

STAGE 5 – SINGLE COURSE – COURSE DESCRIPTIONS

YEARS 9 & 10

2026

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Eligibility for the Record of School Achievement (RoSA)

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12.

To qualify for a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA.
- complied with all requirements imposed by the Minister or NESA.
- completed the mandatory curriculum requirements for Years 7 to 10.

Students in Year 9 and 10 must satisfactorily complete course work in:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health and Physical Education
- Electives

Attendance at school in distance education is monitored by weekly return of work and participation in live lessons.



Single Course Provision and Conditions

Single subject provision is available to registered schools that cannot provide the necessary breadth and flexibility of curriculum and where a local solution such as a connected classroom with another local school is not available.

Home schools may request single subject provision from the distance education school to expand their curriculum to allow their student to meet the minimum curriculum requirements for Stage 5 as required by the NESAs for registration.

Schools using distance education must comply with NESAs requirements for outsourcing subjects to an external provider.

Single subject provision is available for Stage 5 electives only.

Elective Courses

Students select two (2) elective courses to study. One course must be studied for Year 9 and Year 10 (200 hours). The second elective course can be studied over two years or can be two courses where one will be studied in Year 9 and the other in Year 10. These elective subjects are listed below:

- Agricultural Technology
- Commerce
- Computing Technology
- Dance
- Food Technology
- Graphics Technology
- Languages –
 - French
 - German
 - Italian
 - Japanese
- Music
- Photographic and Digital Media (100hr only)
- Physical Activity and Sports Studies
- Textile Technology
- Visual Arts (200hr only)
- Visual Design (Cartooning & Animation) (100hr only)

All courses successfully completed will appear on the student's Record of School Achievement or Transcript of Study.



Choosing Electives

The NSW Department of Education curriculum offers students a general education. Elective courses provide skills and abilities so that students can:

- improve knowledge base
- know how to locate information – research
- use technology in all courses
- engage in learning strategies that allow them to apply and use learning outcomes
- improve literacy and numeracy skills.

When making your final choice, remember to choose elective subjects that:

- extend your interests
- you enjoy – this will encourage your commitment to the subject
- provide a foundation for subjects you may like to study in the senior years.

Course Descriptions

Elective Courses

Agricultural Technology

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries, and investigate the viability of Australian agriculture, through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

What students learn

The course integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems.

Students undertake a range of practical experiences related to the chosen enterprises. Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

Commerce

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes 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 students learn

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible



and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Computing Technology

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

A range of projects will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What students learn

Students identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Dance

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.

What students learn

All students study dance performance, composition and appreciation. They learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They 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.

Students 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 learn to structure movement as they compose dances to express their ideas, feelings and experiences. They 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 learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Food Technology

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific



skills, which can 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 course is on the student 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 situations 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 Specific Needs
- Food for Special Occasions
- Food Trends.

Graphics Technology

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 communicate information using a variety of techniques and media.

What 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 through the study and application of Australian Standards, geometry, tangents, polygons, and line drawing.

Languages

Students may select from: French, German, Italian or Japanese.

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 students learn

Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.



Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

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

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

Music

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What students learn

Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

In music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Photographic and Digital Media (100hr only)

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

What students learn

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

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

Students learn to make photographic and digital media works using a range of materials and techniques in



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

Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Physical Activity and Sports Studies

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.

What students learn

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport Enhancing Participation and Performance
- Promoting active lifestyles
- Coaching

Enhancing performance – strategies and techniques

- Technology, participation and performance
- Event management

Throughout the course, students develop knowledge, understanding and 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.



Textiles Technology

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
- Furnishings
- Costume
- Textile Arts
- Non-apparel.

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study; Design, Properties and Performance of Textiles, Textiles and Society are covered.

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.

Visual Arts

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.

What students learn

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They 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 – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts Diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.



Visual Design - Cartooning (100hr only)

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about, understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

What students learn

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space–time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks.

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

Students learn to make visual design artworks using a range of materials and techniques in print, object and space–time forms, including ICT, to build a folio of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks.

