged each year and excursions will incur an additional cost.

SUSTAINABILITY STUDIES
2026

Sustainability Studies (Elective Geography) is the study of places and the relationships between people and their environments. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. Sustainability Studies emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management.

Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry. Students will have many opportunities to develop these skills throughout the course with a range of field trips related to the topics studied.

The study of Sustainability Studies enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. The Geography Elective course provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth of study through a range of flexible approaches.

Students undertaking this course will study the following options:

Oceanography: The features and importance of the world's oceans and issues associated with them.

Global Citizenship: The role of informed, responsible and active global citizenship.

School-developed Option: Sustainability in our lives.

Students wishing to study Sustainability Studies (Geography elective) should be aware that a course fee is charged each year and excursions will incur an additional cost.