



Stage 5

Year 9/10 Subject Selection

2026

RESPECT, RESPONSIBILITY, DO YOUR BEST

CONTENTS

Principal's Message.....	3
Record of Achievement (RoSA).....	4
100 or 200 Hours Elective Courses.....	5
Special Education (Life Skills).....	5
Types of HSC Courses.....	5
Student Career Pathway Options.....	6

Compulsory Subjects

English.....	7
Mathematics.....	8
Science.....	9
Geography.....	10
History.....	12
PDHPE.....	13

Elective Subjects

Agricultural Technology.....	14
Ceramics.....	15
Child Studies.....	16
Drama.....	17
Food Technology.....	18
Industrial Technology Metal.....	19
Industrial Technology Wood.....	20
Music.....	21
Photographic & Digital Media.....	22
Physical Activity and Sports Studies (PASS).....	23
STEM.....	24
Visual Arts.....	25

Principal's Message

Welcome to Stage 5 and to the elective subject choice booklet for Stage 5 studies at Tenterfield High School. This is certainly an exciting part of your educational journey as you choose your electives and we wish you the best in your subject selections.

At Tenterfield High School you are able to study 3 electives in Year 9, we encourage you to choose subjects that you:

- Have an interest in
- Can do well in
- Will challenge you or help you with your future studies

It is also important that you think about some "backup choices" if your chosen electives are not able to be offered. The final offerings of electives do depend on how many students have selected them, as limited numbers may mean that it is not viable to run a particular class.

Course outlines for each elective subject available are contained in this booklet. Families and students are encouraged to read this information carefully and to make well informed decisions as you explore the range of subjects on offer. If you have any queries, please speak to subject Head Teachers, our Careers Advisor or the Deputy Principal.

Best of luck and we look forward to supporting you in Stage 5.

Stephanie Scott
Principal, Tenterfield High School



Record of School Achievement (RoSA)

Record of School Achievement (RoSA) is the credential students are eligible for if they successfully complete Year 10 but leave school prior to finishing Year 12.

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC.

Schools will award each student a grade from A – E for the successful completion of a stage 5 course. This will be reported on the student's RoSA.

To successfully complete stage 5 courses students must demonstrate they have:

- Followed the course developed or endorsed by NESA
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes

Non-submission of assessment tasks and/or consistently high absences may mean that students are at risk of not achieving the above. This could mean they receive an N award (or a non-completion) in a subject. The school is required to send out N warning letters to warn students if they are at risk of this.

100 or 200 hours Elective Courses

The elective courses can be studied for 100 hours (1 year) or 200 hours (2 years). This means that students will get the opportunity to change their electives at the end of Year 9. Although please keep in mind that this is dependent on subject availability.

Special Education (Life Skills)

If you have special education needs, you may study Life Skills courses. There are specific entry requirements for the Life Skills courses. Instead of receiving grades for subjects you will be assessed against life skills outcomes. For further information about this please speak to the Head Teacher Support.

Stage 5 Courses

At the beginning of both Year 9 and Year 10, students will be issued with a school Assessment booklet. This will include:

- a description of each task and its requirements
- how much each task is worth (its 'weighting')
- when it will be sat or when it is due
- how it will be marked

For more information about any of the above we encourage you to visit the NESA website or to speak to the Deputy Principal or the Careers Advisor.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

STUDENT CAREER PATHWAY OPTIONS

YEAR 10

CONTINUE SCHOOL EDUCATION THROUGH TO THE HSC

Full time or Part time study

- Minimum—12 Units in Year 11; 10 Units in Year 12
- University vs TAFE vs Work
- NESA requirements
- VET courses
- Board Developed vs Board Endorsed Courses

educationstandards.nsw.edu.au

SCHOOL BASED TRAINEESHIP

Full time or Part time study

- Subjects count as a part of HSC units
- Subjects can be studied either at school or through TAFE or another RTO
- You must complete a minimum 100 days in the workplace
- Hours are paid at a training wage rate
- Might involve school holidays and one day per week work commitment
- Must be undertaking the Year 11 or HSC courses to qualify
- Certificate 2/3 qualifications that are nationally recognised
- There are a wide range of career areas where traineeships are available
- Students must be prepared to complete work missed whilst in the workplace

TAFE

Study must be a minimum 25hrs/week if under the age of 17 years

- Know enrolment dates
- Many courses delivered on line
- Check the TAFE handbook and TAFE website (below) for courses and campuses
- Check course costs and eligibility for fee exemptions

www.tafensw.edu.au/

SCHOOL BASED APPRENTICESHIP (SBA)

Full time or Part time study

As for School Based Traineeship with the exception;

- There are less career areas available as SBAs compared to SBTs
- Students sign up for five years for a SBA compared to two years for a SBT

APPRENTICESHIP OR TRAINEESHIP

Full time or Part time study

- Find an employer who wants an apprentice or trainee
- Make sure your resume is complete and up to date
- Regularly check the newspapers, online agencies and employment service providers eg; Joblink Plus for any advertised positions
- Consider the Defence Force Trade Scholarships
- Commence a TAFE course

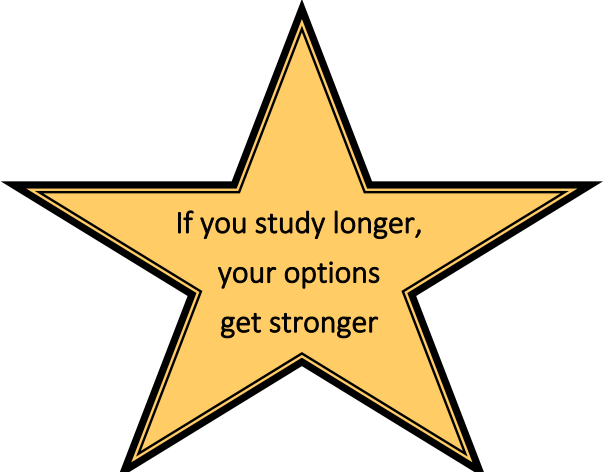
www.australianapprenticeships.gov.au/

WORK

Employment must be a minimum 25hrs/week if under the age of 17 years

- Make sure your resume is complete and up to date
- Complete the application form correctly
- Address selection criteria in a written application
- Practice your interview skills
- Complete any work experience & keep the evaluation sheets as references
- Will your present casual job convert to a full time position?
- Remember the first job is always the most difficult to secure.

<https://jobsearch.gov.au>



If you study longer,
your options
get stronger

COURSE: English	Compulsory Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>Course Description:</p> <p>Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students. In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.</p> <p>In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.</p> <p>The study of English from Kindergarten to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.</p>	
<p>What will students learn to do?</p>	
<p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> ▪ Communicate through speaking, listening, reading, writing, viewing and representing ▪ Use language to shape and make meaning according to purpose, audience and context ▪ Think in ways that are imaginative, creative, interpretive and critical ▪ Express themselves and their relationships with others and their world ▪ Learn and reflect on their learning through their study of English 	
<p>What will students learn about?</p>	
<p>In each year of Stage 5 students must study examples of:</p> <ul style="list-style-type: none"> ▪ Spoken texts ▪ Print texts ▪ Visual texts ▪ Media, multimedia and digital texts <p>Across the stage, the selection of texts must give students experience of:</p> <ul style="list-style-type: none"> ▪ Texts which are widely regarded as quality literature ▪ A widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia ▪ A wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books ▪ Texts written about intercultural experiences ▪ Texts that provide insights about the peoples and cultures of Asia ▪ Shakespearean drama ▪ Everyday and workplace texts ▪ A wide range of cultural, social and gender perspectives, popular and youth cultures ▪ Texts that include aspects of environmental and social sustainability ▪ Nonfiction, picture books, graphic novels ▪ An appropriate range of digital texts, including film, media and multimedia 	

COURSE: Mathematics	Compulsory Subjects
Contact: Head Teacher Mathematics/PDHPE	
<p>Course Description:</p> <p>Mathematics is a compulsory course in Years 9 and 10. Mathematics classes are streamed, primarily on Year 8 results, into 2 to 3 classes.</p> <p>Mathematics builds a sound foundation for further mathematics education</p> <p>Students will be provided with the opportunity to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms</p> <p>This course helps to prepare students for life during and after school</p>	
What will students learn to do?	
<p>Students will have the opportunity to develop an appreciation of mathematics and its applications in their everyday lives and in the worlds of science, technology, commerce, the arts and employment</p> <p>The study of this subject enables students to develop a positive self-concept as learners of mathematics, obtain employment from mathematics and become self-motivated learners through enquiry and active participation in challenging and engaging experiences</p>	
What will students learn about?	
<p>Topics studied will come from the following strands:</p> <ul style="list-style-type: none"> - Number and Algebra - Measurement and Geometry - Statistics and Probability <p>Mathematics provides support for concurrent learning in other key learning areas</p>	

COURSE: Science	Compulsory Subjects
Contact: Head Teacher Science/TAS	
<p>Course Description:</p> <p>Science is a compulsory subject for all students in Years 7-10. Students study an integrated course for Biology, Chemistry, Physics and Earth Science during these 4 years. In-school assessment in Years 9 -10 is based on the students' performances during the year. A depth study which may involve either research or practical investigations and a written report is compulsory in each year of the course. Written advice will be provided in advance regarding assessment tasks.</p> <p>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.</p> <p>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 liberate citizens.</p>	
What will students learn to do?	
<ul style="list-style-type: none"> ▪ Scientific investigations both practical and secondary-sourced ▪ Students are required to undertake one depth study every year across Stage 5 ▪ Explain using models, theories, laws, structures and systems for the physical world, matter, the living world, and Earth and space ▪ Plan investigations and conducting investigations ▪ Communicating information and understanding of scientific concepts ▪ Develop scientific thinking and problem solving ▪ Develop and analyse primary and secondary sourced data 	
What will students learn about?	
<ul style="list-style-type: none"> ▪ Working Scientifically ▪ Energy ▪ Disease ▪ Materials ▪ Environmental Sustainability ▪ Genetics and Evolution ▪ Reactions ▪ Waves and Motion ▪ Data Science 	

COURSE: Geography	Compulsory Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>Course Description:</p> <p>Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.</p> <p>Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.</p> <p>Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.</p>	
What will students learn to do?	
<p>Examples may include:</p> <p>Map Skills</p> <ul style="list-style-type: none"> ▪ Relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synoptic charts ▪ Maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief <p>Fieldwork</p> <ul style="list-style-type: none"> ▪ Observing, measuring, collecting and recording data, developing and conducting surveys and interviews ▪ Fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing <p>Graphs and statistics</p> <ul style="list-style-type: none"> ▪ Data tables, pie graphs, column graphs, compound column graphs, line graphs, scatter graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends, and to account for change <p>Spatial technologies</p> <ul style="list-style-type: none"> ▪ Virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing data, augmented reality <p>Visual representations</p> <ul style="list-style-type: none"> ▪ Photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field and photo sketches, cartoons, mind maps, web tools 	

COURSE: Geography continued	Compulsory Subjects
Contact: Head Teacher English/HSIE/CAPA	
What will students learn about?	
<p>Sustainable Biomes</p> <ul style="list-style-type: none"> ▪ What are the main characteristics that differentiate the world's biomes? ▪ How do people use and alter biomes for food production? ▪ Can the world's biomes sustainably feed the world's population? ▪ What strategies can be used to increase global food security? <p>Changing Places</p> <ul style="list-style-type: none"> ▪ Why has the world become more urbanised? ▪ How does migration impact on the concentration of people into urban places? ▪ How does urbanisation change environments and places? ▪ What strategies are used to manage environmental change in urban places to enhance sustainability? <p>Environmental Change and Management</p> <ul style="list-style-type: none"> ▪ How do environments function? ▪ How do people's worldviews affect their attitudes to and use of environments? ▪ What are the causes and consequences of change in environments and how can this change be managed? ▪ Why is an understanding of environmental processes and interconnections essential for sustainable management of environments? <p>Human Wellbeing</p> <ul style="list-style-type: none"> ▪ What makes human wellbeing a geographical issue? ▪ How can the spatial variations in human wellbeing and development be measured and explained? ▪ What are the economic, social and environmental impacts of variations in development and human wellbeing? ▪ How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future? 	

COURSE: History	Compulsory Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>Course Description: History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.</p> <p>The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time, from individuals and family members to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.</p>	
What will students learn to do?	
<p>The following historical skills are to be taught throughout Stage 5:</p> <p>Comprehension: chronology, terms and concepts</p> <ul style="list-style-type: none"> ▪ Read and understand historical texts ▪ Use historical terms and concepts in appropriate contexts ▪ Sequence historical events to demonstrate the relationship between different periods, people and places ▪ Context of the past <p>Research</p> <ul style="list-style-type: none"> ▪ Ask and evaluate different kinds of questions about the past to inform an historical inquiry ▪ Plan historical research to suit the purpose of an investigation ▪ Identify, locate, select and organise information from a variety of sources, including ICT and other methods <p>Explanation and Communication</p> <ul style="list-style-type: none"> ▪ Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources ▪ Select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes 	
What will students learn about?	
<p>Year 9 Depth Study 1 –Making a better world? – <u>The Industrial Revolution (1750 – 1914)</u> (including The Making of the Modern World overview) Depth Study 2 – Australia and Asia - Making a nation. Depth Study 3 – Core study (Mandatory) <u>Australians at War</u> – World War I and II (1914 – 1918, 1939 – 1945)</p> <p>Year 10 Depth Study 4 – Core Study (Mandatory) <u>Rights and Freedoms</u> 1945 – present Depth Study 5 – The Globalising World – <u>Popular Culture</u> 1945 – present Depth Study 6 – School-Developed Topic – Australia in <u>The Vietnam War era</u></p>	

COURSE: PDHPE	Compulsory Subjects
Contact: Head Teacher Mathematics/PDHPE	
<p>Course Description:</p> <p>The Personal Development, Health and Physical Education (PDHPE) K–10 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. It provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.</p>	
What will students learn to do?	
<ul style="list-style-type: none"> ▪ Students will be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. 	
What will students learn about?	
<p>All students study the following three strands</p> <ul style="list-style-type: none"> ▪ Health, Wellbeing and Relationships <p>Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges and learn how to protect themselves and others in a range of situations.</p> <ul style="list-style-type: none"> ▪ Movement Skill and Performance <p>Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences.</p> <ul style="list-style-type: none"> ▪ Healthy, Safe and Active Lifestyles <p>Students focus on the interrelationship between health and physical activity concepts. They 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. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.</p>	

COURSE: Agricultural Technology	Elective Subjects
Contact: Head Teacher Science/TAS	
<p>Course Description:</p> <p>The study of agricultural technology provides students with opportunities to develop their knowledge, understanding and skills in the management of plant and animal Enterprises, the technology associated with these Enterprises and the marketing of agricultural products. Agricultural technology provides students with an opportunity to experience aspects of the agricultural lifestyle through direct contact with plants and animals in a variety of outside activities.</p> <p>The 100 hour (Core A) or 200 hour (Core A & B) length course in agricultural technology course allows students to develop knowledge and understanding about a range of agricultural Enterprises and practices, including:</p> <ul style="list-style-type: none"> ▪ Skills in the management of plant and animal Enterprises ▪ Develop the ability to solve problems, plan, organise and write reports ▪ Investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water ▪ Appropriate use of agricultural technologies 	
What will students learn to do?	
<ul style="list-style-type: none"> ▪ Students learn how to research and evaluate options when making a report ▪ Problem solve environmental issues that arise in agriculture ▪ Explain sustainable and ethical practices that support productive and profitable agriculture ▪ Recognise agriculture as a dynamic and interactive system that uses plants and animals to provide food, fibre and other derivatives 	
What will students learn about?	
<p>Introduction to Agriculture</p> <ul style="list-style-type: none"> ▪ Farming practices in Australia <p>Animal Production such as:</p> <ul style="list-style-type: none"> ▪ Meat and Wool sheep ▪ Dairy and Beef cattle ▪ Bees, Poultry, Pigs, Aquaculture <p>Plant Production such as:</p> <ul style="list-style-type: none"> ▪ Horticulture (Vegetables, fruit and Flowers) ▪ Pastures (annual, perennial sown and native) ▪ Cropping (Grain, Hay and fodder) <p>Agricultural Systems and Management</p>	

COURSE: Ceramics	Elective Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>Course Description: This course provides students with the opportunity to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products and artworks. Students develop understandings of the histories, conventions, traditions and contemporary applications of ceramics to inform their own practice.</p>	
<p>What will students learn to do?</p>	
<p>Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.</p> <p>What students learn:</p> <ul style="list-style-type: none"> ▪ Hand-building ▪ Casting & slipware ▪ Sculptural Forms ▪ Glazes and surface techniques 	
<p>What will students learn about?</p>	
<p>This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.</p>	

COURSE: Child Studies	Elective Subjects
Contact: Head Teacher Mathematics/PDHPE	
<p>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.</p>	
What will students learn to do?	
<p>Throughout the course students will develop skills that enhance their ability to:</p> <ul style="list-style-type: none"> ▪ 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 	
What will students learn about?	
<p>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 should be between 15 and 30 hours duration.</p> <p>The syllabus modules are:</p> <ul style="list-style-type: none"> ▪ Preparing for parenthood ▪ Conception to birth ▪ Family interactions ▪ Newborn care ▪ Growth and development ▪ Play and the developing child ▪ Health and safety in childhood ▪ Food and nutrition in childhood ▪ Children and culture ▪ Media and technology in childhood ▪ Aboriginal cultures and childhood ▪ The diverse needs of children ▪ Childcare services and career opportunities 	

COURSE: Drama	Elective Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>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.</p>	
What will students learn to do?	
<p>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.</p>	
What will students learn about?	
<p>All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours.</p> <p>Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. 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.</p>	

COURSE: Food Technology	Elective Subjects
Contact: Head Teacher Science /TAS	
<p>Course Description: The study of Food Technology 100 hour or 200 hour course provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.</p>	
<p>What will students learn to do?</p>	
<p>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. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.</p>	
<p>What will students learn about?</p>	
<p>Students will 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 following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied.</p> <ul style="list-style-type: none"> ▪ 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: Industrial Technology Metal	Elective Subjects
Contact: Head Teacher Science/TAS	
<p>Course Description: Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.</p> <p>Students may undertake 100 hour or 200 hour courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance.</p>	
<p>What will students learn to do?</p>	
<p>The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.</p>	
<p>What will students learn about?</p>	
<p>All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.</p>	

COURSE: Industrial Technology Wood	Elective Subjects
Contact: Head Teacher Science/TAS	
<p>Course Description:</p> <p>Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.</p> <p>Students may undertake 100 hour or 200 hour courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance.</p>	
<p>What will students learn to do?</p>	
<p>The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.</p>	
<p>What will students learn about?</p>	
<p>All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.</p>	

COURSE: Music	Elective Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>Course Description: Music plays an important role 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.</p> <p>Music provides students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.</p>	
What will students learn to do?	
<p>Students will develop knowledge, understanding and skills in the musical concepts through:</p> <ul style="list-style-type: none"> ▪ Performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques ▪ Composing as a means of self-expression, musical creation and problem-solving ▪ Listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts 	
What will students learn about?	
<ul style="list-style-type: none"> ▪ The use of musical concepts in a range of repertoire and styles characteristic of the topics studied ▪ How the musical concepts are used and manipulated in compositions and arrangements in a range of styles, periods and genres ▪ Various forms of musical notation and the impact of technology on musical styles, periods and genres ▪ Improvising and arranging music in various styles, periods and genres ▪ Creating compositions both individually and in groups characteristic of the topics studied ▪ Notating compositions using various forms of traditional and non-traditional notation and technologies ▪ Analysing and comparing music of various styles, periods and genres characteristic of the topics studied ▪ Identifying and discriminating between ways in which musical concepts have been used and manipulated ▪ Interpreting and analysing a broad range of repertoire characteristic of the topics studied 	

COURSE: Photographic & Digital Media	Elective Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>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 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.</p>	
What will students learn to do?	
<p>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.</p> <p>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.</p>	
What will students learn about?	
<p>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.</p> <p>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.</p>	

COURSE: Physical Activity and Sports Studies (PASS)	Elective Subjects
Contact: Head Teacher Mathematics/PDHPE	
<p>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.</p> <p>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.</p>	
What will students learn to do?	
<p>Throughout the course students will develop skills that develop their ability to:</p> <ul style="list-style-type: none"> ▪ 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 	
What will students learn about?	
<p>The course includes modules selected from each of the following three areas of study:</p> <ul style="list-style-type: none"> ▪ <i>Foundations of Physical Activity</i> Eg. <i>Body systems and energy for physical activity</i> ▪ <i>Physical Activity and Sport in Society</i> Eg. <i>Australia's sporting identity</i> ▪ <i>Enhancing Participation and Performance</i> Eg. <i>Promoting active lifestyles</i> 	

COURSE: STEM	Elective Subjects
Contact: Head Teacher Science/Agriculture/TAS	
<p>Course Description: Entrepreneurship is becoming an essential skill for the 21st Century. The STEM with Innovation elective will introduce students to cutting edge technology and teach entrepreneurial skills to solve problems, develop products for society.</p> <p>This 100 hour or 200 hour length design-thinking based course will involve students learning the same tools entrepreneurs use including how to identify problems, validate solutions, create a minimum viable product (MVP) and pitch ideas. Students will be provided the opportunity to experience development of ideas with engaging technologies, pushing their understanding and application of STEMAs new technologies transform the world around us faster than ever.</p>	
<p>What will students learn to do?</p>	
<p>The elective is designed to cater for students who demonstrate creative flair and/or problem-solving skills and are keen to investigate how combining their excellent STEM knowledge with entrepreneurship could see their ideas become a part of everyday use in society.</p>	
<p>What will students learn about?</p>	
<p>The course may have a range of strands which will be introduced after an initial induction period. The strands will be offered based on availability and student interest but may include:</p> <ul style="list-style-type: none"> ▪ CAD/CAM and 3D printing ▪ Robotics and Coding ▪ Biomedical Innovation ▪ Aerodynamics ▪ UAV Drones 	

COURSE: Visual Arts	Elective Subjects
Contact: Head Teacher English/HSIE/CAPA	
<p>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.</p>	
<p>What will students learn to do?</p>	
<p>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.</p> <p>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.</p>	
<p>What will students learn about?</p>	
<p>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.</p> <p>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.</p>	