



Cronulla High School

SUBJECT SELECTION

Year 9 2026

Information for students and parents

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INTRODUCTION

The purpose of this booklet is to help you choose your elective subjects for Years 9 and 10. It provides guidelines for subject selection as well as a brief description of each subject to be offered for selection at this school. The information in this document is current at the time of publication. Changes to course descriptions and the record of school achievement credentialing together with detailed course syllabus descriptions and syllabi are available NSW Education Standards authority (NESA) website.

<http://educationstandards.nsw.edu.au>

At this stage of the selection process, the advertised courses in this booklet are offered to gauge the level of student interest. Classes will not necessarily be formed for each course offered. A course will only run if there is sufficient student demand. For this reason, students are asked to select two reserve choices. Where there are more students wishing to take a subject than there are places available, priority will be given to students whose preferences are submitted online by the deadline date.

Please note all elective courses will be delivered as 200-hour courses and studied across Years 9-10.

When choosing your courses, you should rely on what you know about yourself and your own learning potential. You should also consider the following:

- The subjects that especially interest you.
- The subjects you think you can perform well in.
- The subjects that will help you with your career goals.

If you need further help you should consult your Year Adviser, the Careers Adviser and also your teachers. There is no substitute for talking to your teachers about the subjects that you are planning to do. Another good idea is to talk to students who are currently doing the subject in which you are interested.

Remember that there are no “easy subjects” and there is no easy way to gain marks. Sustained and diligent effort is the key to learning success.

Ms Lisa Edwards
Deputy Principal

Ms Jessica Incollingo
Year 8 Adviser, 2025

A MESSAGE FROM THE PRINCIPAL

As you come to the end of Year 8, you are completing two years of wide learning experience. You have undertaken junior courses in every key learning area and you are now ready to choose elective subjects for Year 9. These choices are important; you will study these subjects for two years and you will be awarded a Stage 5 Record of School Achievement credential in each of them if you satisfactorily meet the course requirements. These subjects may also point the way to your subject selections for the Preliminary and Higher School Certificate courses in Years 11 and 12. ***Think carefully and choose wisely.***

Mr Tony Ibrahim
Principal

MANDATORY SUBJECTS

This section explains what students should expect to encounter in subjects that **MUST** be undertaken by all students in Year 9 and Year 10.

ENGLISH

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

- study the Board developed English syllabus substantially in each of Years 9–10, and
- complete at least 400 hours of English study by the end of Year 10.

Course Description

The study of English in Years 9–10 aims to develop student knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

What will students learn?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structure, grammar, punctuation, vocabulary and spelling. Students study a range of texts including fiction, nonfiction, poetry, film, media, multimedia and digital texts. The texts give students an experience of Australian literature and insights into Aboriginal experiences and multicultural experiences, and experiences of literature from other countries and times, including texts that provide insights about the peoples and cultures of Asia.

Students also study texts that give experiences of cultural heritage, popular youth culture, picture books, everyday and workplace texts with a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10). Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.

Particular Course Requirements

The study of English in Years 9–10 involves the following text requirements:

- At least two works of extended prose (including at least one novel).
- At least two collections of poetry
- At least two films
- At least two drama texts (including at least one Shakespeare play)

Record of School Achievement

Students who have met the mandatory study requirements for English during Years 9–10 will receive a grade for English for the Record of School Achievement (RoSA). Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement)

MATHEMATICS

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.

Course Description

By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

The Stage 5 Mathematics Syllabus acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Stage 4. Students completing Year 8 are at various stages in the development of their mathematical knowledge, understanding and skills. Some students demonstrate a high degree of conceptual understanding, while other students still need to develop their basic numerical skills.

Stage 5 (Year 9 and 10) Course Structure

The new K-10 Mathematics Syllabus caters for a wide range of learning needs by having a Core-Path structure, in which students complete a different combination of topics depending on their learning needs. 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.

All topics in the K-10 Mathematics syllabus is underpinned by the importance of ‘Working Mathematically’, in which students are able to communicate, understand, reason, and problem solve.

At Cronulla High School, the combination of Core and Path topics students will study in Stage 5 is determined by their placement in a pathway:

CORE: designed to assist in meeting the needs of students who have achieved some Stage 4 outcomes at a satisfactory level. Students in this pathway will complete all Core topics over 2 years.

INTERMEDIATE: builds on the content of Core and is designed for students who have achieved most Stage 4 outcomes at a satisfactory level. Students in this pathway will complete all Core topics AND some Advanced Path topics over 2 years.

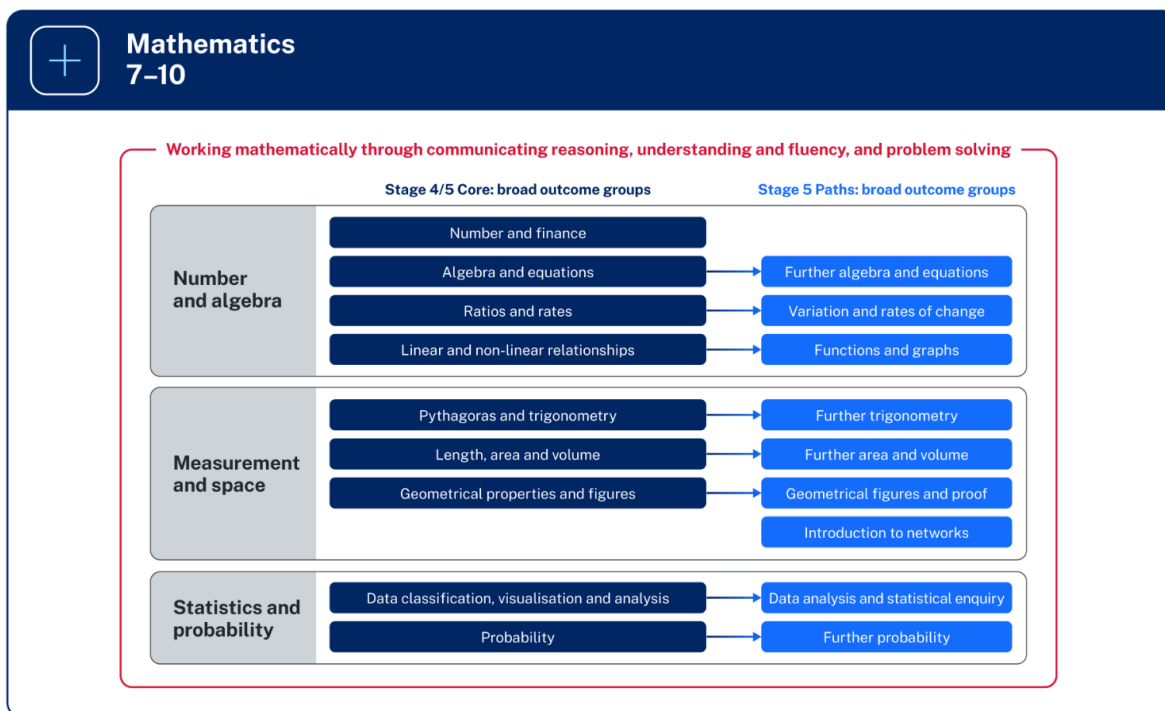
ADVANCED: builds on the content of the Intermediate pathway and is designed to assist in meeting the needs of students who have achieved all Stage 4 outcomes at an exemplary level. Students in this pathway complete all Core topics AND all Advanced Path topics over 2 years.

Students are placed in appropriate classes based on their mathematical ability demonstrated throughout Stage 4 and 5, usually through assessment data and teacher recommendations. A student’s placement in a pathway is flexible and can change at points throughout Stage 5 if it is deemed necessary by the Head Teachers of Mathematics in exceptional circumstances.

Core Path Outcomes

The Stage 5 Mathematics outcomes can be found below. These are organised under three broad outcome groups:

- Number and Algebra
- Measurement and Space
- Statistics and Probability



SCIENCE

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

- study the Board developed Science syllabus substantially in each of Years 9–10, and
- complete at least 400 hours of Science study by the end of Year 10.

Course Description

The Science Syllabus develops students' curiosity about, and interest in, science and the natural world. Students are supported to develop scientific literacy through the Working Scientifically processes and are provided with the scientific knowledge required to investigate phenomena, make predictions and solve problems. Students generate and analyse data and evaluate results to develop the ability to make ethical, evidence-based decisions, as informed, reflective and scientifically literate citizens.

What will students learn?

Students develop knowledge and understanding of the natural and physical world through observation, experimentation and critical analysis. They investigate phenomena, make predictions and solve problems using scientific knowledge and Working Scientifically processes.

The study of science explores the rich cultural and scientific ways of knowing, being and doing of Aboriginal and Torres Strait Islander Peoples. Students engage with these evolving knowledges to understand their application to sustainability and innovation.

Students connect scientific disciplines and apply their knowledge to address real-world challenges. Through authentic learning experiences, they engage with traditional and innovative practices, exploring the impact of science on society and the environment.

By studying science, students develop critical thinking, ethical decision-making and problem-solving skills. They are inspired to find solutions to local and global challenges, explore science-related careers and contribute to society as informed and scientifically literate citizens.

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-source investigations. At least 50% of the course time should be allocated to scientific investigations, including time allocated to investigations during depth studies. Students are required to undertake at least one depth study every year across Stage 5. A depth study is any type of scientific investigation that provides students with an opportunity to pursue their interests and deepen their scientific understanding of one or more focus areas.

Record of School Achievement

Students who have met the mandatory study requirements for Science during Years 7–10 will receive a grade for Science for the Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#).

GEOGRAPHY

The Geography (Mandatory) course requires students to complete 100 hours of Geography in Stage 5.

This is a requirement for eligibility for the award of the Record of School Achievement.

Civics and citizenship learning is an essential feature of the Years 9–10 Geography syllabus.

Course Description

Geography allows students to develop an understanding of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

What will students learn about?

Students of Geography engage in a study of places and the relationships between people and their environments. It emphasises the role, function and importance of the environment in supporting human life from local to global scales. Students study four broad topic areas. These are:

- sustainable biomes
- environmental change and management
- changing places
- human wellbeing.

These topics are overlain by a seven point conceptual framework including place, space, environment, interconnection, scale, sustainability and change.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Course Requirements

Fieldwork is an essential part of the study of Geography in Stage 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

Record of School Achievement

Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#).

HISTORY

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

- study the Board developed History syllabus substantially for each of Years 9–10, and
- complete 100 hours History in Stage 5.

Course Description

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. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 9–10 History syllabus.

What will students learn?

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives and interpretations to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

Particular Course Requirements

All students must complete a site study in Stage 5.

Record of School Achievement

Students who have met the mandatory study requirements for History during Years 9–10 will receive a grade for History for the Record of School Achievement. Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#).

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 9–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

What will students learn about?

All students study the following three content strands:

- The strand Health, Wellbeing and Relationships focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote health, safety and wellbeing of themselves and others.
- The strand Movement Skill and Performance focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity.
- The strand Healthy, Safe and Active Lifestyles focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities.

What will students learn to do?

Throughout the course students will learn to apply key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision-making, planning and moving.

Record of School Achievement

Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student's Record of School Achievement.

Further information about the Record of School Achievement (RoSA) can be found on the [RoSA website](#).

ELECTIVE SUBJECTS

INSTRUCTIONS TO STUDENTS

This section gives an outline of the subjects that are available to students as ELECTIVES. They are listed in alphabetical order.

You will need to study 2 electives concurrently throughout the next two years.

Select four (4) subjects from this section in order of preference from 1 to 4.

Whether or not you are given your first two preferences will depend on the demand for the individual elective subjects, ie: how many students select them. Your preferences should be entered online by Wednesday, 13 August 2025. Instructions are at the back of this booklet.

CHILD STUDIES

Child Studies Content Endorsed Course Years 9–10 is an elective course that may be studied in Stage 5 for 200 hours for the Record of School Achievement. While the syllabus can be taught at any time in Years 9–10, its outcomes and content have been designed at a Stage 5 standard.

Course description

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

What will students learn about?

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules are between 15 and 30 hours duration.

The syllabus modules are:

- Preparing for parenthood
- Conception to birth
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Childcare services and career opportunities

What will students learn to do?

Throughout the course students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

This learning will be supplemented with practical experiences at local child care centres.

Record of School Achievement

Satisfactory completion of 200 hours of study in *Child Studies CEC Years 9–10* during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

COMMERCE

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

Students undertake 200 hours of study in Commerce in Stage 4 and/or Stage 5. The course is structured in the following way:

200-hour course

- all FOUR Core Study topics
- additional study of selected options to meet the 200-hour requirement.

Each option builds on the essential learning of the core and allows teachers and students to extend core learning. The Core Study topics and options may be studied in any order or pattern. Across the 200-hour course students may study only ONE school-developed option.

Core Study

Each Core Study topic should be 20–25 indicative hours including, Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures, Law, Society and Political Involvement.

Options

Each option topic should be 15–25 indicative hours including, Our Economy, Investing, Promoting and Selling, Running a Business, Law in Action, Travel, Towards Independence, school-developed options.

What will students learn to do?

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Record of School Achievement

Satisfactory completion of 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (ROSA).

DANCE

Course Description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms. Students studying Dance bring with them a range of prior dance experience.

What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Record of School Achievement

Satisfactory completion of 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items.

Dance is a performance-based subject. Students will therefore be expected to perform as required. This includes class performances, and school events such as Arts in the Dark and the School Musical program.

Excursions to participate in industry workshops and to see dance performances in the wider community are a mandatory part of the course.

DESIGN AND TECHNOLOGY

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

What will students learn?

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers. Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

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.

Record of School Achievement

Satisfactory completion of 200 hours of study in Design and Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items. Some specific items may at times be required.

DRAMA

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a group-devised performance and a scripted work in every 100 hours of the course. Group-devised refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. Through group-devised performance, students learn a myriad of transferable social skills such as collaboration, creativity, problem solving, communication and empathy. At least one scripted work must also be studied in the first 100 hours. Students also study improvisation, mime, monologues and dialogues, physical theatre, political theatre, comedy and Australian theatre. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society. Small group work is an integral part of the course.

Record of School Achievement

Satisfactory completion of 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items.

At least one mandatory theatre excursion will take place during Year 9 and Year 10 at an additional cost to students.

Drama is a performance-based subject; students will therefore be expected to perform as required. This includes class performances, and may include school events such as Arts in the Dark.

FOOD TECHNOLOGY

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situation involving food. They learn about Work, Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Special Needs
- Food for Special Occasions
- Food Trends

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.

Food Technology Years 7-10 is studied as a 200-hour course. Students undertaking the 200-hour course are required to complete 6 to 8 focus areas. Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 200 hours of study in Food Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (ROSA). Students undertaking the Food Technology course based on Life Skills outcomes are not allocated a grade.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items. Some specific items may at times be required.

GRAPHICS TECHNOLOGY

Course Description

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicated information using a variety of techniques and media.

What will students learn?

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Students can select from a range of option modules:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer-Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project.

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 special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 200 hours of study in Graphics Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement. Students undertaking the Graphics Technology course based on Life Skills outcomes and content are not allocated a grade.

PLEASE NOTE: A personal set of drawing instruments is required (see fee schedule). Students will be wholly responsible for their own instrument sets. The course fee also covers the cost of drawing and rendering media, pens and other stationery and consumable items.

INDUSTRIAL TECHNOLOGY - ENGINEERING

Course Description

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. The Engineering core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms. These are enhanced and further developed through the study of specialist modules in Alternative Energy and Control Systems.

What students learn

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Students also investigate Work Health and Safety (WHS) matters and related work environments.

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

These may include:

- a range of devices and appliances
- electronic and mechanical control systems
- robotics projects
- small structures
- small vehicles

Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. An engineering report is required for each practical project completed and will form part of the overall assessment. Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Record of School Achievement

Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 will be recorded with a grade on the student's RoSA. This may occur in up to two courses. Students undertaking the Industrial Technology course based on Life Skills outcomes and content are not allocated a grade.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of materials and consumable items. Safe footwear and a protective apron are also required. The apron may be purchased from the school office or students' Year 7 and 8 aprons can be used.

INDUSTRIAL TECHNOLOGY - METAL

Course Description

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. The Metal focus area comprises two content areas, Metal and Art Metal.

What students learn

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Students also investigate Work Health and Safety (WHS) matters and related work environments.

Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies. These may include:

Metal

- Fabricated projects
- Metal machining projects
- Sheet metal products

Art Metal

- Artistic metal projects
- Jewellery and accessories

Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment. Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Record of School Achievement

Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 will be recorded with a grade on the student's RoSA. This may occur in up to two courses. Students undertaking the Industrial Technology course based on Life Skills outcomes and content are not allocated a grade.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of materials and consumable items. Safe footwear and a protective apron are also required. The apron may be purchased from the school office or students' Year 7 and 8 aprons can be used.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

Course Description

The study of Industrial Technology Multimedia provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

The Multimedia core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations.

Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies. For examples, see: <https://Shorturl.at/ZVaDK>

Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies.

What Students Learn

The core modules include Web Design and Video Production with the specialist modules being Apps and Interactivity, Games and Simulations.

Examples of Projects include:

- | | |
|--|---|
| ▪ Digital Graphics – Photoshop | ▪ Apps – Adobe XD, Framer |
| ▪ Website Design – Coding and Design | ▪ Animating – Adobe Animate |
| ▪ 3D Modelling – Blender | ▪ Games and Simulation – 3D Games in Unity and Unreal Engine, 2D games in Construct 3 |
| ▪ Video Production – Short Films | |
| ▪ ePublications – Photoshop and InDesign | ▪ Project Management |
| ▪ Sound Production/ Sound Design | ▪ Coding |
| ▪ Video Special Effects | ▪ VR and AR |

Course Requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA).

Record of School Achievement

Satisfactory completion of 200 hours of study in Industrial Technology - Multimedia during Stage 5 will be recorded with a grade on the student's RoSA.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items.

INDUSTRIAL TECHNOLOGY - TIMBER

Course Description

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

What students learn

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Students also investigate Work Health and Safety (WHS) matters and related work environments.

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

- decorative timber products
- furniture items
- small bowls or turned items
- storage and display units
- storage and transportation products

Course requirements

Students are provided with a range of theoretical and practical experiences to develop knowledge and skills. A design and production folio is required for each practical project completed and will form part of the overall assessment. Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their RoSA.

Record of School Achievement

Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 will be recorded with a grade on the student's RoSA. Students undertaking the Industrial Technology course based on Life Skills outcomes and content are not allocated a grade.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of materials and consumable items. Safe footwear and a protective apron are also required. The apron may be purchased from the school office or students' Year 7 and 8 aprons can be used.

INTERNATIONAL STUDIES

Course Description

International Studies provide students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables understanding of cultures from different perspectives and develops skills to engage harmoniously in the interconnected world.

What will students learn about?

International Studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action, and commitment to be a global citizen. International Studies provide students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world.

Students will undertake 200 hours of study, including the core unit and additional study of selected options to meet the 200-hour requirement (minimum of 6). Each option builds on the essential learning of the core and allows teachers and students to extend core learning.

Core Unit (50 indicative hours):

- Core – Understanding culture and diversity in today's world

Optional Units (15-25 indicative hours each):

- | | |
|--|---|
| • Option 1 – Culture and beliefs | • Option 7 – Culture in film and literature |
| • Option 2 – Culture and the media | • Option 8 – Culture and sport |
| • Option 3 – Culture on the move | • Option 9 – Culture and food |
| • Option 4 – Culture and travel | • Option 10 – Culture, science, technology and change |
| • Option 5 – Culture and the performing arts | • Option 11 – School developed option |
| • Option 6 – Culture in art and architecture | |

What will students learn to do?

Students gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables students to understand and value inclusion, and to respect the rights of others. International Studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world.

Record of School Achievement

International Studies is a Stage 5 NSW Department of Education approved elective course, which means the course will **NOT** be listed on the Record of School Achievement (RoSA). The student will still receive a RoSA listing for the other subjects they have completed.

iSTEM

Course Description

iSTEM is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skillset development based on the needs of local and national industry. iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies.

What will students learn about?

The core units introduce students to the key features of STEM Fundamentals, including planning and project management skills using collaborative design processes, communication and critical evaluation skills to problem solve a range of STEM challenges.

A choice from the available options engages students in various areas of interest to reinforce the skills learnt from the core units. In addition, the options allow students and teachers to delve deeper into specific scenarios of interest. They will be guided to ask probing questions to strengthen their entrepreneurship, resilience, and initiative through the completion of the STEM challenges.

Students will complete both core units and additional study of selected elective and specialised units to meet the 200-hour requirements.

Core topics

Core topics develop fundamental understanding and skills as well as the application of engineering-design processes to problem-solving activities:

- STEM fundamentals
- Project-based learning

Elective topics

Elective topics develop a depth of understanding and skills in a number of fundamental areas of STEM. They have been designed to provide additional time for mastery before applying them to specialised topics:

- Computer-aided design (CAD), Critical thinking, Project-based learning (extension)

Specialised topics

Specialised topics are themed around STEM priority industries. They develop knowledge and skills that underpin future focused industries:

- Advanced manufacturing, Aeronautical engineering, AgriTech, Cyber security, Design for space, Mechatronics and robotics, MedTech, Surveying and geospatial engineering, Sustainable transport

What will students learn to do?

Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering design processes.

Record of School Achievement

iSTEM is a Stage 5 NSW Department of Education approved elective course, which means the course will **NOT** be listed on the Record of School Achievement (RoSA). The student will still receive a RoSA listing the other subjects they have completed.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items

JAPANESE

Course Description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

What will students learn about in the study of a modern language?

Students will develop the knowledge, understanding and skills necessary for effective interaction in Japanese.

They will explore the nature of languages as systems by making comparisons between English and Japanese.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the Japanese culture.

What will students learn to do in the study of a modern language?

Students will develop the skills to communicate in Japanese. They will listen and respond to spoken language. They will learn to read and respond to written texts in Japanese. Students will establish and maintain communication in familiar situations using Japanese.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of Japanese. They develop a capacity to interact with Japanese people, their culture and their language.

Record of School Achievement

Satisfactory completion of the mandatory Year 8 language study will be recorded on the student's Record of School Achievement.

Satisfactory completion of 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student's Record of School Achievement.

PLEASE NOTE: A course contribution is required of students undertaking this subject. This contribution covers the purchase of the textbook/workbook which the students use in class and at home.

MARINE AND AQUACULTURE TECHNOLOGY

Course Description

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:

Biology	Employment	Ecology	Management
Leisure	General Interest	Aquaculture	

What students learn

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economical 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 responsibility 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 experience 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 special education needs may be require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 200 hours of study in Marine and Aquaculture Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (ROSA).

Students undertaking the Marine and Aquaculture Technology course based on Life Skills outcomes and content are not allocated a grade.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of materials and consumable items. Marine and Aquaculture also has Marine Safety and Surf Lessons in Years 9 and 10 which are a mandatory part of the course. Additional excursion costs apply.

MUSIC

Course Description

All students should have the opportunity to develop their musical abilities and potential. Music is a form of personal and cultural expression that occupies a significant place in global cultures and histories. It can define and express identities, shape and comment on community values, and has the capacity to engage, inspire, enrich and transform the lived experiences of students.

The study of Music in Years 9–10 supports intellectual stimulation, neurological development, exploration of values, development of creativity and the expression of emotion.

What will students learn about?

The elements of music (duration, pitch, texture, performing media and timbre, dynamics and expression and structure).

The focus areas Performing, Listening and Composing.

Stage 5 elective topics include, but are not limited to:

- Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples
- Art music
- Jazz
- Popular music
- Global music culture

Depth Study

Students are required to undertake a depth study in Stage 5. Students draw on content studied in class, and apply knowledge, understanding and skills in an area of individual interest. Depth studies may be completed individually or collaboratively. Students may choose to specialise in one or more of the focus areas: Performing, Listening and Composing.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items.

Music is a performance-based subject. Students will therefore be expected to perform as required. This includes class performances, and school events such as Arts in the Dark and the School Musical program.

PHOTOGRAPHIC AND DIGITAL MEDIA

Course Description

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

What will students learn to do?

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

Forms of Photography include:

- Dark room techniques
- DSL camera techniques
- Digital composition and lighting techniques
- Film and video techniques
- Scenic Landscape Photography
- Street Photography
- Slow Motion Photography
- Portraiture Photography

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

Course requirements

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

Record of School Achievement

Satisfactory completion of 200 hours of study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of materials and consumable items.

PHYSICAL ACTIVITY AND SPORTS STUDIES

Course Description

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. There is no requirement to be good at sport but an enjoyment of being active is highly desirable.

Students engage in a wide range of physical activities to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement. Activities include learn to surf, archery, rock climbing, sand dune fitness, ten pin bowling, laser tag, x-golf, stand up paddle boarding, bushwalk/whale watch, martial arts fitness, yoga, pilates and golf.

What will students learn about?

At Cronulla High School we will enjoy learning the following units:

Year 9

- Body systems and energy for physical activity
- Outdoor Recreation
- Coaching
- Lifestyle, leisure and recreation

Year 9 extracurricular activity: Students will have the opportunity to participate in a 3-day (2 - night) outdoor recreation camp.

Year 10

- Issues in physical activity and sport
- Physical fitness
- Technology, physical participation and performance
- Event management

Year 10 extracurricular activity: Students will participate in an excursion at the end of the course.

What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Record of School Achievement

Satisfactory completion of 200 hours of study in Physical Activity and Sports Studies during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

PLEASE NOTE: The course contribution covers the cost of a student workbook. There are additional costs associated with the course activities and the Year 9 camp.

TEXTILES TECHNOLOGY

Course Description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What students learn

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

Apparel	Textile arts	Furnishings	Non-apparel	Costume
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Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study are covered: Design, Properties and Performance of Textiles, Textiles and Society.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

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.

Textiles Technology Years 7–10 is studied as a 200-hour course in Stage 5.

Students undertaking the 200-hour course are required to complete:

- a minimum of four units of work, covering a minimum of three focus areas.

Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 200 hours of study in Textiles Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (ROSA).

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items. Some specific items may at times be required.

VISUAL ARTS

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world. Theory constitutes 40% of the Visual Arts course.

What will students learn about?

Students learn about the enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms, including traditional and more contemporary forms, (eg site-specific works, installations, video and digital media and other ICT forms) to build a body of work over time. Students learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

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

Students will have the opportunity in Art Practice to explore:

- Street Art – design your own skate deck using stencil and spray paint.
- Clay forms and other sculptural forms
- Architectural study – focus on perspective drawing
- Surrealism and hyperrealism – pencil and paint
- Traditional Still Life and Vanitas – oil painting; contemporary landscape painting
- Design – choice of interior, stage and set
- Site-specific art

Course Requirements

Students are to produce works based off 2D, 3D and 4D explored topics. Students must keep a Visual Arts diary.

Record of School Achievement

Satisfactory completion of 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items

VISUAL DESIGN - CERAMICS

Course Description

In the Stage 5 elective subject of Visual Design – The Object, students gain an understanding of the design world through the area of CERAMICS in artmaking, critical and historical studies, the conceptual framework and the frames.

What will students learn about?

Students will learn about the different techniques of construction involved in creating ceramic art pieces as well as a variety of firing, glazing and finishing techniques. They will develop problem solving skills as they learn how best to create a required desired form, and with which technique to do so.

Students learn to make ceramic artworks to build a folio of work overtime as they develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Ceramics journal.

Students will learn about how ceramics was integrated into past cultures, and how contemporary artists are using it today. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?

Students will develop skills and techniques in creating hand-built forms such as **pinch, coil, press and slab techniques**, as well as commercial forms such as **mould-making, slip-casting and wheel throwing**.

Students will enjoy the therapeutic benefits and enjoyment of working with clay, and similar materials such as plaster and resin, rewarded by the creation of both functional and decorative pieces. They will explore the chemical aspect of glazing and firing to create a range of decorative finishes and will design their own ceramic project, involving research and problem-solving skills to create a major piece, or series, that suits their interests and abilities.

Practice in Visual Design – The Object could be investigated through artworks that explore the body as site, for example, jewellery, ceramic ware, containers and student-initiated ceramic or resin forms.

Course Requirement

Students are to produce a body of work and keep a Ceramics journal.

Class time will be allocated as follows

- 60% of time will be dedicated to making and related aspects of content
- 40% of time will be dedicated to the critical and historical interpretations, explanations and related theoretical aspects of content.

Record of School Achievement

Satisfactory completion of 200 hours of elective study in Visual Design during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

PLEASE NOTE: A course contribution is required of students undertaking this subject to meet the cost of consumable items.

SUBJECT CONTRIBUTIONS

Some subjects have a significant contribution attached to cover the cost of materials for student projects. If these contributions are not paid, quality materials may not be available. Where students are required to undertake a major project, they are also responsible for the cost of materials used in that project. You should direct any questions you may have about course contributions to the class teacher or Head Teacher of the relevant subject.

The table below lists subject contributions for next year. There may be some minor changes, however, the list gives a fair idea of costs associated with each subject.

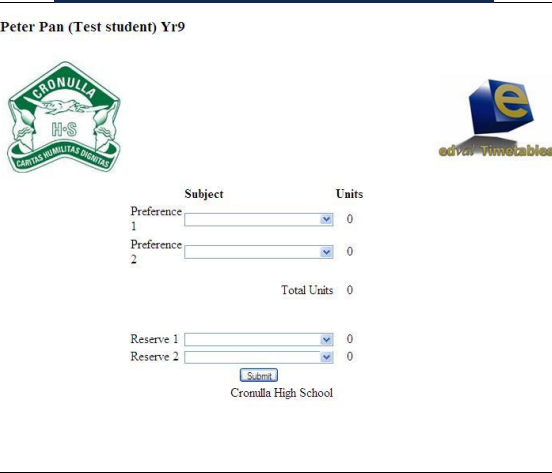
YEAR 9 COURSE COSTS – 2026	
General School Contribution	\$85.00
P and C Levy	\$55.00
School Diary	\$10.00
Technical Support Officer	\$30.00
Hot Maths access	\$12.00
Science Equipment	\$10.00
Education Perfect – Science eBook	\$20.00
Sport	\$10.00
Technology Access	\$30.00
Dance	\$35.00
Design and Technology	\$35.00
Drama	\$35.00
Food Technology	\$95.00
Graphics Technology – not including drawing kit \$60	\$30.00
Industrial Technology – Engineering	\$60.00
Industrial Technology – Metal	\$60.00
Industrial Technology – Multimedia	\$25.00
Industrial Technology – Timber	\$60.00
iSTEM	\$60.00
Japanese	\$45.00
Marine and Aquaculture Technology	\$60.00
Music	\$40.00
Photographic and Digital Media	\$50.00
Physical Activity and Sports Studies	\$35.00
Textiles Technology	\$35.00
Visual Arts	\$60.00
Visual Design - Ceramics	\$60.00

INSTRUCTIONS FOR MAKING YR 9 SUBJECT SELECTIONS ONLINE

You are required to make your selections for your Year 9 subjects online. Explanations for and descriptions of all elective subjects being offered can be found in this Subject Selection Booklet.

Please follow these instructions. Before you begin, make sure that you will have access to the internet and a printer from the computer on which you are going to do this.

Online selections will be open Friday, 8 August and the closing date and time is **Wednesday, 13 August 2025 at midnight**. Please do not leave it until the last day to make your selections, because if you have a technical issue then you may not get your entry done in time.

Step 1. Access the following site in your Web Browser https://my.edval.education/login You will see the screen opposite. You need to enter your Web Code. Your Web Code has also been emailed directly to your student email address.	
Step 2. Once you have successfully logged in you will see the screen opposite. It will have your name at the top – if you do not see your name, log out and try again. Use the drop-down boxes to choose your selections. Choose one subject in each category from the subjects in the drop-down boxes. Preference 1 is your 1st choice subject. Preference 2 is your 2nd choice subject. You should carefully choose your 2 Reserve subjects, in priority order.	
Step 3. Press the Submit button. If there are no problems with your selections you will be taken to a new page confirming your choices. You will need to print this page.	A warning message will appear if an incorrect choice has been made. Make the correction and submit again.
Step 4. Ask one of your parents to sign your printed sheet on the bottom half of the page, then bring this to school and hand in to your <u>Deputy Principal, Ms Edwards.</u>	
Step 5. You may login again and make changes to your preferences until midnight on Wednesday, 13 August 2025. If you change your selection, you will need to return another signed printout to the school. After this date the only way to make changes is to see your Deputy Principal. <i>If you have difficulty logging-in, check your typing and password. If you have difficulty in making your selections, re-read the instructions. If you continue to have difficulty, see your Deputy Principal.</i>	