WADALBA
COMMUNITY SCHOOL
PROGRESS WITH PRIDE

YEAR 9

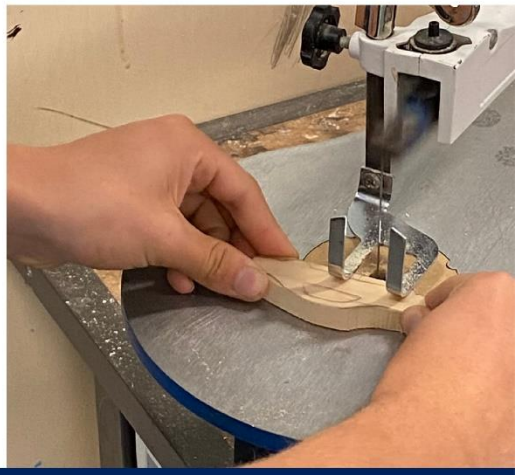
2024 | STAGE 5
200 HOUR ELECTIVES

BOOK A







UNLOCKING THE BRILLIANCE IN EACH OF US

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INTRODUCTION

Introduction to the RoSA

The Record of School Achievement (RoSA) is awarded by the NSW Education Standards Authority (NESA) to eligible students at the end their mandatory schooling.

To receive the RoSA, students are required to study courses in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education.

Eligibility for a RoSA

To be eligible for a RoSA, a student must:

- Have attended a government school; or
- Have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the RoSA applies
- Have attended a school outside New South Wales recognised by the NSW Education Standards Authority (NESA); and
- Have participated to the Boards satisfaction, in a course of study that have been determinedunder the Act as appropriate to be undertaken by candidates for the RoSA and have been accepted by the Board as having satisfactorily completed the course of study
- Have undertaken, to the Board's satisfaction, the requisite examinations or other forms of assessment; and
- Have complied with any requirements prescribed by the regulations, or any requirements, imposed by the Minister or NESA; and
- Have completed Year 10.

Requirements for the award of a RoSA

To qualify for the award of a RoSA, a student must:

- Satisfactorily complete the mandatory curriculum requirements of the Board;
- Attend school until the final day of Year 10;
- Make a serious attempt at the RoSA tests and assessments.

USING THIS BOOKLET

This booklet contains an entry for every course in every subject. It provides essential information to help you choose the subjects that are right for you. Information is listed under several headings.

At the top of the page is the **Name of the Course**

Course Outline
A brief summary of what the course is about.

Course Outcomes
A statement of the activities, knowledge and skills you must master in order to satisfy the requirementsof the course. In order to make a wise choice concerning your courses, you should gather as muchinformation as possible through:

- This handbook;
- Discussions with teachers;
- The Subject Selection information links for parents and students.

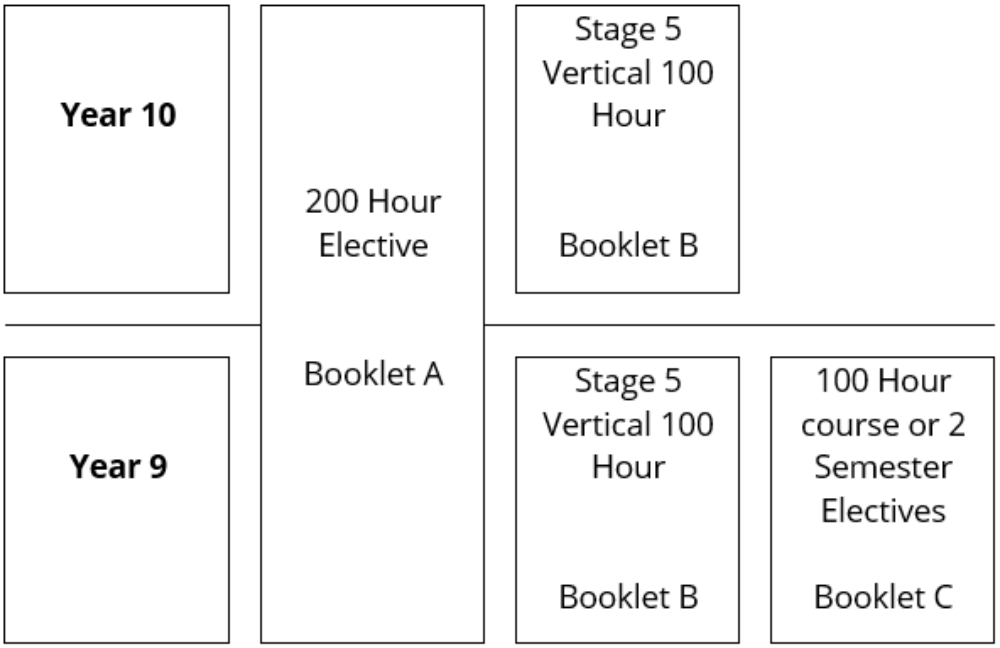
Course costs (annually)

Elective Courses cannot be completed successfully unless **fees are paid**. These fees provide practical resources for the course. Only some courses attract a course fee.

The cost for courses that attract a fee is outlined on the bottom of each course description page.

Subject Selection can be completed online - more information on this can be found in the students' school emails.

ELECTIVE STRUCTURE – STAGE 5



CHOOSING COURSES

In selecting their courses, students going into Stage 5 should ideally plan what they wish to study over thenext two years, making sure that the RoSA requirements are fulfilled. This plan may be changed as time goes on, but students should have a general idea about the direction their RoSA studies will take them.

Students must keep in mind their sequence of courses and the requirements essential for the award of the RoSA.

Students and parents should:

Read this handbook carefully.

If required, talk with Teachers, Head Teachers, Year Advisers, Careers Teacher and Deputy Principal; you may also visit the Wadalba Community School Subject Selection Information Website -link below.

This will give you access to all subject information and instructions on how to choose your Electives.

https://sites.google.com/wadalbacs.com/wadalbacommunityschoolsubjects/home

Remember:

- Students should select their courses on the basis of their needs, interests and abilities, NOT because of pressure from their friends or because of particular teachers.
- Some subjects involve fees – refer carefully to each course description to see if fees apply.
- A particular course may not run because not enough students selected it.

Planning and tracking your Course

Students are given the opportunity to take responsibility for their own education. This means they must make decisions about which courses they will choose. These decisions mean that students must carefullyconsider their own interests and abilities, cost of courses, the commitment of time and energy they are prepared to make and the goals they have for their future.

Class Teachers, Head Teachers, Year Advisers, Roll Teachers, the Careers Adviser and Deputy Principals are all able to discuss with and advise students on appropriate choices. **The most unreliable source of information and advice is other students**. **DO NOT choose courses merely to be in the same class as your friends.**

How to select Courses

Course selections will be done online through the Parent Portal. Students will be given a personalised code on the front of their booklet, which will allow them to access subject selections after 6pm, Wednesday Week 6. They can also access information in their school emails.

- **Subject choices offered are not a guarantee of running in 2023. The School curriculum team will notify students of final course structures later in the year.**
- **Students are able to make changes for one week before selections close.**

Changing Elective Classes

Students may change their elective classes only in the following circumstances:

- When this is possible within the line pattern;
- If NSW Education Standards Authority (NESA) requirements are being met;
- With a written request from parents outlining an educational reason for the change - “Noone you like is in the class” is not a reason for a change;
- Students will be advised, in writing, during Week 2 of Term 4, 2023 of their subject choices.Changes will be considered at that time.

NO CHANGES WILL BE MADE UNTIL NOTIFICATION

MANDATORY COURSES

ENGLISH

English is a requirement for eligibility for the award of the RoSA.

Students of English in Years 7–10 will develop knowledge, understanding and skills inorder to communicate, shape meaning, think, express ideas and reflect on their learning.

What will students learn about?

Students will study novels, poetry, Shakespearean drama, film, play scripts, non-fiction texts, traditional media, visual texts, advertising, picture books and websites. These textsgive students a wide experience of Australian Literature including those exploring an Indigenous perspective, Australia's relationship with Asia and environmental sustainability.

Through a range of response and composition activities, students will develop skills in critical and creative thinking, ethical understanding, and capabilities in ICT, Literacy,Numeracy, and personal and social interaction.

Students are encouraged to:

- Engage personally with texts;
- Apply knowledge of language forms and features; and
- Develop and apply contextual knowledge.

What will students learn to do?

Students will learn to:

- Communicate through speaking, listening, reading, writing, viewing and representing;
- Use language to shape and make meaning according to purpose, audience andcontext;
- Think in ways that are imaginative, creative, interpretive and critical;
- Express themselves and their relationships with others and their world; and
- Reflect on their learning.

GEOGRAPHY

Geography is a requirement for eligibility for the award of the RoSA.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms the basis for active participationin community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

The aim of the course is to stimulate students' interest in and engagement with the world they live in. They develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

By the end of stage 5, students should be able to explain geographical processes that change features and characteristics of places over time, and be aware of the likely consequences of these changes. This is related tohuman wellbeing.

Students will study;

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

The following key concepts are integrated throughout stage 5;

- Place
- Space
- Environment
- Interconnection
- Scale
- Sustainability
- Change

Students will use;

- Maps
- Fieldwork
- Graphs and Statistics
- Spatial technologies and visual representations to build their understanding of their world.

HISTORY

History is a requirement for eligibility for the award of the RoSA.

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

What will students learn about?

The syllabus focuses on the Making of the Modern World and Australia from 1750 to 1945. It was a period of rapid industrialisation and change in the ways people lived, worked and thought. It was an era of nationalism, imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918) and World War II (1939-1945).

The twentieth century became a critical period in Australia's, social, cultural, economic and political development.

Students focus on the following key historical concepts; Continuity and Change, Cause and effect, Perspectives, Empathetic understanding, significance and Contestability.

What will students learn to do?

Students learn to apply the skills of investigating history including 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 ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct alogical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

MATHEMATICS

Mathematics is a mandatory course and is a requirement for eligibility for the award of the RoSA.

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describeand apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication.

Mathematics in K–10 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Space, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Mandatory curriculum requirements 7–10

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed Mathematics syllabus substantially in each of Years 7–10 and
- complete at least 400 hours of Mathematics study by the end of Year 10.

Satisfactory completion of at least 200 hours of study in Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the Mathematics course based on Life Skills outcomes and content are not allocated a grade.

The new syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics 7–10 outcomes and their related content are organised in:

- Number and algebrae
- Measurement and space
- Statistics and probability

Working mathematically

The Working mathematically processes present in the Mathematics 7–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

7–10 Core –Paths structure

The Core–Paths structure is 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.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6. For these students, teachers are encouraged to continue to extend students towards demonstrating achievement in as many Stage 5 Core outcomes as possible. This is to enable as many students as possible to have the knowledge and skills necessary to engage in the highest level of mathematics possible.

The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5.

Typically, the Core will cover teaching and learning experiences up to the middle of Stage 5. It is not the intention of the Core–Paths structure to lock students into predetermined pathways at the end of Stage 4. Pathways in Stage 5 must be carefully planned to ensure some students have the opportunity to engage with Advanced and Extension courses.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is a requirement for eligibility for the award of the RoSA.

Rationale:
Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health,safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improvetheir health, safety, wellbeing and participation in physical activity.

They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

Strands:

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Contexts for learning

- alcohol and other drugs
- food and nutrition
- personal identity
- mental health and wellbeing
- relationships
- sexuality and sexual health
- safety
- health benefits of physical activity
- fundamental movement skills
- rhythmic and expressive movement
- individual/group/team physical activities
- initiative/challenge physical activities
- aquatics
- lifelong physical activities.

SCIENCE

Science is a mandatory course that is a requirement for eligibility for the award of the RoSA.

Science develops students' knowledge, understanding and skills to explain and make sense of the biological,physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?
Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this researchon scientific knowledge, society, technology and the environment.

What will students learn to do?
Students work individually and in teams in planning and conducting investigations. They evaluate issues andproblems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Throughthis problem-solving process they develop their critical thinking skills and creativity. They are provided withexperiences in making informed decisions about the environment, the natural and technological world and incommunicating their understanding and view points.

Course Requirements
Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

ELECTIVE COURSES

STAGE 5 PATTERN OF STUDY

STAGE 5 CURRICULUM STRUCTURE

Year 9 Students will study three electives:

Line A: 200-hour course which must be continued into Year 10
Line B: 100-hour vertical elective courses (Year 9 and 10 joined)
Line C: Two Micro-Credential electives OR one 100-hour course
NB: **TAFE courses are only available with the explicit permission of the Principal.**

Please Note: All subject fees are and annual COST. If the course you choose is a 200-hour course the fee is required to be paid each year.

CAPA	HOURS	COST
Dance	100	$30.00
Drama	100/200	$30.00
Music	100/200	$30.00
Photographic & Digital Media	100/200	$35 ($100hr) $45.00 (y9 – 200hr) $55.00 (y10 – 200hr)
Visual Arts	200	$55.00
Visual Design	100	$35.00
ENGLISH	**HOURS**	**COST**
Critical Thinking – Books, Film and Media	100	NIL
HSIE	**HOURS**	**COST**
Commerce	100/200	NIL
LANGUAGE	**HOURS**	**COST**
Language	200	NIL
MATHEMATICS	**HOURS**	**COST**
Maths Matters	100	NIL

PDHPE	HOURS	COST
PASS	100/200	$20.00
Outdoor Education	100/200	$75.00
SCIENCE	**HOURS**	**COST**
Agriculture	100/200	$20.00
Marine & Aquaculture Technology	100/200	$20.00
Psychology	100	NIL
TAS	**HOURS**	**COST**
Child Studies	100/200	$30.00
Design & Technology	100/200	$40.00
Food Technology	100/200	$90.00
Industrial Technology(Electronics)	100	$45.00
Industrial Technology (Engineering)	100	$50.00
Industrial Technology (Graphics)	100	$15.00
Industrial Technology(Timber)	100/200	$70.00
Computing Technology	100	$20.00
Textiles Technology	100	$25.00

Drama (CAPA)

Board Developed Course - 200 Hour

Course Description:
The course begins with an introduction to the elements of drama, team building and improvisation. Throughout the first term of Drama, students form solid working relationships and develop their skill in creative, spontaneous performance. Following on from this, the course concentrates on historical styles of theatre such as Ancient Greek, Commedia dell'Arte and Aboriginal theatre. Throughout these units, students become familiar with different dramatic forms such as situational drama, mime and physical theatre. Students are given the opportunity to devise drama and perform scripted plays in groups, pairs and individual **monologues.** Excursions to experience live theatre are also a priority in this course and include an additional cost.

Creative subjects prepare you for a career in any field:
Creative and performing arts subjects are largely project-based and develop **future focused skills** that are highly valued by employers in all fields. These skills equip students to be confident, flexible and resilient in a rapidly changing world.

Collaboration - teamwork, responsibility, accountability, tolerance, contribution
Discussion - critical thinking, creativity, reasoning, resilience
Feedback and Reflection - provide, receive, reflect and act upon feedback, self-reflection
Guided - differentiated instruction often in group settings, teachers, experts or students lead learning, leadership
Explicit - learning provided in short, sharp sessions, teacher has a more direct role with each student
Demonstration of learning - presentation, exhibition, performance or display, confidence, growth
Experiential - apply or acquire knowledge in a practical context, design and apply problem solving skills
Independent - self-regulation, self-organisation, time management, initiative

Course Cost and Requirements: $30 annually
It is important that students electing this course understand the practical/performance nature of the Stage 5 course. Students must also have a logbook to record theory and reflections.

Head Teacher: Janelle Johnson

Music (CAPA)

Board Developed Course - 200 Hour

Course Description:
The Stage 5 Music course is designed for students to further their understanding of a diverse range of musical styles and cultural contexts. This course covers a range of topics including Rock, Popular, Jazz, Blues, World, Classical and Australian music. Students may choose to specialise in one instrument or demonstrate a variety of skills on a number of instruments, including voice. The theory component of the course guides students in the reading and writing of music using traditional and non-traditional methods of music notation. Students will demonstrate their understanding and skills through listening, composition and performance activities.

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Independent - self-regulation, self-organisation, time management, initiative

Potential occupations:

Events Manager	Software Developer	Promotions Manager	Productions
Business Manager	Advertising	Film Director	Film Editor
Performer	Composer	Sound Engineer	Teacher
Stage Manager	Critic/Journalist	Magazine Publishing	Film/TV/Media

Course Cost and Requirements: $30 annually
This course is open to Year 9 students only and it is important that students electing this course understand the practical/performance nature of the Stage 5 course. Students must also have a music book with musical staves. It is strongly encouraged that students have their own instrument.

Head Teacher: Janelle Johnson

Photographic & Digital Media (CAPA)

Board Developed Course – 200 Hour

Course Description:
In this course students are provided with opportunities to engage in several areas of content, practice, conceptualframework, and the Frames. Students will cover five units in this 200-hour course over two years.
These include: traditional black and white photography, digital photography and manipulation techniques using photo software. Photography teaches camera craft as well as editing and printing techniques. There is a theory component of the course where students analyse and critique the work of significant photographers. Students will have the opportunity to exhibit their work for a variety of audiences.

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Independent - self-regulation, self-organisation, time management, initiative

Course Cost and Requirements: **100 Hour - $35**
Yr. 9 - $45 includes starter pack
Yr. 10 - $55 included starter pack

A Visual Arts Process Diary is required for theory tasks. Students may need to purchase paper and other resources to complete assessment tasks. These can be purchased from the school.

Head Teacher: Janelle Johnson

Visual Arts (CAPA)

Board Developed Course – 200 Hour

Course Description:
Students will investigate advanced styles and techniques through various thematic studies. Advanced technical devices will be explored. This course is designed for serious artists and those who plan to do HSC Visual Arts.
Students will learn about effective composition, practical techniques and applying the elements of art in a variety of mediums.Students will also be provided with opportunities to take part in various competitions and exhibitions to show their work.

Creative subjects prepare you for a career in any field:
Creative and performing arts subjects are largely project-based and develop **future focused skills** that are highly valued by employers in all fields. These skills equip students to be confident, flexible and resilient in a rapidly changing world.

Collaboration - teamwork, responsibility, accountability, tolerance, contribution
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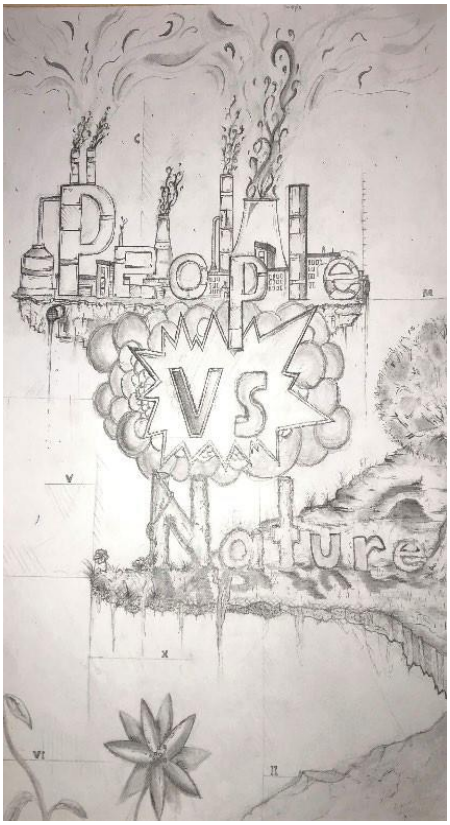
Explicit - learning provided in short, sharp sessions, teacher has a more direct role with each student
Demonstration of learning - presentation, exhibition, performance or display, confidence, growth
Experiential - apply or acquire knowledge in a practical context, design and apply problem solving skills
Independent - self-regulation, self-organisation, time management, initiative

Course Cost and Requirements: - $55
A Visual Arts Process Diary is required. These can be purchased from the school.

Head Teacher: Janelle Johnson



Commerce (HSIE)

Board Developed Course – 200 Hour

Why study Commerce?

This subject provides students with a detailed understanding of a range of issues that will impact upon their personal and professional lives. Students explore consumer law, finances, legal issues, business administration and several employment issues.

Working with money involves:
Understanding ethical and responsible social behaviour relation to employment, finance and the law. Understanding the fundamental rights and rules that promote fairness, justice and equity in our society through responsible citizenship.

Samples of occupations students can aim for in the Commerce sector:

- ✓ Banking
- ✓ Finance
- ✓ Accounting
- ✓ Law
- ✓ Police
- ✓ Public Service
- ✓ Administration
- ✓ Teaching
- ✓ Business

Course description:
Students study a range of topics in relation to consumerism, law and society, personal finance and employment. Specialised topics include several options, such as investing, running a business, lawin action, E-Commerce, the global economy and travel. Students will develop their writing and ICTskills throughout the course. Students will participate in the ASX (stock exchange) game, and be involved in the Real Game which assists understanding real life choices related to work, employment and buying a house or car. Financial literacy will be a focus area of this course.

Course requirements: NIL

Additionally: Excursion costs

Course Costs (annually): NIL

Head Teacher: Dean Hancock

JAPANESE (Language)

Board Developed Course – 200 Hour

Why Study Japanese?

"To have another language is to possess a second soul." – Charlemagne

The study of a second language provides students with a different worldview and expands their horizons, and success in second language learning helps us to become confident and empathetic communicators.

Japan is one of the world's most industrialised countries with an important diplomatic presence and is one of Australia's largest trading partners. Learning Japanese can enrich the lives of students through access to a people with a rich history, a complex culture, and a popular youth culture.

Skills learned in Stage 5
"I'm in love with cities I've never been to, and people I've never met." – John Green

Students who complete the Stage 5 Japanese course become equipped with key phrases for travelling around Japan, making plans with friends and describing experiences – perfect for a first trip or study exchange to Japan. Topics include:

- School life
- Recounting experiences
- Family and home
- Shopping and eating out
- Special events and traditions
- Making plans and hanging out
- Cities of Japan and directions
- Future opportunities in Japan

Career Pathways
"One language sets you in a corridor for life. Two languages open every door along the way." – Frank Smith

The study of a second language can broaden career opportunities in the fields of:

- Tourism and hospitality
- Business and commerce
- Armed forces
- Journalism
- Speech therapy
- Education
- Translation and interpreting

Stage 6 (Year 11-12) connections
"One's destination is never a place, but always a new way of seeing things." – Henry Miller

The 200 hours Stage 5 Japanese course is a pre-requisite for the Japanese Continuers and Japanese Extension HSC Courses. Language study in Year 11 and 12 is valued by universities and many courses around Australia offer bonus ATAR points to students with HSC language study.

Additionally: Excursion Costs

Course Costs: NIL

Head Teacher: Jennifer Cox

Physical Activity & Sports Studies (PASS - PDHPE)
Board Developed Course – 200 Hour

Exclusions: You cannot choose this course if you are also selecting 100 hour Physical Activity & Sports Studies (PASS).

Year 10 2023: You cannot choose this course if you have already completed PASS in Year 9.

Why study PASS?
Physical Activity and Sports Studies 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.

PASS is an exciting subject, which has strong links to the academic Stage 6 courses of PDHPE and SLR, as well as VET Sports Coaching. Additionally, there are strong vocational pathways and potential to provide skills and knowledge which provide a platform to enter a range of employment options. These may include:

- Coaching and player development
- Strength training and coaching
- Sport psychology
- Outdoor education leader
- Fitness training
- PE teaching
- Sport development officer

Course description:
The course involves a combination of both theory and practical units around the area of sport and physical activity. This subject aims to:

- develop a foundation for efficient participation and performance in physical activity and sport develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport.

There may be additional costs if students engage in extracurricular activities that may be offered to supplement the coursework.

Course Structure:
Topics studied may include:

- Sports Coaching
- Sport Science, including study of the Musculoskeletal and cardiorespiratory systems.
- Event Management in Sport
- Issues in Sport and Physical Activity
- Technology in Sport
- Australia's Sporting Identity
- Employment opportunities & Pathways in Physical Activity and Sport

Course requirements:
Students must be willing to participate in a variety of practical activities including, water sports and sports coaching. Fees for this course are compulsory in order to meet the requirements of the course.

Course Costs: $20. Additional excursion fees may be associated with this course.

Head Teacher: Shannon Cameron

Outdoor Education (PDHPE)

Approved DoE Elective Course - 200 hour

Exclusions: You cannot choose this course if you are also selecting 100 hour Outdoor Education.

Why study Outdoor Education?
Outdoor Education provides opportunities to develop meaningful relationships with the environment, others and ourselves through interaction with the natural world. It is fun, active and develops real world skills that students can use to explore their natural world safely and competently.

Additionally, Outdoor Education develops:

- learning of self-reliance, independence and leadership
- the development of an adventurous spirit
- managing personal risks
- experiencing safe journeys in nature
- learning the value of lifelong outdoor recreation for enjoyment, health and wellbeing

Development of these skills may assist students to engage in the following occupations:

- Sport and Recreation officer
- First aid officer
- Sport psychology
- PDHPE Teaching
- Sport development Officer
- Outdoor Education Leader

Course description:
This course is highly practical in nature, and students must have a willingness to engage in challenging environments.

Students may complete units of theory coursework on a range of topics that may include - Bushcraft, Navigation, Camping, Weather and Terrain, Wilderness First Aid, Abseiling, Canoeing, Snorkelling, Mountain Biking, Sailing and Rock Climbing.

Theoretical knowledge will be supplemented by practical based learning designed to develop an understanding and love of outdoor activities. Regular excursions will be a feature of the course that require students to engage in activities that help them to build teamwork, communication, resilience and overcome fears.

Course requirements:
Students must be willing to participate in a variety of practical activities including school-based learning, water sports, outdoor recreation activities and sports coaching. The ability to swim is highly desirable in this course, as there are a number of water activities included.

Additionally: Regular excursions will be a feature of the course and will incur an extra cost as necessary.

Refunds: N/A

Course Costs $75

Head Teacher: Shannon Cameron

Agriculture (Science)

Board Developed Course - 200 Hour

Why study Agriculture?
Students will enjoy gaining knowledge and understanding of agricultural enterprises and the practices and skills required to produce plant and animal products. Tasks will include growing vegetables. Tasks will include growing vegetables, hydroponics, sheep, pigs, breeding and showing chickens. Students will also learn about sustainable farming and marketing practices that are environmentally and socially responsible. The course is 50% practical and 50% theory. There are two excursions – Easter show and Tocal Agricultural College Open Day.

Working in the Agricultural Industry involves:

- Using sophisticated technology, testing soils, hydroponics etc.
- Working outdoors
- Implementation of sustainable farming
- Working with animals
- Growing food, we eat from vegetables to fruit and meat

Samples of occupations students can aim for in the Agricultural industry:

- ✓ Farmer (cattle, pig, sheep)
- ✓ Horticulture
- ✓ Agricultural Engineer
- ✓ Botanist
- ✓ Wine maker
- ✓ Florist
- ✓ Crop grower
- ✓ Orchard grower
- ✓ Soil Scientist
- ✓ Veterinarian
- ✓ Park Ranger
- ✓ Tree doctor
- ✓ CSIRO
- ✓ Environmental scientist

Course description:
Students will develop knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with this and the marketing of products. They will also develop the ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information. Students will investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water.

To satisfy the requirements of the syllabus students must undertake a range of practical activities. It is expected that students engage in experiences relevant to all aspects of the enterprises studied. These experiences may include fieldwork, small plot activities, laboratory work, plant and animal husbandry activities, and visits to commercial farms as well as other parts of the production and marketing chain. Practical experiences should be used to develop the skills of designing, investigating, using technology and communicating.

Course requirements: NIL

Course Costs (annually): $20.00

Head Teacher: Colin Harris

Marine & Aquaculture Technology (Science)

Board Developed Course - 200 Hour

Why study Marine & Aquaculture Technology?

Marine and aquaculture Technology is for students who are interested in learning about the marine environment. It is a hands-on subject where students learn how to monitor water quality in the marine environment and aquarium/aquaculture tanks, grow and harvest fish, learn about examining stock and disease control. Activities in this subject may involve snorkelling, fishing, boat license testing. This subject could form a basis for further studies in Years 11 & 12 and possibly university or for courses in seafood and aquaculture at TAFE.

Working in the Marine & Aquaculture Industry involves:

- Using sophisticated technology, testing water quality etc
- Working both indoors & outdoors
- Implementation of sustainable fish farming
- Working with animals
- Ensuring growth and survival of marine species

Samples of occupations students can aim for in the Marine & Aquaculture industry:

- ✓ Farmer (marine and fresh water fish farms)
- ✓ Marine Science
- ✓ CSIRO
- ✓ Department of Primary Industry
- ✓ Environmental scientist
- ✓ Veterinarian
- ✓ Park Ranger
- ✓ Marine farms
- ✓ Fishing Industry
- ✓ Crop grower
- ✓ Orchard grower
- ✓ Water Scientist
- ✓ Marine Engineer
- ✓ Commercial fishers
- ✓ Seafood processing companies
- ✓ Marine life research

Course Outline:

In this subject student will study the marine environment and industries related to it. Marine and Aquaculture Technology (MAT) will enable students to develop technological and scientific literacy through practical and theoretical learning. They will increase their capacity to think critically by using a wide range of knowledge and procedures relatedto the marine environment.

Further, this subject may bring a wide range of marine based experiences and activities including; first aid, excursions to rock platforms, estuaries and mangroves, fishing, snorkelling, diving, sea food cooking, development and maintenance of our Aquaculture facility (ARC), production of marine and freshwater fish species (including trout, Australian native fish and marine fish and animals, care and maintenance of aquarium, talks by professionals involved in various marine industries, classification of marine life. Student interest will determine other activities.

This course will assist students to develop their scientific and mathematical abilities and help prepare them for theROSA. MAT will also be a good background for those wishing to continue a learning pathway to; Seafood Industry(Aquaculture) VET, Marine Studies and university courses including Marine Science.

Course requirements:

NIL

Additionally: Excursion costs

Refunds: Students who exit the course before its completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has spent in the course.

Course Cost (annually): $20.00

Head Teacher: Colin Harris

Child Studies (TAS)

Board Developed Course – 200 Hour

Exclusions: You cannot choose this course if you are also selecting 100 hour Child Studies.

Why study Child Studies?
Working with children is one of the most valuable and rewarding professions a person can choose. Child Care professionals contribute significantly to a child's life by helping to shape attitudes toward him/her, others and to learning.

Working in the Child Studies industry involves:

- Enjoyment of working with children
- Creativity
- Patience
- Resourcefulness
- Empathy
- Energy
- Interpersonal skills

Samples of occupations students can aim for in the Child Studies industry:

- ✓ Child care worker – preschool
- ✓ Child care worker – resorts / holiday destination eg "kids club"
- ✓ Child care worker – long day care
- ✓ Child care worker – family day care
- ✓ Child Care Assistant
- ✓ Early childhood teaching
- ✓ Preschool director
- ✓ Paediatric nursing
- ✓ Baby health clinic nurse
- ✓ Nanny
- ✓ After school care workers
- ✓ Midwife

Course description:
This course enables students to develop knowledge and understanding of the responsibilities and requirements of child carers. Students are faced with real life experiences of parents and regularly participate in case studies as a way ofunderstanding the complex nature of rearing and caring for children.

Course Structure:
Child Studies (200 indicative hours)

- Bathing, hygiene and clothing
- Child / Infant health and nutrition
- Sleep and personal well-being
- Parenthood – conception, pregnancy, labour and birth
- Positive caring and parenting
- Puberty
- Getting out
- Quality time
- Relationships

Course Costs (annually): $30.00 includes all craft materials, use and maintenance of simulation baby equipment.

Head Teacher: Meredith Smee

Design & Technology (TAS)

Board Developed Course - 200 Hour

Exclusions: You cannot choose this course if you are also selecting 100 hour Design & Technology.

Why Study Design & Technology

Are you motivated, creative and like to work in project-based environments? Design & Technology is the subject foryou. This subject is all following passion areas to design and develop projects using the latest technologies.

Working in the Design Industry Involves:

- Using innovative technology to design and manufacture product
- Reading, developing and interpreting working drawings
- Collaborating with others
- Operating modern tools and machinery

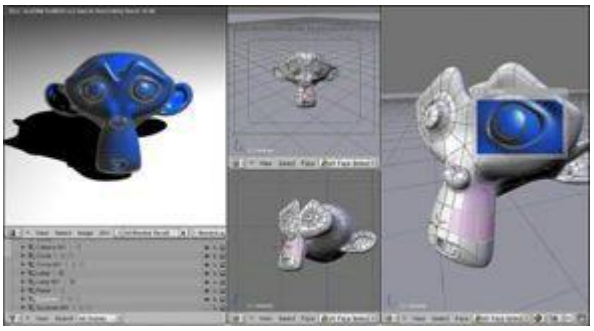
Industry Occupations that require skills learnt from the Industrial Technology Course:

Engineering	Project Management	IT
Architecture	Construction Industry	Graphic Design
Agriculture	Science	Research
Builder	Fashion	Food Industry

Course Description:

This course will give students the knowledge and skills to:

- Design and develop new concepts
- Understand the design process
- Use and select the correct tools and processes
- Operate machinery used in the industry
- Research and learn about emerging technologies



Course Structure:

- Learning about design principles/process
- Investigating products, systems and environments
- Interpreting and developing working drawings
- Project based learning
- Developing individual design projects

Cost (annually): $40

Head Teacher: Meredith Smee

Food Technology (TAS)

Board Developed Course 200 Hour

Exclusions: You cannot choose this course if you are also selecting 100 hour Food Technology.

Why study Food Technology?

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

Working towards future employment:

Students will develop an understanding of work and employment through the study of workplace practices within the Australian food industry. Students will explore work-related concepts in the core 'food preparation and processing' and in the focus area 'food service and catering'. Students will develop an understanding of current work practices including Work Health and Safety (WHS) requirements and safe work practices. Knowledge and skills gained through food handling in all practical classroom activities are transferable to personal and vocational contexts.

Occupations in the Australian Food industry:

Food Processing Worker	Hotel Manager	Baker	Caterer
Food and Beverage Supervisor	Winery Manager	Chef	Nutritionist
Food Technologist	Functions Manager	Cook	Butcher

Course Description:

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus isthe ability to design, produce and evaluate solutions involving food.

Course Structure:

Focus Areas studied include:

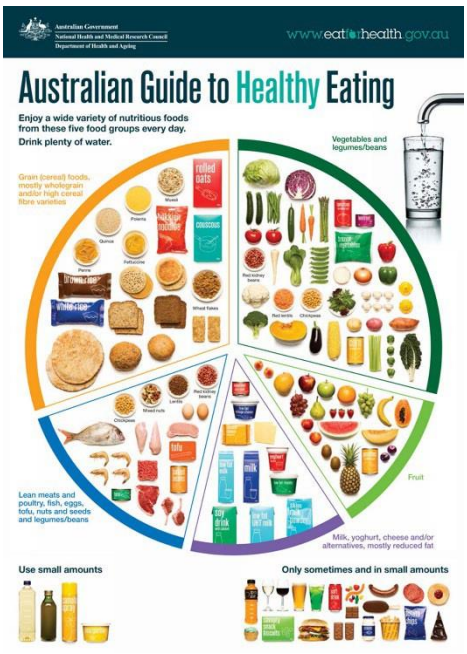
- Food in Australia
- Food selection and health
- Food trends
- Food product development
- Food services and catering
- Food for special occasions

Course requirements:

Students are required to provide a clean tea towel, apron, safe footwear and a container for every practical lesson.

Course Costs (annually): $90.00

Head Teacher: Meredith Smee



Industrial Technology Timber (TAS)

Board Developed Course 200 Hour

Exclusions: You cannot choose this course if you are also selecting 100 hour Industrial Technology Timber.

Why study Industrial Technology Timber?

Timber is a versatile material that can be used to construct products for everyday life. Industrial Technology Timber will give students the opportunity to learn practical and manufacturing skills, innovative processes, problem solving, and project management. Students willhave the opportunity to design and construct their own projects.

Working in the Industrial Technology Timber involves:

- Using innovative technology to design and manufacture products
- Reading and interpreting working drawings
- Collaborating with others
- Operating modern tools and machinery

Industry Occupations that require skills learnt from the IndustrialTechnology Course:

Carpenter	Ship Wright	Teacher
Cabinet Maker	Project Manager	Designer
Shop Fitter	Form Worker	General Trades
Builder	Model Maker	Hardware Shop

Course Description:

This course will give students the skills to:

- Design & manufacture timber products
- Understand the structure of timber
- Select the correct hand tools and follow industry processes
- Operate machinery used in the industry
- Research and learn about emerging technologies

Course Structure:

- Properties of timber
- WHS work practices in the workshop
- Interpreting and developing working drawings
- Safe use of hand and power tools
- Developing projects
- The qualifications possible from this course: 200 Hr RoSA.

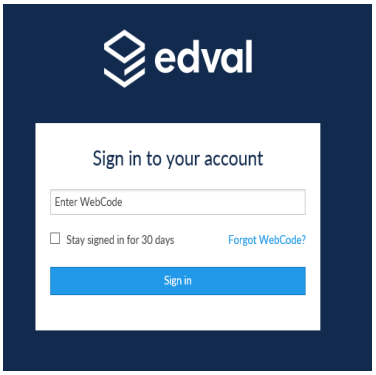
Cost (annually): $70.00 (includes consumables to complete practical projects)

Head Teacher: Meredith Smee

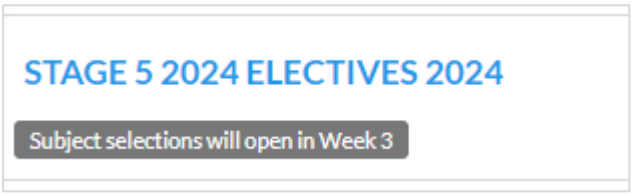
“How To” choose your Electives

IF YOU ARE IN YEAR 9 2024

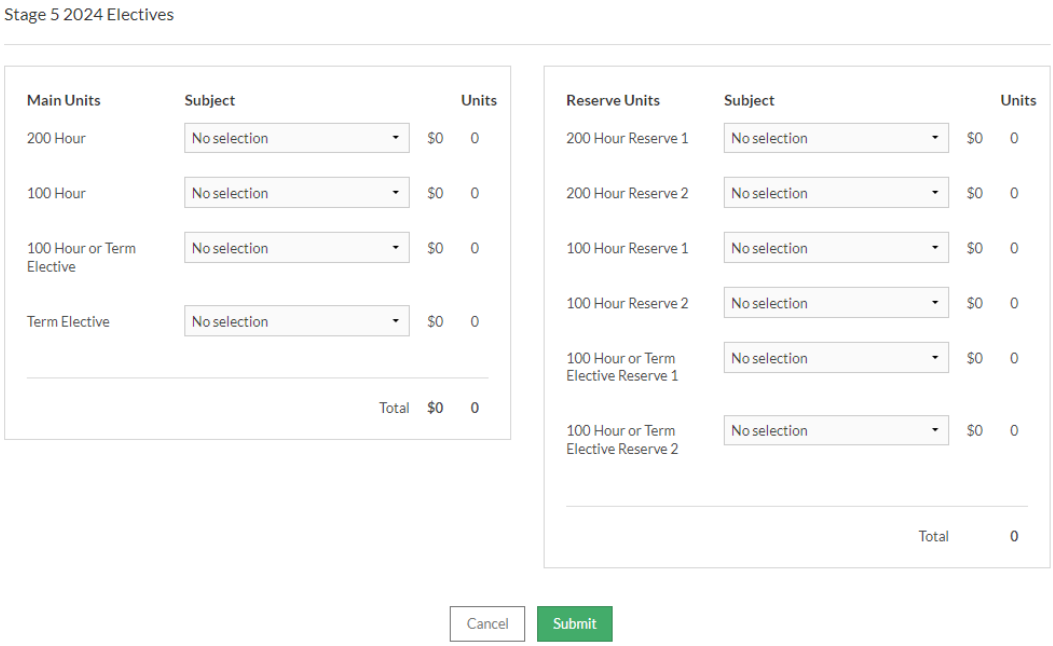
1. Go to the website: my.edval.education
2. Enter the webcode provided on the front of your booklet into the logon screen



3. You will need to make sure you complete ONE form.



4. Choose your subject selections on the screen – you must choose a 200 hour course, a 100 hour course OR 2 semester electives in your main preferences and reserves – it needs to add up to a total of 4 units in your main preferences, and 4 units in your reserve.



5. After each selection, your choices will be emailed to your student email address (@education.gov.nsw.au). You can log back in and alter your selections until the closing date.