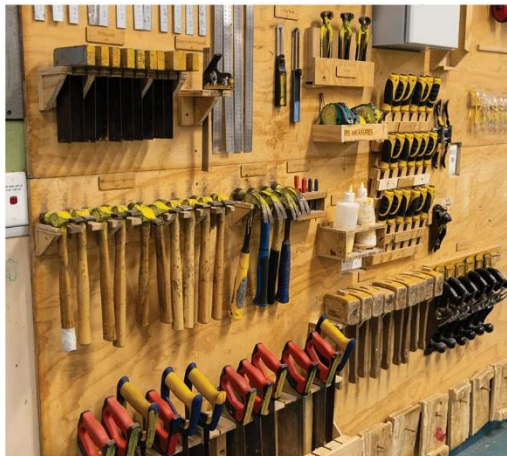


WADALBA
COMMUNITY SCHOOL
PROGRESS WITH PRIDE

**YEAR
9+10**

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

**BOOK
A**



UNLOCKING THE BRILLIANCE IN EACH OF US

Table of Contents

Introduction	1
Using this booklet	2
Elective Structure - Stage 5	2
Choosing Courses	3
Mandatory Courses	
English	4
Geography	5
History	6
Mathematics.....	7
PDHPE.....	8
Science	9
Pattern of study by Faculty.....	10
CAPA	11-14
HSIE.....	15
Language	16-17
PDHPE.....	18-19
Science	20-21
TAS	22-25
How to choose your Elective	26

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 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 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 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/wadalbacsc.com/wadalbacommunityschoolssubjects/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 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 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

MANDATORY COURSES

ENGLISH

English is a requirement for the award of the RoSA.

Students of English in Years 7–10 will learn to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

What will students learn about?

Students will study novels, poetry, films, drama, visual, spoken, multimodal and digital texts. These texts give students a range of experiences from:

- Fiction and non-fiction texts
- Australian authors
- Aboriginal and Torres Strait authors
- Texts from around the world
- Cultural, social and gender perspectives
- Personal interest and enjoyment.

Students are encouraged to:

- Read, view and listen to texts
- Understand and respond to texts
- Express ideas and compose texts.

What will students learn to do?

Students will learn to:

- Interpret and craft personally, creative and critical texts
- Interpret and craft language forms, features and structures
- Consider ideas and experiences and how that can be challenge or affirmed
- Value texts and relationships between them
- Create and apply processes to plan, monitor, revise and reflect to develop, refine and compose texts.

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 participation in 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 to human 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 a logical 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, describe and 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 algebra
- 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 improve their 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

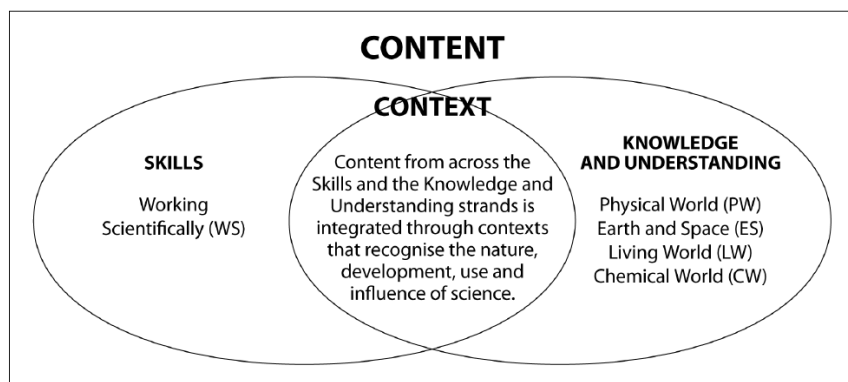
- alcohol and other drugs
- food and nutrition
- personal identity
- mental health and wellbeing
- relationships
- sexuality and sexual health
- safety
- health benefits of physical activity
- fundamental movement skills
- rhythmic and expressive movement
- individual/group/team physical activities
- 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 student knowledge, understanding and skills to explain and make sense of the biological, physical, chemical along with the technological impacts, enabling them to make informed decisions, choices and understanding the consequences of their choices and the possible impacts on the living and non living aspects of the surroundings and communities.

What will students learn about?



What will students learn to do?

Through their study of science, students develop a knowledge and understanding that may include the following:

Working Scientifically (WS)	Questioning and predicting	<ul style="list-style-type: none"> constructing questions making predictions
	Planning and conducting investigations	<ul style="list-style-type: none"> working individually and collaboratively selecting equipment to complete activities identifying ways of reducing risks gathering first-hand data and information using secondary sources using a variety of digital technologies
	Processing and analysing data and information	<ul style="list-style-type: none"> organising and evaluating data explain trends, patterns and relationships using critical thinking skills
	Problem solving	<ul style="list-style-type: none"> identifying issues and problem creative thinking to develop ideas
	Communicating	<ul style="list-style-type: none"> communicating information use of technology
Knowledge and Understanding	Physical World (PW)	<ul style="list-style-type: none"> Newton's Laws of Motions light and sound
	Earth and Space (ES)	<ul style="list-style-type: none"> climate change natural disasters the Universe
	Chemical World (CW)	<ul style="list-style-type: none"> chemical changes, language of chemistry
	Living World (LW)	<ul style="list-style-type: none"> genetics and evolution disease and coordination

Course Requirements

All students are required to undertake at least one substantial research project during 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)

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

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.

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

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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

Potential occupations:

Events Manager

Business Manager

Performer

Stage Manager

Software Developer

Advertising

Composer

Critic/Journalist

Promotions Manager

Film Director

Sound Engineer

Magazine Publishing

Productions

Film Editor

Teacher

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, conceptual framework, 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.

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: **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

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

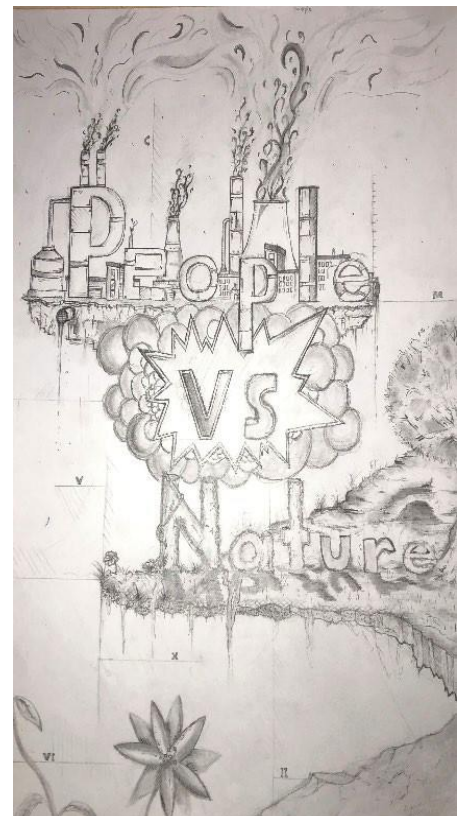
Experiential - apply or acquire knowledge in a practical context, design and apply problem solving skills

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

Course Cost and Requirements: - \$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, 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



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



SPANISH (Language)

Board Developed Course – 200 Hour

Why Study Spanish?

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” – Nelson Mandela

Studying Spanish can open a world of opportunities and benefits:

- Global Communication: Spanish is the second most spoken language in the world by native speakers, with over 460 million speakers across more than 20 countries. Learning Spanish can enhance your ability to communicate with people from diverse backgrounds.
- Cultural Appreciation: Learning Spanish provides insight into the rich and diverse cultures of Spanish-speaking countries, including their literature, music, art, cuisine, and traditions.



Skills learned in Stage 5

“I would sooner be a foreigner in Spain than in most countries. How easy it is to make friends in Spain!” — George Orwell, Homage to Catalonia

Speaking Spanish can enrich your travel experiences, allowing you to navigate more easily in Spanish-speaking countries, interact with locals, and immerse yourself in the culture. Students who complete the Stage 5 Spanish course become equipped with key phrases for travelling, making plans with friends, and describing. Topics include:

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

Career Pathways

In today's interconnected world, knowing Spanish can be an asset in various careers, particularly in industries like:

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

Many employers value bilingual candidates and knowing Spanish can give you a competitive edge in the job market.

Stage 6 (Year 11-12) connections

“Oh, the places you'll go.” – Dr. Seuss

The 200 hours Stage 5 Spanish course is a pre-requisite for the Spanish Continuers and Spanish 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: Dean Hancock



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 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.

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

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:

- 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.

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, 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:

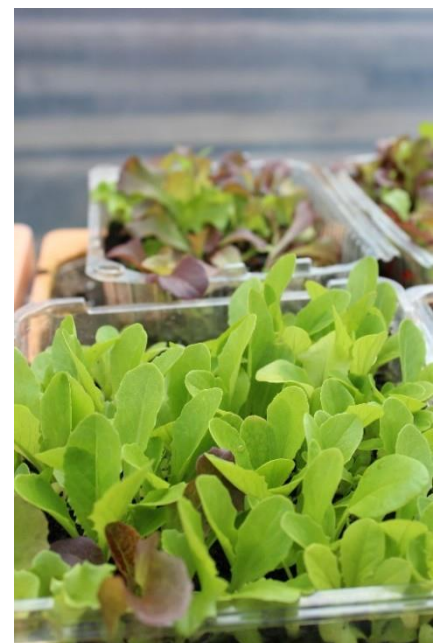
Students will develop knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with this and the marketing of products. They will also develop the ability to solve problems, plan, organise and conduct scientific investigations, research, collect 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 - 200 Hour

Exclusions: You cannot choose this course if you are also selecting 100 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, Core 2 AND any SIX option modules additional to those in the first 100 hours.

Core 1 is to be studied at the beginning of the course and Core 2 is to be studied at the beginning of the second 100 hours of the course.

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 technology, writing reports, communicating to share holders
- Working both indoors and 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
- Research scientist – CSIRO, environment, aquatic
- Kelp farmers, abalone farmers, urchin harvest
- Seafood processing
- Ocean and aquatic life research
- Aquariums – hobbyist
- Marine park ranger
- Food scientist
- Commercial fishers
- Fishing charters
- 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.

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment.

Seven focus areas

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



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 fees. 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

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 of understanding 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 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

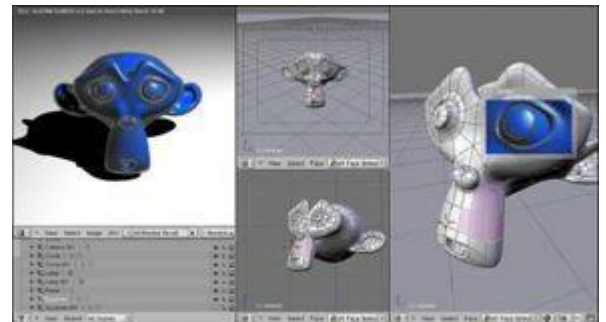
Course Description:

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

DESIGN & technology

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

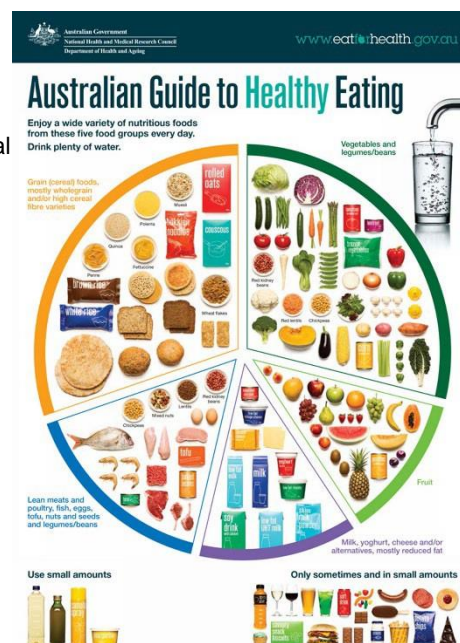
Course requirements:

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

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 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 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)

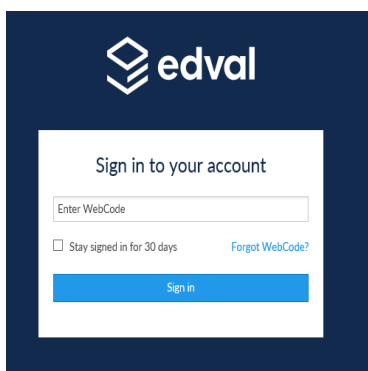
Head Teacher: Meredith Smee



“How To” choose your Electives

IF YOU ARE IN YEAR 9 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 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	<input type="text" value="No selection"/>	\$0 0	200 Hour Reserve 1	<input type="text" value="No selection"/>	\$0 0
100 Hour	<input type="text" value="No selection"/>	\$0 0	200 Hour Reserve 2	<input type="text" value="No selection"/>	\$0 0
100 Hour or Term Elective	<input type="text" value="No selection"/>	\$0 0	100 Hour Reserve 1	<input type="text" value="No selection"/>	\$0 0
Term Elective	<input type="text" value="No selection"/>	\$0 0	100 Hour Reserve 2	<input type="text" value="No selection"/>	\$0 0
			100 Hour or Term Elective Reserve 1	<input type="text" value="No selection"/>	\$0 0
			100 Hour or Term Elective Reserve 2	<input type="text" value="No selection"/>	\$0 0
		Total			0

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.

