



LUCAS HEIGHTS COMMUNITY SCHOOL

Course Selection Years 9 & 10

2026-2027

Contents

Introduction

Mandatory Core Subjects	3
Elective Courses	3
The Selection Process	4
Which electives should I choose?	4
RoSA – Record of School Achievement	5

Section A – Mandatory Core Subjects

English	8
Mathematics	8
Science	8
Geography	9
History	9
Personal Development, Health and Physical Education (PDHPE)	9

Section B – Elective Subjects

200hr Course List	10
Commerce	11
Food Technology	12
Industrial Technology – Timber	13
Marine Studies	14
Spanish	15
Visual Arts	16

100hr Course List	17
Child Studies	18
Computing Technology	19
Dance	20
Design & Technology	21
Drama	22
Food Technology	23
Industrial Technology – Engineering	24
Industrial Technology – Timber	25
Italian	26
Marine Studies	27
Music	28
Photographic and Digital Media	29
Physical Activity & Sports Studies (PASS)	30
Textiles and Design	31
Visual Arts	32
War and Terror	33
Course Contributions	34
Summary of Elective Subjects	35
Subject Selection Choices	37

Introduction

The high school curriculum at Lucas Heights Community School is organised into three Stages – Years 7 and 8 (Stage 4), Years 9 and 10 (Stage 5) and Years 11 and 12 (Stage 6).

This information booklet has been written to assist parents and students in the selection of subjects for the next two years of their schooling as they enter Stage 5 at the end of this year.

The curriculum at Lucas Heights Community School is developed to cater for a range of individual student needs.

Courses Occupy Two Categories:

Category A – Mandatory Core Subjects:

Students must complete a series of compulsory subjects to fulfill the requirements of Stage 5. These subjects are:

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

Note: Students will be allocated to a Mathematics course based on their performance in Stage 4.

Category B – Elective Courses:

Lucas Heights Community School follows a diverse pattern of elective subject selection. Educational research suggests that students in the middle years of high school benefit from choice and the opportunity to experience a wide range of learning options.

Students are given the opportunity to study **five** elective subjects over two years thus increasing the experiences students have and improving access to the range of subjects offered.

In Year 9 students will study **ONE** 200-hour elective and **TWO** 100-hour electives. In Year 10 students will study the **SAME** 200-hour elective as in Year 9 and **TWO OTHER** 100-hour electives (different to those studied in Year 9).

The Selection Process

1. Distribution of an initial subject selection booklet to all Year 8 students.
2. Information evening for all Year 8 students and their parents/caregivers, held on Tuesday 12 August at 5pm in the High School gym.
3. Complete page 37 of booklet and bring to school completed, including signature of parent and student, on Monday 18 August to complete online subject selection process.

Students will receive individualised instructions outlining the process including passwords and activation windows.

4. Analysis of initial subject selection and formulation of subject groupings.
5. Subject allocation from initial choices based on subject groupings will take place in term 4.

Students must choose both 200 hour and 100 hour subjects in order of preference.

Which electives should I choose?

Choosing electives for Stage 5 study can be a difficult and sometimes confusing exercise. Parents may find it helpful to keep in mind the following advice:

- | |
|--|
| <ul style="list-style-type: none">▪ <i>keep subject selection as broad and as well-balanced as possible.</i>▪ <i>choose subjects in which students have an interest and/or aptitude.</i>▪ <i>vocational choices and specialisation are not necessary at this stage – but will become more important when choosing Year 11 subjects.</i>▪ <i>all courses are appropriate for all students, regardless of gender.</i> |
|--|

This booklet contains descriptions of each subject being offered at this stage to enable you to make an informed subject choice.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) came into effect for the 2014 Year 10 cohort. The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

Mandatory Curriculum Requirements

Students are required to complete the following mandatory curriculum for the RoSA:

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4, and 100 hours each of History and Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

School Attendance

Rules relating to school attendance remain unchanged. Under these rules, the Board does not set a minimum attendance for the satisfactory completion of a course. However, a principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Issuance of RoSA documentation by NESA

The formal Record of School Achievement credential will be awarded to eligible students when they leave school. Schools will be required to notify the NSW Education Standards Authority (NESA) of eligible students leaving school at the end of Year 10, 2026. The Record of School Achievement will be provided by NESA in printed format. Students leaving school who do not meet the RoSA requirements may be issued with a printed Transcript of Study.

In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Geography, History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (i.e. English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote *Refer to Vocational Documentation*.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*.

(Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA.)

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an 'N' determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an 'N' determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

'N' determinations

'N' determinations are issued for the non-completion of requirements in a course.

The 'N' determination process for Year 10 students is unchanged from previous years. Schools should continue to issue warning letters to students who are in danger of not meeting course completion criteria. Warnings should be given in time for the problem to be corrected and should provide advice about the consequences of an 'N' determination in a course. A sample warning letter is available for schools to download from *Schools Online*.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination. A flowchart detailing the determination and appeal dates is available on *Schools Online*.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10
- may be ineligible to enter Preliminary (Year 11) courses.

Section A

Mandatory Core Subjects

English

The study of English in Stage 5 cultivates skills in the six modes of literacy: reading and writing, listening and speaking, viewing and representing.

Students respond to and compose a comprehensive range of imaginative, factual and critical texts, giving careful consideration to each text's purpose, audience and context. Through their close and broad engagement with texts, students explore beyond their own personal world to the wider world of different cultures and perspectives and the limitless world of imagination.

Along these virtual journeys, students will grow as confident and proficient communicators and users of language.

Mathematics

The 7-10 Mathematics syllabus, introduced in 2012, aims to develop mathematical skills and confidence in students appropriate to their level of development. It emphasises the ability to investigate and reason logically, solve non-routine problems and communicate about and through mathematics.

Students develop their mathematical skills and understanding according to a K-10 Mathematics Scope and Continuum within each strand (Number and Algebra, Measurement and Geometry, Statistics and Probability). In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 (Years 9-10).

Science

Students study Science at school to help them make sense of the world around them and develop their ability to make informed decisions. In Stage 5 we continue to develop scientific investigation skills and processes through the study of topics which have been designed to integrate concepts from the traditional areas of Physics, Chemistry, Biology and a combination of all three in either a Forensics unit or a Project based learning unit.

As part of their Stage 5 course, students will undertake three major research projects. These will be on topics of the student's choice, negotiated with their teacher. These are designed to provide students with opportunities to develop their abilities to apply scientific investigation skills and processes to areas of their own interest and draw links between the work of scientists and the effects their work has on society, technology and the environment.

Geography

By the end of this mandatory course, students will be able to explain geographical processes that change features and characteristics of people and environments over time. Students analyse the interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations across our world. Students explore concepts of changing environments, analyse global differences, human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Geographical inquiry extends knowledge and understanding and allows us to make information sociocultural decisions in regards to our planet. The key geographical skills of inquiry-based learning; collection, analysis and evaluation of data; trend and pattern forecasting; decision making for solutions; and empathy for different perspectives are all critical in the process of geographical inquiry.

History

The study of History is concerned with investigating the actions, motives, beliefs and lifestyles of people at various times in the past in order to gain an understanding of present and possible future world developments. Unlike history teaching in the past, it is not concerned with simply memorising dates and facts. Throughout years 9 and 10, we will continue to foster students' skills in investigation and critical thinking. Students are encouraged to critically evaluate and interpret evidence; develop reasoned hypotheses; make balanced judgments about past events and the role that various groups and individuals have played; and communicate ideas using a variety of technologies.

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) contribute significantly to the cognitive, social, emotional and physical development of students. It provides opportunities for students to learn about and practice ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement, providing experiences that are both challenging and enjoyable and improves their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

PDHPE provides the opportunity for students to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Parents who are concerned about the content of the course are asked to contact the KLA coordinator for further information. Students who have medical concerns which may affect their performance or safety during physical activities are required to inform their PDHPE and Sport teachers at the beginning of the course.



Section B

200 Hour Elective Courses

Students undertake **ONE** of the following subjects for two years:

Commerce

Food Technology

Industrial Technology - Timber

Marine Studies

Spanish

Visual Arts

Commerce

As future participants in the commercial environment, our students will assume various roles such as consumer, worker, owner, manager, unionist and taxpayer. A study of Commerce should guide students towards an understanding of Australia's changing commercial environment and enhance their personal competence to participate responsibly in this environment.

Subject matter in the Commerce course has been structured into seven broad areas – business, consumer, government, labour, law, money and records and 'e'-commerce. In each of these areas, Commerce provides opportunities for students to:

- develop knowledge and understanding of commercial information and concepts
- develop a range of skills such as decision-making and critical thinking
- explore and develop attitudes and values related to the commercial environment and their involvement with it.

Core topics studied include consumer and financial decisions, the economic and business environment, employment and work futures, law, and choice, personal finance, law and society and political involvement. Students also get to study a range of options including travel, promoting and selling, running a business and towards independence.

Students engage in the analysis of a wide range of material including:

- Interactive websites
- Film and documentary study
- Newspapers and journals
- Online simulations
- Role plays and case studies.

A study of Commerce not only assists students with developing a better understanding of their interactions with the commercial environment, but also develops skills and knowledge beneficial to senior studies. This interactive course involves the constant examination and analysis of real-life events and decisions that students may face, creating confident and financially literate members of society.

Food Technology

Course Description

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

This knowledge and understanding are fundamental to developing food-specific skills, which students can then apply in various contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will allow them to select and use appropriate ingredients, methods and equipment.

The course caters to all students' needs and interests through a study of food and its applications in domestic, commercial, industrial, and global settings. It contributes to both vocational and general life experiences.

Main topics covered include:

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

Course Requirements

Students enrolled in the food technology course are required to bring the following practical gear to each class:

- Fully enclosed leather shoes
- An apron
- A tea towel
- A container for transporting food

Industrial Technology – Timber

Industrial Technology - Timber provides students with the opportunity to develop knowledge, understanding, and skills in the design, planning, production, and evaluation of timber based-based projects. This course emphasises practical problem-solving, project work, and the application of design principles in the context of timber and related technologies.

Through hands-on experiences, students learn about the properties and uses of timber, safe work practices, tools and machinery, and industry-related processes. Students engage in producing quality timber products that demonstrate creativity, technical accuracy, and an appreciation for aesthetics and function.

The course also integrates core content such as design and communication, management and production, industry-related manufacturing technologies, and the study of the timber industry in Australia.

Main Topics Covered

- Timber materials and their properties
- Hand and power tools
- Workshop safety
- Joinery techniques and finishes
- Design and production processes
- Project documentation (e.g., sketches, working drawings, evaluations)
- Design Management
- Production
- Safe use of hand tools, power tools, and machines
- Timber types: hardwoods, softwoods, manufactured boards
- Timber joints: butt, lap, housing, dowel, mitre, dovetail, etc.
- Marking out, measuring, cutting, shaping, assembling, and finishing
- Quality control and fault checking during manufacture
- Freehand sketching and annotated design drawings
- Technical drawing: orthographic, pictorial, and exploded views
- CAD software (e.g. Fusion 360, SketchUp) for digital modelling
- Project diaries, plans, materials lists, and evaluation reports

Projects may include: BBQ Caddy, Jewellery box, Paper towel holder, bedside table. lolly machine and stool.

Course Requirements

Students must participate in both theory and practical lessons. Students must wear appropriate personal protective equipment (PPE) including Leather enclosed shoes (no canvas or soft footwear) and Safety glasses (provided). Use of design software (e.g. SketchUp, Fusion360, or similar) as directed. OnGuard Safety tests.

A course contribution applies to this course. Please refer to page 34 for details.

Marine Studies

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

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

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

The Marine and Aquaculture Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn:

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

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

Course Requirements

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

Marine and Aquaculture Technology Years 7–10 may be studied as a 200-hour course. Students undertaking the 200-hour course are required to complete:

- Core 1 AND any ten option modules.

A course contribution applies to this course. Please refer to page 34 for details.



Spanish

Why Study Spanish?

Spanish is one of the most widely spoken languages in the world, with over 580 million speakers across four continents. Studying Spanish gives students the opportunity to explore the rich linguistic and cultural diversity of the Spanish-speaking world, including the traditions, food, festivals, music, and customs of Spain and Latin America.

Learning a second language develops communication skills, enhances intercultural understanding, and broadens personal, social, and professional horizons. Spanish can support future career pathways in areas such as tourism, hospitality, international business, education, media, sport, and the arts.

Course Overview

This two-year elective builds on the mandatory 100 hours of language learning completed in Year 8. Students continue to develop their listening, speaking, reading and writing skills through engaging topics and real-life contexts. The course also strengthens students' understanding of how language and culture are connected.

Topics studied include:

- Spanish food and cooking
- Travel and tourism
- Home and school life
- Daily routines
- Music and film
- Shopping and fashion
- Hobbies and leisure
- Cultural celebrations and festivals

Students are encouraged to participate actively, show enthusiasm for language learning, and demonstrate curiosity about other cultures. A willingness to communicate, collaborate, and apply effort consistently is essential for success.

Excursions and Incursions

Experiences that may be offered as part of this course include:

- The Sydney Spanish & Latin American Film Festival
- Dining in a Spanish restaurant
- Traditional Spanish cooking activities
- Celebrating cultural events and festivals
- Yerba Mate tasting ceremonies
- Music and dance workshops
- Visits to museums and cultural institutions

Why It Matters

Studying Spanish equips students with valuable skills for life beyond the classroom. It enhances confidence, critical thinking, empathy, and global awareness, and provides a strong foundation for further study in Stage 6 and future international opportunities.

A course contribution applies to this course. Please refer to page 34 for details.

Visual Arts

Course Description

The Visual Arts course is made up of two components: practical *Artmaking*; and *Critical and Historical Studies*. The course offers students rich opportunities to explore both the creation and study of art. It fosters an appreciation for the role of art across various forms of media, both contemporary and historical, and empowers students to express their ideas, interests, and personal experiences through their own artworks. Through this process, students develop a deeper understanding of their world and learn to think critically about the visual culture that surrounds them.

This course provides a strong foundation for senior studies in Visual Design and the 2-unit Visual Arts HSC course, which is an ATAR accredited subject.

In *Artmaking*, students will discover the joy of making artworks through hands-on experience in 2D, 3D, and 4D media. They will experiment with a wide variety of materials and techniques, engaging with both traditional practices such as painting, drawing, ceramics, and printmaking as well as contemporary forms including digital media, installations, site-specific works, and film.

Throughout the course, students will develop a personal body of work, refining their creative processes through artistic experimentation. They will learn to make informed aesthetic choices and document their creative development, ideas, and experimentation in a Visual Arts Process Diary. Students will explore how art reflects and is influenced by diverse beliefs, values, and cultural contexts, including their own.

Through *Critical and Historical Studies* students will explore how a wide range of artists practices including painters, sculptors, architects, designers, photographers, and ceramicists create artworks. They will develop research and critical analysis skills as they investigate and respond to various artworks and art movements. Through this, students will come to understand the dynamic relationships between the artist, artwork, audience, and the world, and learn to interpret and explain the meanings embedded in visual culture.

The key feature of the 200-hour course is a deeper level of investigation and exploration of content with more opportunity for practical skill development across a wider variety of media and experiences. Students develop more autonomous practice and learn strength in artistic reflection and resolution.

NB: Details are subject to variation due to New Syllabus Implementation scheduled for 2027
A course contribution applies to this course. Please refer to page 34 for details.



Section B

100 Hour Elective Courses

Students undertake **FOUR** of the following subjects –
Two will be studied in Year 9 and Two in Year 10:

Child Studies

Computing Technology

Dance

Design and Technology

Drama

Food Technology

Industrial Technology – Engineering

Industrial Technology – Timber

Italian

Marine Studies

Music

Photographic and Digital Media

Physical Activity & Sports Studies

Textiles and Design

Visual Arts

War and Terror

Child Studies

Course Description

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

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 well-being of children
- consider the external factors that support the growth, development and well-being of children.
- research, communicate and evaluate issues related to child development.

Main topics covered include:

- Preparing for Parenthood
- Conception to Birth
- Newborn Care-Food
- Nutrition in Childhood
- Growth & Development
- Play and the Developing Child
- Childcare Services & Career Opportunities
- The Diverse Needs of Children
- Health and Safety in Childhood

Course Requirements

Students in the Child Studies course are required to engage in activities that promote understanding of child development and care practices. This hands-on approach fosters creativity, and allows students to explore various strategies to support children's growth and learning.

A course contribution applies to this course. Please refer to page 34 for details.

Computing Technology

Course Description

The Computing Technology course offers an exciting opportunity to explore digital solutions and computing technologies. Students develop valuable skills applicable to real-world contexts.

Emphasising computational thinking, design, and systems analysis, the course equips students with essential abilities in data analysis, programming, and secure data management. By acquiring these skills, students become prepared to make meaningful contributions in our technology-driven society. Students may delve into captivating projects throughout the course, including data analysis, user experience design, web/app development, mechatronic systems, and simulations/games. This comprehensive exploration fosters creativity, problem-solving, and adaptability, empowering students to excel in the dynamic field of computing technology.

Main topics covered include:

Students will have the opportunity to develop technical knowledge and skills, social awareness, project management and thinking skills in Enterprise Information Systems and Software Development. Topics may include:

- Modelling networks and social connections
- Designing for user experience
- Analysing data
- Building mechatronic and automated systems
- Creating games and simulations
- Developing apps and web software.

Course Requirements

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution in the form of a project and folio. Group and individual project-based work will assist in developing a range of skills, including research, design, and problem-solving strategies over the selected focus areas of study.

This course will use BYOD devices extensively, particularly for homework/assessment requirements.

Dance

The study of dance as an art form is the basis of the elective Dance. It promotes the development of a student's creativity, imagination and individuality as well as physical skills. The Dance elective consists of three key areas of study: performance, composition and appreciation.

Performance

Performance is based on the development of dance technique. Technique training is based on the fundamentals of ballet and modern dance however it will be extended throughout a variety of dance styles. Students will learn about safe dance practices and acquire appropriate strength, flexibility, coordination, endurance and skill. Students will develop a working knowledge of the basic physiology of the human body as it relates to a dance and the common causes, prevention and care of dance injury.

Composition

Composition is based on the expression of ideas, feelings, and experiences through movement. Students will engage in problem-solving tasks and develop the ability to create personal dance compositions that communicate ideas.

Appreciation

Appreciation provides opportunities for students to gain an understanding of people, culture and society through dance. Students will observe and describe dance compositions as works of art. Students will develop the ability to analyse dance works within a social, historical or cultural context.

Dance as a subject is a positive means for increasing a student's self-esteem and confidence as well as a means for exercising the body and relieving stress.

Design and Technology

Course Description

In Stage 5 Design and Technology, students learn to design, produce and evaluate quality solutions to real-world problems and needs. Throughout the course, they explore design theory and processes, engage in creative thinking, and apply their understanding through practical project work.

Students will complete between **two to three design projects** across the 100-hour course, each with an associated **design folio**. These projects are developed around **students' interests and needs**, encouraging problem-solving, innovation and hands-on skill development.

Possible focus areas include:

- Game and puzzle design
- Sustainable product design
- Architectural design and model making

Main Topics Covered

Designing and producing in Stage 5 includes:

- Investigating needs and opportunities
- Generating and developing design ideas
- Using graphical and computer-aided communication techniques
- Research and experimentation
- Project planning and time management
- Selection and use of appropriate materials, tools, and techniques
- Consideration of safety, sustainability and ethical issues
- Evaluation and reflection

Each design project includes the development of both a **physical product** and a **supporting folio** documenting the design process.

Course Requirements

Students must actively participate in **hands-on practical activities** and maintain a **design folio** for each project. To participate in hands-on practical activities, students must:

- **Wear appropriate personal protective equipment (PPE)**, including enclosed leather shoes and safety glasses when required.
- **Complete Onguard safety training and a safety induction and demonstrate safe tool handling** before using any tools or equipment.
- **Engage in planning and preparation** for each practical task as part of their folio work.

A course contribution applies to this course. Please refer to page 34 for details.

Drama

The study of Drama in Stage 5 offers a variety of learning experiences. It is founded on distinct ways of understanding the world, exploring, enacting and interpreting real and imagined people. Drama is an active study in which students will have the opportunity to develop their ability to communicate effectively, with increased skill and confidence, as well as gain an increased awareness of self and others. Drama requires discipline, listening skills and the ability to work both individually and in groups. Students will participate in their own drama performances as well as gaining a critical understanding of the performance of others.

Drama is a dynamic learning experience that challenges students to consider new perspectives. Through the study of the elements of drama, students learn the practices of improvisation, play building and working with scripts. Drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in co-operation with others.

Students are encouraged to work inventively with the elements of drama to imagine, reimagine and extend their understanding of how these elements shape and communicate meaning.

Food Technology

Course Description

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

This knowledge and understanding are fundamental to developing food-specific skills, which students can then apply in various contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will allow them to select and use appropriate ingredients, methods and equipment.

The course caters to all students' needs and interests through a study of food and its applications in domestic, commercial, industrial, and global settings. It contributes to both vocational and general life experiences.

Main topics covered include:

- Food Selection and Health
- Food in Australia
- Food Trends
- Food for Special Occasions

Course Requirements

Students enrolled in the food technology course are required to bring the following practical gear to each class:

- Fully enclosed leather shoes
- An apron
- A tea towel
- A container for transporting food

A course contribution applies to this course. Please refer to page 34 for details.

Industrial Technology – Engineering

Industrial Technology Engineering provides broad experiences in a range of mediums focusing on understanding 'how things work'. Students gain experience in researching and using materials such as timber, metals, polymers, composite materials, and graphics in the design and development of creative projects. Students will be presented with design situations requiring research and investigation of existing solutions to generate, justify and evaluate a range of individual and group projects.

The course is a hands-on practical subject that aims to introduce students to a range of concepts associated with engineering.

Projects may include designing, producing, and evaluating a bottle rocket car, rocket, model bridge, combination lock, and an alternate energy-transportation device.

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate, and research design solutions, communicate students' design ideas and facilitate interactions with the broader community. A primary emphasis is the use of Computer-Aided Design to communicate and present design concepts and the full range of Microsoft and Adobe software applications.

Why would I do this course?

This course enables you to have fun, investigate existing solutions and engineer new projects.

A course contribution applies to this course. Please refer to page 34 for details.

Industrial Technology – Timber

Industrial Technology - Timber provides students with the opportunity to develop knowledge, understanding, and skills in the design, planning, production, and evaluation of timber based-based projects. This course emphasises practical problem-solving, project work, and the application of design principles in the context of timber and related technologies.

Through hands-on experiences, students learn about the properties and uses of timber, safe work practices, tools and machinery, and industry-related processes. Students engage in producing quality timber products that demonstrate creativity, technical accuracy, and an appreciation for aesthetics and function.

The course also integrates core content such as design and communication, management and production, industry-related manufacturing technologies, and the study of the timber industry in Australia.

Main Topics Covered

- Timber materials and their properties
- Hand and power tools
- Workshop safety
- Joinery techniques and finishes
- Design and production processes
- Project documentation (e.g., sketches, working drawings, evaluations)
- Design Management
- Production
- Safe use of hand tools, power tools, and machines
- Timber types: hardwoods, softwoods, manufactured boards
- Timber joints: butt, lap, housing, dowel, mitre, dovetail, etc.
- Marking out, measuring, cutting, shaping, assembling, and finishing
- Quality control and fault checking during manufacture
- Freehand sketching and annotated design drawings
- Technical drawing: orthographic, pictorial, and exploded views
- CAD software (e.g. Fusion 360, SketchUp) for digital modelling
- Project diaries, plans, materials lists, and evaluation reports

Projects may include: BBQ Caddy, Jewellery box, Paper towel holder, bedside table.

Course Requirements

Students must participate in both theory and practical lessons. Students must wear appropriate personal protective equipment (PPE) including Leather enclosed shoes (no canvas or soft footwear) and Safety glasses (provided). Use of design software (e.g. SketchUp, Fusion360, or similar) as directed. OnGuard Safety tests.

A course contribution applies to this course. Please refer to page 34 for details.

Italian

Why Study Italian?

Italian is a vibrant and expressive language that brings to life the culture, creativity and traditions of one of the world's most iconic countries. From delicious food and world-famous art to fashion, music and film, learning Italian is a chance to experience the heart of Italian life without leaving the classroom.

Studying a language like Italian also builds important life skills. It boosts your communication, memory and problem-solving abilities, while giving you the tools to connect with others across the globe. Italian is useful in careers such as travel, hospitality, fashion, education, design, and the arts—and it's a lot of fun to learn!

Course Overview

This course is open to all students, whether you're learning Italian for the first time or continuing from Year 8. It's also a great opportunity for students with Italian heritage to strengthen their language skills and deepen their cultural connection.

You'll learn to speak, understand, read and write in Italian through interactive lessons and engaging activities that reflect modern Italian life. Whether you're ordering pizza, talking about your hobbies, or exploring Italian fashion and film, you'll be building real communication skills while enjoying the journey.

Topics may include:

- Getting around town
- Travel and tourism
- Italian Renaissance and popular culture
- Italian cuisine
- Fashion and sport

Why It's Worth It

Studying Italian gives you more than just a new way to communicate, it offers a fresh perspective on the world and your place in it. You'll become a more confident, curious and culturally aware learner, ready to take on future opportunities both in Australia and overseas.

Marine Studies

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

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

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

The Marine and Aquaculture Technology Years 7-10 course includes Life Skills outcomes and content for students with special education needs.

What students learn:

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

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

Course Requirements:

- To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.
- Marine and Aquaculture Technology Years 7-10 may be studied as a 100-hour course.

Students undertaking the 100-hour course are required to complete:

- Core 1 AND any five option modules.

A course contribution applies to this course. Please refer to page 34 for details.

Music

Course Description

This course is ideal for students who have completed the Mandatory Music course in Year 7 and wish to deepen their skills, knowledge, and love for music. Whether you're an instrumentalist, vocalist, composer, or simply passionate about music, this course provides a dynamic and inclusive environment for all students to explore music and their own musical potential.

This course embraces music as a powerful form of creative and critical thinking, cultural engagement, and personal expression. Students will engage actively with **performing, composing, listening, and musicology**, with a strong focus on **student agency, collaborative learning, and real-world music practices**. Music encourages students to think like musicians—taking creative risks, using technology effectively, and exploring music that reflects both diverse cultures and contemporary Australian life.

Through studying music, students develop skills that extend beyond the classroom: improved memory, emotional intelligence, problem-solving, self-management, and the ability to work both independently and collaboratively. Music activates both hemispheres of the brain and can enrich academic and personal wellbeing by offering a space for reflection, joy, and stress relief.

Course Aims

This course will support students to:

- Develop practical and theoretical skills in **performing, composing, listening, and musicology**
- Build **aural and music literacy skills** through active listening and musical analysis
- Engage with music from a range of **historical, cultural, and stylistic contexts**.
- Respond to music critically and creatively using **verbal, written, and multimodal forms**
- Foster an appreciation for the **diverse roles of music** in society—past, present, and future
- Use **technology and digital tools** to enhance musical learning and creativity
- Cultivate a lifelong **enjoyment of music** and confidence as a music learner

This course encourages students to **explore their musical identity**, connect with the world around them through sound, and develop a deep, meaningful engagement with the art of music.

A course contribution applies to this course. Please refer to page 34 for details.

Photographic and Digital Media

Photographic and Digital Media is a creative subject offering students the opportunity to explore both traditional photography and the more contemporary fields of digital photography and computer-based imaging. This course emphasises the imaginative development of visual ideas as well as the technical qualities and skills inherent in photographic and digital visual media. Students will support their image making through the study of a range of photographers and digital artists.

Photographic and Digital Media may be studied in combination with Visual Arts and Visual Design in working towards the RoSA accreditation. The course is an ideal foundation for senior studies in the 2 Unit Visual Arts, which is a full ATAR subject for the HSC. A large number of careers require a creative and critical understanding of photographic and digital visual media. These include industrial and commercial photography, multimedia and graphic design and the film, television, advertising and communication industries.

Examples of course content:

Photography

Students will be introduced to the skills of photo taking and the creative possibilities that are offered through understanding camera functions and lighting. This will include the operation of manual SLR and digital cameras, film processing techniques and the use of studio lighting. Darkroom experience will include the use of an enlarger, chemical processing and the use of experimental techniques such as solarisation, toning and photomontage.

Digital Media

Students learn creative techniques using DSLR and film cameras, printers and scanners, as well as software to manipulate, edit and create digital images and film, such as Adobe Photoshop (available as a free download through the DET for use on BYOD). The course contribution covers consumable materials used during the course. Students will greatly benefit in having their own technology devices for use in class and at home.

NB: Details are subject to variation due to New Syllabus Implementation scheduled for 2027
A course contribution applies to this course. Please refer to page 34 for details.

Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies promotes learning through and about movement, providing students with opportunities to develop their movement skills, analyse movement performance and assist in the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort. Extensive theory of physical activity, sport in society and enhancing participation and performance are studied in the course.

Participation in regular physical activity is essential to improving health status and quality of life. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Examples of course modules for 100-hour PASS:

- Coaching
- Body Systems and Energy for Physical Activity
- Physical Activity and Sport for Specific Groups
- Fundamentals of Movement Skill Development
- Nutrition and Physical Activity
- Participating with Safety
- Event Management
- Issues in Sport
- Physical Fitness
- Recreational games
- Technology, Participation and Performance

In PASS, students are provided with opportunities to participate and engage in a range of physical activities not included in Year 7-10 PDHPE. For example:

- Coaching students from our K-6 school
- Working with students from our Support Unit
- Snow Sports Ski trip OR Outdoor Education camp
- Personal & Group Fitness sessions

A course contribution applies to this course. Please refer to page 34 for details.

Textiles and Design

Course Description

A study of Textile Technology provides students with broad knowledge of the properties, performance, and uses of textiles, in which fabrics, colouration, yarns, and fibres are explored. Project Work will include the investigation and experimentation of textile items, which will enable students to discriminate their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and use contemporary technology in their project work. Completing projects is integral to developing skills and confidence in manipulating and using a range of textile materials, equipment, and techniques.

Students will investigate the work of textile designers and, from this research, make judgments about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Students will be challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences. Textile projects will allow students to be creative, independent learners and explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making, and encourage individuals to express ideas and opinions.

Students will develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry will be addressed, emphasising their economic, social, and environmental consequences.

Main topics covered include:

- Furnishings
- Apparel
- Textile Arts

Unit	Projects
Textiles & Society	Ottoman
Properties & Performance of Textiles	Hoodie
Design	Quillow

Course Requirements

Students in the Textiles and Design course are required to select, purchase and repurpose fabrics that are suitable for each project. This ensures that each project reflects student choice and encourages creativity in their designs.

A course contribution applies to this course. Please refer to page 34 for details.

Visual Arts

The Visual Arts course is made up of two components: practical *Artmaking*; and *Critical and Historical Studies*. The course offers students rich opportunities to explore both the creation and study of art. It fosters an appreciation for the role of art across various forms of media, both contemporary and historical, and empowers students to express their ideas, interests, and personal experiences through their own artworks. Through this process, students develop a deeper understanding of their world and learn to think critically about the visual culture that surrounds them.

This course provides a strong foundation for senior studies in Visual Design and the 2-unit Visual Arts HSC course, which is an ATAR accredited subject.

In *Artmaking*, students will discover the joy of making artworks through hands-on experience in 2D, 3D, and 4D media. They will experiment with a wide variety of materials and techniques, engaging with both traditional practices such as painting, drawing, ceramics, and printmaking as well as contemporary forms including digital media, installations, site-specific works, and film.

Throughout the course, students will develop a personal body of work, refining their creative processes through artistic experimentation. They will learn to make informed aesthetic choices and document their creative development, ideas, and experimentation in a Visual Arts Process Diary. Students will explore how art reflects and is influenced by diverse beliefs, values, and cultural contexts, including their own.

Through *Critical and Historical Studies* students will explore how a wide range of artists practices including painters, sculptors, architects, designers, photographers, and ceramicists create artworks. They will develop research and critical analysis skills as they investigate and respond to various artworks and art movements. Through this, students will come to understand the dynamic relationships between the artist, artwork, audience, and the world, and learn to interpret and explain the meanings embedded in visual culture.

NB: Details are subject to variation due to New Syllabus Implementation scheduled for 2027
A course contribution applies to this course. Please refer to page 34 for details.

War and Terror

War and Terror is a unique History course that has been designed to enable students to use a wide variety of research techniques whilst accessing areas of Modern History not covered in the core history syllabus. Topics will focus on the study of war and terrorism in the 20th and 21st centuries. Students studying War and Terror will gain access to an historical perspective of the social and political sphere of the world today. Ultimately, the course aims to allow students to contribute to a just society through informed citizenship.

Students will be given the opportunity to enhance their analytical and research skills through a variety of research mediums including films, documentaries, computer simulations, and web-based documents, photos, illustrations and propaganda cartoons.

Below is a list of focus areas that students will have the opportunity to examine during the course:

- Australian Massacres of the 19th Century: Giving local perspectives of war, students will examine the Appin, Myall Creek and Port Arthur massacres and the manner in which they have been reported by examining bias and a change in social perception of the events.
- World War II: Personalities, conflicts, propaganda and the aftermath of the war that should never have been. Key personalities and events including Pearl Harbour, Hiroshima, prisoners of war, General Macarthur and Hitler will be examined.
- The Age of Terror: Examines the rise of terrorism in the 20th and 21st centuries. Through media and documentary analysis, students examine how the world has changed under the threat of terrorist groups such as Hamas, Al Qaeda, PLO, IRA and events like 9/11 and Munich.
- Heroes and Villains of the 20th Century: Students will be given the opportunity to study a significant personality who has shaped the world during the 20th/21st centuries including Hitler, Stalin, Pol Pot, Ghandi, Mandela, Mugabe as well as other notable figures including, for example, Ted Bundy and Jeffrey Dahmer.

This unique course encourages students to develop their research skills through the study of a wide variety of source material. Students also develop their writing skills through a variety of class activities and in-depth individual tasks in an area of special interest to the student.

Course Contributions

Please read this information carefully.

Some courses have a course contribution which covers consumables and materials used in the learning process and practical work. Some courses may also include activities that are above minimum curriculum requirements.

Subject Contributions

Course	200hr	100hr
Child Studies		\$40
Commerce	Nil	
Computing Technology		\$30/year
Dance		
Design & Technology*		\$80
Drama		Nil
Entertainment Industry VET		\$65
Food Technology*	\$260 (\$130/year)	\$130
Industrial Technology – Engineering		\$70
Industrial Technology – Timber*	\$200 (\$100/year)	\$100
Italian		\$35
Marine Studies	\$120 (\$60/year)	\$60
Mathematics	\$25	
Music		\$30
Photographic and Digital Media		\$65
Physical Activity & Sports Studies		\$50
Spanish	\$35	
Textiles and Design**		\$60
Visual Arts	\$130 (\$65/year)	\$65
War and Terror		Nil

* A Safety kit including an apron (\$10) is required if students do not have an apron from Years 7 & 8.

** Students will be required to purchase their own fabric for a number of units.



Summary of Elective Subjects

200hr Courses Choose ONE subject for 2 years of study	100hr Courses Choose FOUR subjects to be studied for 1 year, two per year
Commerce Food Technology Industrial Technology – Timber Marine Studies Spanish Visual Arts	Child Studies Computing Technology Dance Design and Technology Drama Food Technology Industrial Technology – Engineering Industrial Technology – Timber Italian Marine Studies Music Photographic & Digital Media Physical Activity and Sports Studies Textiles and Design Visual Arts War and Terror
FOR PLANNING ONLY: 200hr Course (see above) Choice: _____ (reserve: _____)	
<i>*Students CANNOT do the 200hr course AND the 100hr version of the same course</i>	
100hr Courses (see right) Choice 1: _____ Choice 2: _____ Choice 3: _____ Choice 4: _____ (reserve: _____)	



Course Selection Notes



Stage 5 Subject Selection Choices – 2026/27

*This form needs to be completed and signed by the student identified on the form along with a parent/carer. This form **MUST** be returned to the Deputy Principal at the completion of the online selection process at school.*

First Name: _____

Surname: _____

200hr SUBJECT	PRIORITY 1
200hr SUBJECT	PRIORITY 2

100hr SUBJECT	PRIORITY 1
100hr SUBJECT	PRIORITY 2
100hr SUBJECT	PRIORITY 3
100hr SUBJECT	PRIORITY 4
100hr SUBJECT	PRIORITY 5
100hr SUBJECT	PRIORITY 6

This is an acknowledgment that I, the student identified on this form, and the parent/carer identified on this form, agree to the subjects outlined to be entered into the electronic subject selection system at school.

Student Signature: _____ **Parent name:** _____

Date: _____ **Parent signature:** _____