

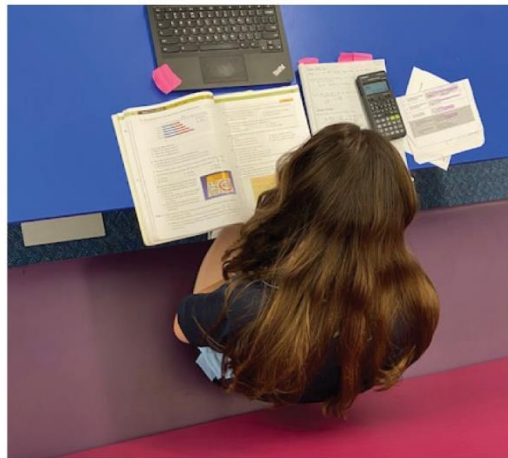


WADALBA
COMMUNITY SCHOOL
PROGRESS WITH PRIDE

**YEAR
9+10**

**2025 | STAGE 5
100 HOUR
VERTICAL ELECTIVES**

**BOOK
B**



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 of 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 Board's satisfaction, in a course of study that have been determined under 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 faculty. 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 requirements of the course. In order to make a wise choice concerning your courses, you should gather as much information 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 **course costs are paid**. These course costs provide practical resources for the course. Only some courses attract a course cost.

The course costs are 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

Year 10	200 Hour Elective Booklet A	Stage 5 Vertical 100 Hour Booklet B
Year 9		Stage 5 Vertical 100 Hour Booklet B

CHOOSING COURSES

In selecting their courses, students going into Stage 5 should ideally plan what they wish to study over the next 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 course costs – refer carefully to each course description to see if course costs apply.
- A particular course may not run because enough students have not 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 carefully consider 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 2025. 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 - “No one 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, 2024 of their subject choices. Changes will be considered at that time.

NO CHANGES WILL BE MADE UNTIL NOTIFICATION

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)

NB: TAFE courses are only available with the explicit permission of the Principal.

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

CAPA	HOURS	COST	PDHPE	HOURS	COST
Dance	100	\$30.00	PASS	100/200	\$20.00
Drama	100/200	\$30.00	Outdoor Education	100/200	\$75.00
Music	200	\$30.00	SCIENCE	HOURS	COST
Photographic & Digital Media	100/200	\$35 (\$100hr) \$45.00 (y9 – 200hr) \$55.00 (y10 – 200hr)	Agriculture	100/200	\$20.00
Visual Arts	200	\$55.00	Marine & Aquaculture Technology	100/200	\$30.00
Visual Design	100	\$35.00	Psychology	100	NIL
HSIE	HOURS	COST	TAS	HOURS	COST
Commerce	100/200	NIL	Child Studies	100/200	\$30.00
LANGUAGE	HOURS	COST	Design & Technology	100/200	\$40.00
Language	200	NIL	Food Technology	100/200	\$90.00
MATHEMATICS	HOURS	COST	Industrial Technology(Electronics)	100	\$45.00
Maths Matters	100	NIL	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

Dance (CAPA)

Board Developed Course - 100 Hour

Course Description:

This course concentrates on the study of dance as an art form, which involves the development of physical skills as well as as aesthetic, artistic and cultural understanding. Students will learn to develop skills in performance, composition and appreciation. The 100 hour course allows for a stronger focus on performance with opportunities to participate in festivals and showcases.

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

It is important that students electing this course understand the practical/performance nature of the Stage 5 course. Students are required to wear clothing that does not restrict movement. Students may also be required to pay additional costs for performance fees and costume hire, if the need arises.

Head Teacher: Janelle Johnson



Drama (CAPA)

Board Developed Course - 100 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 100 hr course concentrates on acting and performance styles. Students are given the opportunity to devise drama and perform scripted plays in groups or pairs.

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

Course Cost and Requirements: \$30

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. Excursions will attract additional costs.

Head Teacher: Janelle Johnson



Photographic & Digital Media(CAPA)

Board Developed Course - 100 Hour

Course Description:

In this course students are provided with opportunities to engage in several areas of content, practice, conceptual framework, and the Frames. The focus for the 100 hour course is digital photography and manipulation techniques using photo software. Photography teaches camera craft as well as editing 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: \$35 includes starter pack.

A Visual Arts Process Diary is required for theory tasks. These can be purchased from the school.

Excursions will attract additional costs.

Head Teacher: Janelle Johnson



Visual Design (CAPA)

Board Developed Course - 100 Hour

Course Description:

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed, understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st Century. Students will design and create artworks using digital software, print making, and drawing to create a minizine and tote bag.

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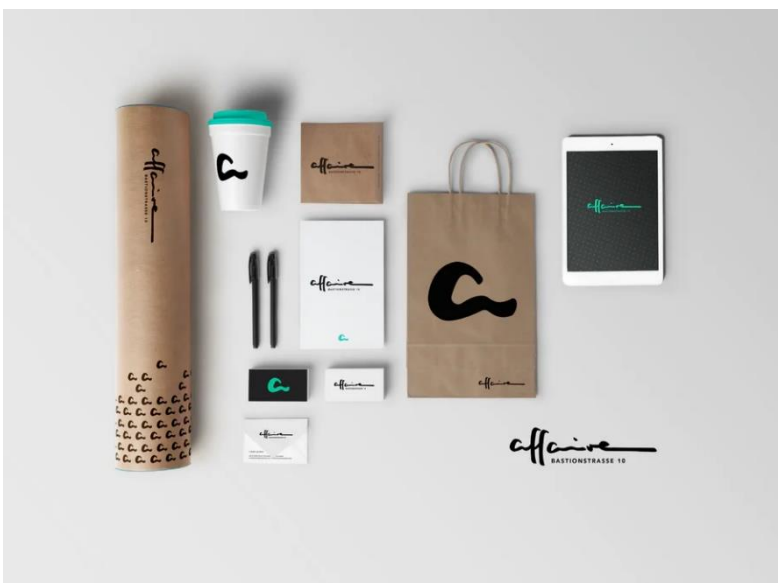
Independent - self-regulation, self-organisation, time management, initiative

Course Cost and Requirements: \$35

An A4 display folder is required.

Excursions will attract additional costs.

Head Teacher: Janelle Johnson



Commerce (HSIE)

Board Developed Course - 100 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, law in action, E-Commerce, the global economy and travel. Students will develop their writing and ICT skills 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



Critical Thinking – Maths Matters (Mathematics)

Approved DoE Elective Course - 100 Hour

Prerequisites: Critical Thinking - Maths Matters is open to Year 9 only.

Maths is the common thread between science, engineering, art and computer science. It is an enormous subject, with all sorts of interesting ideas and theories that don't quite fit into the compulsory curriculum. This elective allows students who are interested in what else maths has to offer to discover a range of new concepts and ideas.

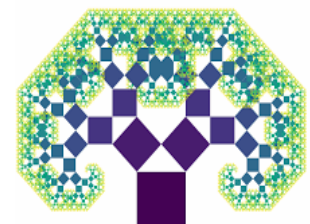
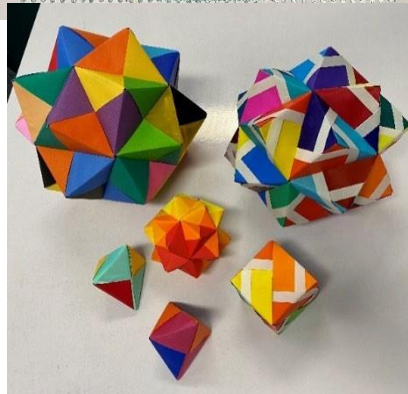
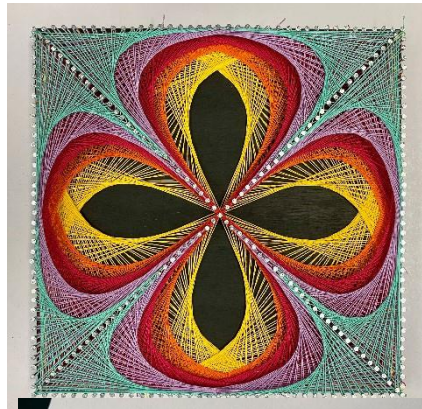
Course Description:

The elective aims to improve students' resilience and perseverance when solving unfamiliar and challenging problems.

Problem solving develops grit and resilience in the face of nasty, thorny problems and is a most sought-after skill. Collaborative problem solving in which you can discuss your strategies to solve a problem and identify missteps in a failed solution can also be helpful. Students will conduct project work that provides opportunities to think critically and build creatively.

Students will be involved in a variety of creative hands-on puzzles, challenges and activities such as:

- Modular origami
- String art
- Hexaflexagons
- Geocaching
- Designing cardioids and curves of pursuit
- Creating optical illusions
- Tower of Hanoi puzzle challenge
- Area mazes
- Knight's tour challenge
- Truth teller and liar problems
- Soma cube and pentomino puzzles
- Matchstick puzzles
- Brainteasers and riddles
- Stomachion puzzle (The oldest puzzle in the world)
- Design and lasercut your own dissection puzzle
- Card and board games
- Escape room challenge
- Japanese puzzles similar to Sudoku such as Shikaku, Kakuro and Wolves and Sheep
- Lateral thinking puzzles



Head Teacher: Trent Willis

Physical Activity & Sports Studies – PASS (PDHPE)

Board Developed Course - 100 Hour

Exclusions: You cannot choose this course if you are also selecting 200 hour PASS.

Year 10 2025: 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.

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. Course costs are paid in order to meet the requirements of the course.

Additionally: Excursion cost.

Course Costs: \$20. There may be additional costs if students engage in extracurricular activities that may be offered to supplement the coursework.

Head Teacher: Shannon Cameron

Outdoor Education (PDHPE)

Approved DoE Elective Course – 100 Hour

Exclusions: You cannot choose this course if you are also selecting 200 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:

- Marine biologist
- Conservationist
- Adventure tourism guide
- Environmental scientist
- Outdoor recreation leader
- Summer camp guide

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.

Excursions: Regular excursions will be a feature of the course and it is expected that all students will attend. These will mostly be covered by course costs, however at times these may incur an extra cost as necessary.

Refunds: N/A

Course Costs \$75

Head Teacher: Shannon Cameron



Agriculture (Science)

Board Developed Course - 100 Hour

Exclusions: You cannot choose this course if you are also selecting 200 hour Agriculture.

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

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, 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) | - Wine maker | - Veterinarian |
| - Horticulture | - Florist | - Park Ranger |
| - Agricultural Engineer | - Crop grower | - Tree doctor |
| - Botanist | - Orchard grower | - CSIRO |
| | - Soil Scientist | - Environmental scientist |

Course description:

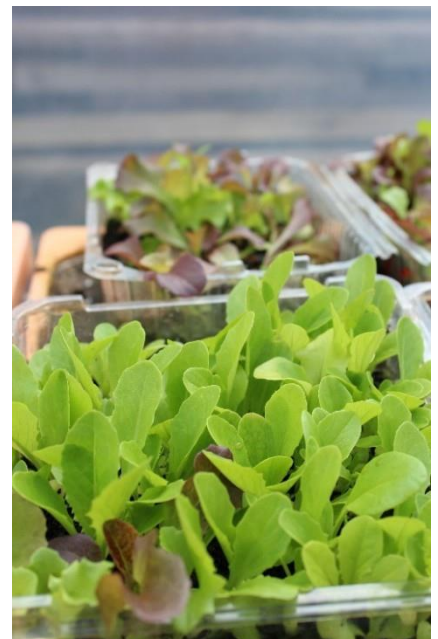
Students will develop knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with this and the marketing of products. They will also develop the ability to solve problems, plan, organise and conduct scientific investigations, research, collect 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: Emma Downey



Marine & Aquaculture Technology (Science)

Board Developed Course - 100 Hour

Exclusions: You cannot choose this course if you are also selecting 200 hour Marine & Aquaculture Technology.

Year 10 2025: You cannot choose this course if you have already completed Marine & Aquaculture Technology in Year 9.

Students will complete Core 1 AND any FIVE option modules.

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 practices
- Working with living things (animals)
- Minimising the human impact on marine and aquatic species
- Land management practices



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

- | | | |
|--|-----------------------------------|----------------------|
| - Fishing industry – DPI, fishing trawlers | - Seafood processing | - Food scientist |
| - Research scientist – CSIRO, environment, aquatic | - Ocean and aquatic life research | - Commercial fishers |
| - Kelp farmers, abalone farmers, urchin harvest | - Aquariums – hobbyist | - Fishing charters |
| | - Marine park ranger | - Deep sea drivers |

Course Outline:

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

Seven focus areas

- | | | |
|-----------|---------------|--------------------|
| - Biology | - Aquaculture | - Management |
| - Ecology | - Employment | - General interest |
| - Leisure | | |



Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

Course requirements: To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students with disability may require adjustments and/or additional support to engage in practical experiences.

Additionally: Excursion costs

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

Course Cost (annually): \$30.00

Head Teacher: Emma Downey



Psychology (Science)

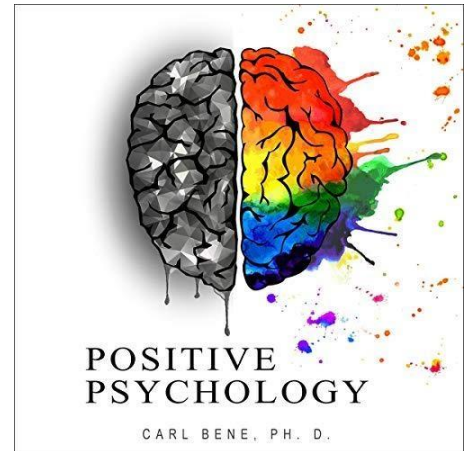
Approved DoE Elective - 100 Hour

Why study Psychology?

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They will investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. Students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. Finally, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Working in the Social Science industry involves:

- Analysing data to determine trends
- Assessing ourselves and how we perceive
- Implementation of strategies to assist in coping with life's challenges
- Resilience-building opportunities and self-reflection
- Understanding those around us in an accepting frame of mind



Samples of occupations students can aim for in the Social Science industry:

- | | | |
|------------------|-----------------------------|------------------------|
| - Counsellor | - Veterinarian | - Managerial Positions |
| - Social analyst | - Case Manager | - Marketing Specialist |
| - Social worker | - Child Care Worker | - Probation and Parole |
| - Psychologist | - Communications Specialist | - School Teacher |
| - Psychiatrist | - Human Resources | |

Course Description:

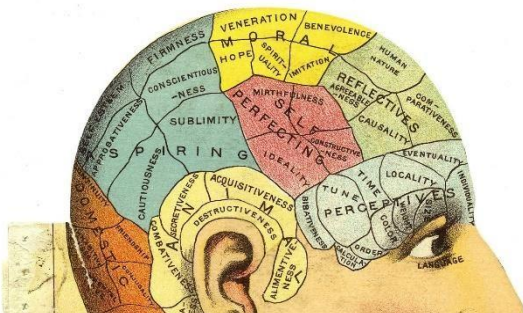
Psychology aims to develop students':

- Interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- Appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- Understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- Ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- Ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- Ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres

Course Costs: NIL

Course requirements: NIL

Head Teacher: Emma Downey



Child Studies (TAS)

Board Developed Course - 100 Hour

Exclusions: Year 9: You cannot choose this course if you are also selecting 200 hour Child Studies.

Year 10: - You cannot choose this course if you have already completed Child Studies in Year 9.

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 of understanding the complex nature of rearing and caring for children.

Course Structure:

Child Studies (100 indicative hours)

- Family structures and relationships
- Puberty
- Body management I - conception
- Body management II - contraception
- Parenthood – pregnancy, labour and birth



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 - 100 Hour

Exclusions: You cannot choose this course if you are also selecting 200 hour Design & Technology.

Year 10: You cannot choose this course if you have already completed Design & Technology in Year 9.

Why Study Design & Technology

Are you motivated, creative and like to work in project-based environments? Design & Technology is the subject for you. 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
Architecture
Agriculture
Builder

Project Management
Construction Industry
Science
Fashion

IT
Graphic Design
Research
Food Industry

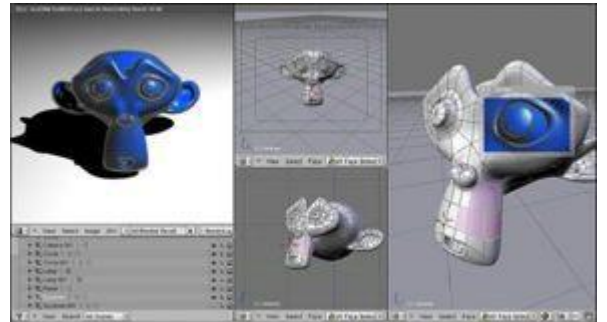
Course Description:

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



Course Requirements: Students are to wear fully enclosed leather shoes in practical spaces.

Cost (annually): \$40

Head Teacher: Meredith Smee



Food Technology (TAS)

Board Developed Course - 100 Hour

Exclusions: You cannot choose this course if you are also selecting 200 hour Food Technology.

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

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. Students will explore the rich culture of Australia’s indigenous and multicultural cuisine. Furthermore, students will gain the opportunity to develop foods for a special occasion and gain an understanding of cultural celebrations. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

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 is the ability to design, produce and evaluate solutions involving food.

Course Structure:

Focus Areas studied include:

- Food selection and health
- Food in Australia
- Food for special occasions

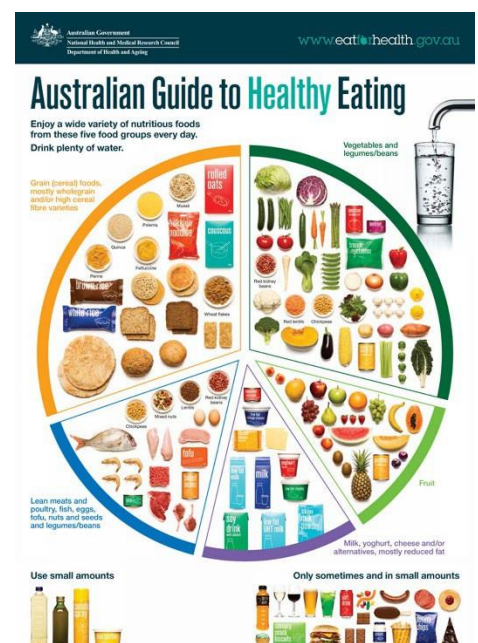
Course requirements:

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

Course Requirements: Students are to wear fully enclosed leather shoes in practical spaces.

Course Costs (annually): \$90.00

Head Teacher: Meredith Smee



Industrial Technology Electronics (TAS)

Board Developed Course - 100 Hour

Year 10: You cannot choose this course if you have already completed Industrial Technology Electronics in Year 9.

Why study Electronics?

Electronics and electronic devices have increasingly become part of our everyday lives. Indeed, today's generation has been born into the 'Electronics Age' and are very comfortable within it. Electronics is an interesting, fascinating, exciting and practical subject.

Working in the Electronics industry involves:

Working in one of the fastest growing and most dynamic industries, both locally and around the world. Designing, developing, programming, testing, diagnosing, installing and maintaining highly sophisticated, state of the art products and systems. Travel and career opportunities nationally and internationally.

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

- | | | |
|--------------------------------|-----------------------------|--------------------------------------|
| ✓ Electrical Engineering | ✓ Automotive Elect/Engineer | ✓ Fire protection |
| ✓ Telecommunication | ✓ Information Technology | ✓ Defence forces |
| ✓ Biomedical Engineer | ✓ Robotics | ✓ Software Engineer |
| ✓ Aeronautical Engineer | ✓ Mechatronics | ✓ Computer systems Engineer |
| ✓ Marine Elect/Engineer | ✓ Instrumentation | ✓ Refrigeration and air conditioning |
| ✓ Transmissions & reticulation | ✓ Lifts | ✓ Sustainable energy technologies |

Course description:

The study of Industrial Technology Electronics provides students with opportunities to engage in a diverse range of creative and practical experiences widely available in industrial and domestic settings. Industrial Technology Electronics develops student's knowledge and understanding of materials and processes associated with the Electronics industry. 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.

Course Structure:

Electronics (100 indicative hours)

- Electronic components, circuits and kits (100hrs)
- Students may develop key competencies in the areas of collecting, analysing and organising information, communicating ideas and information, planning and organising activities, working with others and in teams and problem-solving.



For more information on possible outcomes please visit the NSW Education Standards Authority (NESA) website <http://www.educationstandards.nsw.edu.au>

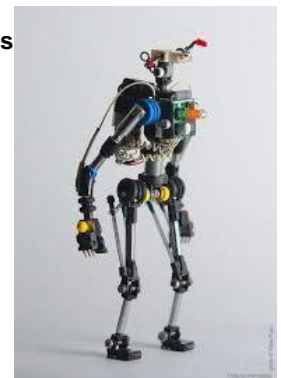
Course requirements:

Students wishing to purchase kits beyond class activities do so at their expense. Students are required to provide fully enclosed leather footwear.

The qualifications possible from a study of the Industrial Technology Electronics course:100 hours RoSA

Course Costs (annually): \$45.00 includes course notes and most components

Head Teacher: Meredith Smee



Industrial Technology Engineering (TAS)

Board Developed Course - 100 Hour

Year 10: You cannot choose this course if you have already completed Industrial Technology Engineering in Year 9.

Why study Industrial Technology Engineering?

Engineering is the Technology and Science concerned with the Design, building and use of engines, machines, mechanisms and structures to find solutions for everyday problems. The engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Working in the Industrial Technology Engineering industry involves:

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



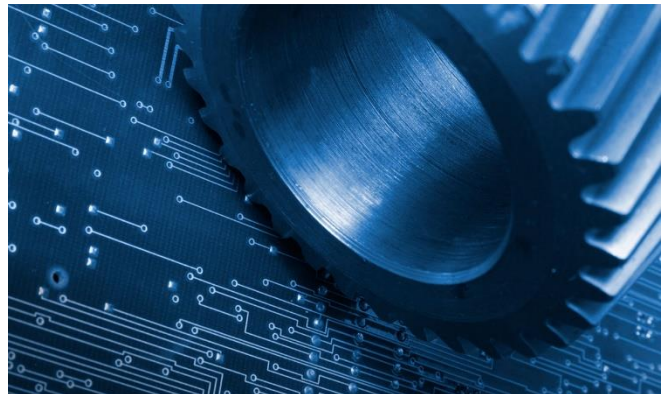
Samples of occupations students can aim for in the Industrial Technology Engineering industry:

- | | | |
|-------------------------|----------------------|-------------------------------|
| ✓ Aeronautical Engineer | ✓ Surveyor | ✓ Biomechanical Engineer |
| ✓ Mechanical Engineer | ✓ Chemical Engineer | ✓ Materials Engineer |
| ✓ Structural Engineer | ✓ Civil Draftsperson | ✓ Nuclear Engineer |
| ✓ Project Manager | ✓ Marine Engineer | ✓ Telecommunications Engineer |

Course description:

This course will give students the skills to:

- Design and manufacture engineered systems
- Understand the structure of timber
- Select and correct hand tools and follow industry processes
- Research and learn about emerging technologies
- Classify engineering materials into groups
- Investigate properties and application of materials
- Ethically explore these and impact engineering solutions have on our environment



Course Structure:

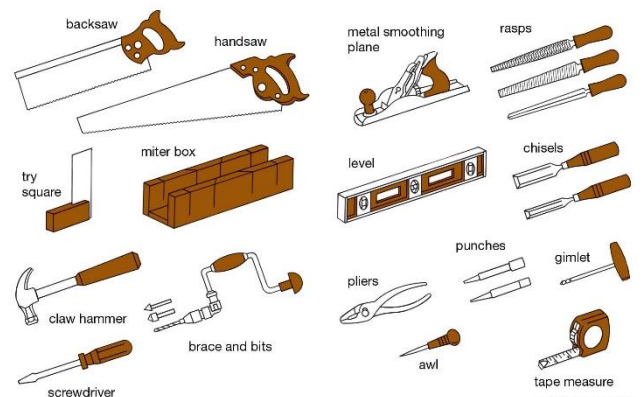
- Properties of materials
- WHS work practices in the workshop
- Interpreting and developing material lists
- Safe use of hand and power tools
- Developing engineered projects.

For more information on possible outcomes please visit the NSW Education Standards Authority (NESA) website <http://www.educationstandards.nsw.edu.au>

Course requirements: Students are to wear fully enclosed leather shoes in the workshop.

Course Costs (annually): \$50.00

Head Teacher: Meredith Smee



Industrial Technology Graphics (TAS)

Board Developed Course - 100 Hour

Why study Graphics?

Students studying Industrial Technology Graphics will be provided with opportunities to engage in a diverse range of creative and practical experiences. Students will use Auto Cad to develop working drawings and 3D models.

Working in the Graphics industry involves:

- Working in one of the fastest growing and most dynamic industries, both locally and around the world.
- Designing, developing, producing and creating working drawings.
- Students immersed in the field will discover the value of ongoing skill development.
- Travel and career opportunities nationally and internationally, alongside the opportunity to work from home.

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

- | | | |
|------------------------------|-----------------------|-------------------|
| ✓ Architectural Draftsperson | ✓ Building Management | ✓ Education |
| ✓ Architect | ✓ Graphic Designer | ✓ Project Manager |
| ✓ Production Designer | ✓ 3D Designer | ✓ Visual Designer |
| ✓ Graphic Artist | ✓ Art Director | ✓ Web Designer |
| ✓ Interior Designer | | |

Course description:

This subject is practical based and utilises state of the art, industry standard equipment and software. Industrial Technology Graphics develops in student's a knowledge and understanding of applications/programs, equipment and processes associated with the design industry. Related knowledge and skills are developed through a specialised approach to the tools (programs), material 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.

Course Structure:

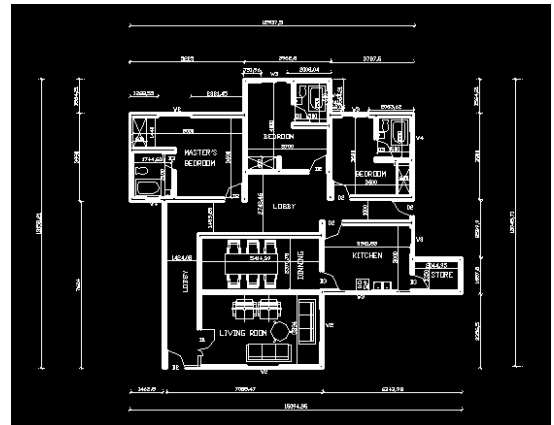
Graphics (100 indicative hours)

- Introduction to building design
- Architectural principals
- Auto Cad basics
- Folio management
- Architectural history

For more information on possible outcomes please visit the NSW Education Standards Authority (NESA) website <http://www.educationstandards.nsw.edu.au>

Course Costs (annually): \$15.00

Head Teacher: Meredith Smee



Industrial Technology Timber (TAS)

Board Developed Course - 100 Hour

Exclusions: You cannot choose this course if you are also selecting 200 hour Industrial Technology Timber.

Year 10: You cannot choose this course if you have already completed Industrial Technology Timber in Year 9.

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 will have 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 Industrial Technology Timber 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: 100 Hr RoSA.

Course requirements: Students are to wear fully enclosed leather shoes in the workshop.

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

Head Teacher: Meredith Smee

Computing Technology (TAS)

Board Developed Course - 100 Hour

Why Study Computing Technology?

Students will become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways and personal interests.

Computing Technology is an excellent course to prepare students for many courses in the HSC. Students will learn valuable skills in project management, independent research, creative and logical thinking, and formal document writing.

Course description:

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enables students to contribute to an increasingly technology-focused world.

Working in the Computing Technology industries involves:

- Developing skills in visual and written communication
- Working in teams and individually to meet deadlines
- Using Internet Research and technologies to develop projects
- Working creatively and logically on problems and solutions

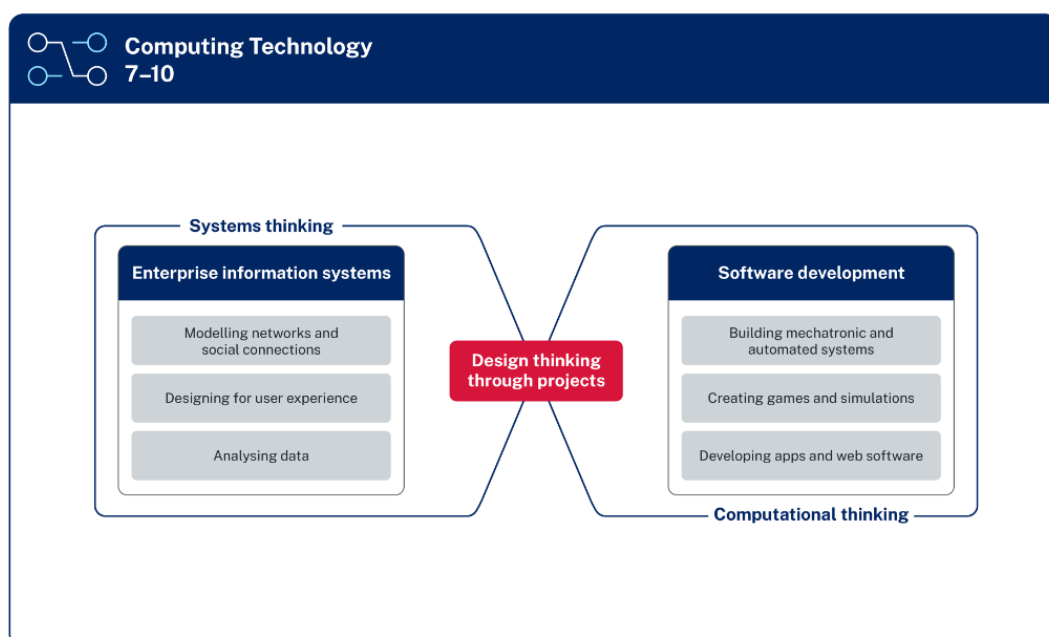


Samples of occupations students can aim for in the Computing Technology industry:

- ✓ Web Page Development
- ✓ Office and Real World Skills
- ✓ Networking Computer Systems
- ✓ Hardware Engineer
- ✓ Project Manager
- ✓ Software Engineer

Course Components:

Students will complete a number of projects each year based on the knowledge and skills learned in the following areas:



Course Cost: \$20.00

Head Teacher: Meredith Smee

Textiles Technology (TAS)

Board Developed Course - 100 Hour

Why study Textiles?

Textiles is one of the oldest manufactured items known to humankind. It is used in all areas of our contemporary lifestyle. The study of this subject will enrich your understanding of this valuable and creative resource.

Working in the Textiles industry involves:

- Materials and material knowledge ranging from animal and natural products to synthetic fabrics.
- Measuring skills.
- Designing and making skills.
- Technical applications.
- Computer-assisted design.



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

- | | |
|---|--|
| ✓ Interior design/ industrial and domestic design | ✓ Scientific dyes, weaving, fabric construction/fibre construction |
| ✓ Fabric designer | ✓ Photographer |
| ✓ Fashion consultant | ✓ Textiles artists |
| ✓ Make-up artist | ✓ Entertainment/ theatre/ opera/ cinema/TV productions |
| ✓ Hairdresser | ✓ Wool industry |
| ✓ Fashion designer | ✓ Surf industry/ clothing e.g. Billabong, Roxy etc |
| ✓ Dry cleaner | ✓ Footwear |
| ✓ Quilting/patchwork /fabricretail | |

Course description:

Textiles is a “hands-on” practical subject that builds on a student’s creativity. The course allows students to apply their imaginative skills to complete design projects of their own choice. It is a “student based” course; students are in total control of the planning, management and completion of their own projects. Students learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

Each topic will be explored in greater detail and extension activities will be included.

Course Structure: *Textiles* (100 indicative hours)

- Fashion knowledge and application
- Properties and performance of textiles

Design projects applicable to:

- Basic fabric and construction skills
- Fashion trends
- Fabric decoration/art

The qualifications possible from a study of the Textiles course:

100 hours School Certification

Additionally: Student will need to purchase their own patterns and fabrics for some individual textile projects.

Course costs cover the costs of consumables for technique development and general equipment use.

Course Costs (annually): \$25

Head Teacher: Meredith Smee



“How To” choose your Electives

IF YOU ARE IN YEAR 9 2025

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.

STAGE 5 2025 ELECTIVES

Subject selections will open in Week 3

4. Choose your subject selections on the screen - You must choose a 200 hour course, a 100 hour course and another 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.

Stage 5 2024 Electives

Main Units			Reserve Units		
	Subject	Units		Subject	Units
200 Hour	No selection	\$0 0	200 Hour Reserve 1	No selection	\$0 0
100 Hour	No selection	\$0 0	200 Hour Reserve 2	No selection	\$0 0
100 Hour or Term Elective	No selection	\$0 0	100 Hour Reserve 1	No selection	\$0 0
Term Elective	No selection	\$0 0	100 Hour Reserve 2	No selection	\$0 0
			100 Hour or Term Elective Reserve 1	No selection	\$0 0
			100 Hour or Term Elective Reserve 2	No selection	\$0 0
Total \$0 0			Total 0		

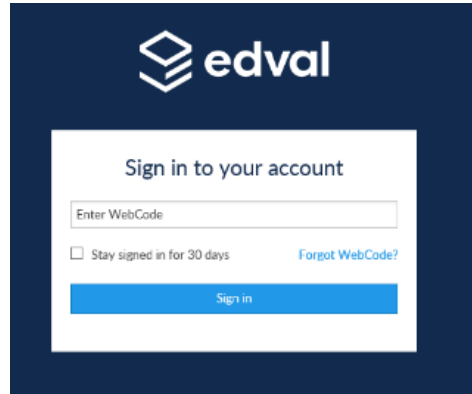
Cancel

Submit

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.

IF YOU ARE IN YEAR 10 2025

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



3. Choose Stage 100 hour 2025.



You must choose a 100 hour course to complete in 2025. It cannot be a course you have completed in Year 9. Your choices will need to add up to a total of 1 unit in your main preferences and 1 unit in your reserve.

Stage 5 2023 Electives

Main Units	Subject	Units	Reserve Units	Subject	Units	Notes
100 Hour	No selection	0	100 Hour Reserve 1	No selection	0	
			100 Hour Reserve 2	No selection	0	
Total 0			Total 0			Rules

4. You can log back in and alter your selections until the closing date.

