

Stage 5 Course Descriptors

Tomaree High School

Year 9 2025
Year 10 2026

Respect • Responsibility • Success
Tomaree High School is a caring community school
seeking excellence through a commitment to relevant curriculum



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RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is issued by the NSW Education Standards Authority (NESA). It is issued to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential that contains a student's record of academic achievement up until the date they leave school. Grades A – E will be awarded in ALL courses based on school assessment of students' achievement.

COURSE PATTERN

This booklet contains information on the pattern of study and the content of courses for students undertaking Stage 5 Years 9 and 10 2025 – 2026.

1. CORE SUBJECTS

These subjects are compulsory for all students. They are studied over Years 9 and 10.

- English
- Mathematics
- Science
- Geography/ History
- PD/H/PE

2. ELECTIVES

These subjects are studied for two years (Years 9 and 10) and will be listed on the student's Record of School Achievement. Students should choose **THREE** electives and are advised to select subjects which match their interests and abilities.

Note: While every effort will be made to meet student choices, it may be necessary for further choices to be made where:

- i) insufficient students elect a subject to form a class
- ii) too many students seek a particular course, which must be limited because of other factors such as availability of specialist teaching staff or rooming

No more than **TWO** Industrial Arts subjects may be selected as electives.

3. SPORT

Sport is a part of the school curriculum and a requirement for the Record of School Achievement. It is also necessary for the physical and social development of adolescents. Sport is currently scheduled during Wednesday afternoons from 12noon until 2.00pm. Accordingly, please make medical and/or other appointments at other times unless it is an emergency. Please do not make routine medical appointments during sports afternoon.

WHEN CAN I CHANGE ELECTIVES?

Students study their elective choices for all of Year 9 & 10.

There may be cases where it is in the student's best interest to change courses either within or between subject areas.

The Deputy Principal will only approve a change of elective if it is deemed that the student can complete all work set and be assessed effectively in the new subject.

HOW IS MY ACHIEVEMENT MEASURED?

This is done through school assessments throughout each course, based on set tasks.

Students may be assessed in some or all the following ways:

- Written, practical and/or aural/oral tests*
- Class tests and/or home assignments, including essays and practical tasks
- Projects of varying length and complexity
- Oral presentations*
- Observation of student participation in individual and group activities related to the course, including class discussions and fieldwork where appropriately stipulated

Note: ** in all oral assessment tasks students must speak to an audience consisting of their class group or course group.*

Semester based examinations are also used which measure performance under examination conditions. The final judgement of the grade deserved is made based on available assessment information and with reference to the Course Performance Descriptors. The grade awarded provides the best overall description of the student's achievement.

WHAT DO I NEED TO KNOW ABOUT ATTENDANCE?

Regular attendance of students at all scheduled lessons is vitally important to success in a subject. Satisfactory attendance will assist students to acquire the knowledge and skills essential if they are to be deemed to have satisfactorily studied the subject for the Record of School Achievement (RoSA).

Stage 5 Course Guideline Summary

CORE SUBJECTS	SUBJECT CONTRIBUTIONS
<u>ENGLISH</u>	Nil
<u>GEOGRAPHY</u>	Nil
<u>HISTORY</u>	Nil
<u>MATHEMATICS</u>	Nil
<u>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION</u>	Nil
<u>SCIENCE</u>	Nil
ELECTIVE SUBJECTS	SUBJECT CONTRIBUTIONS
CREATIVE AND PERFORMING ARTS	
<u>Dance</u>	\$15
<u>Drama</u>	\$15
<u>Music</u>	\$25
<u>Photographic and Digital Media</u>	\$40
<u>Visual Arts</u>	\$45
<u>Visual Design</u>	\$45
HUMAN SOCIETY and ITS ENVIRONMENT - HSIE	
<u>Aboriginal Studies</u>	Nil
<u>Commerce</u>	Nil
<u>Geography Elective</u>	Nil
<u>History Elective</u>	Nil
LANGUAGES	
<u>Japanese</u>	Nil
PDHPE	
<u>Physical Activity and Sports Studies</u>	Nil
<u>Physical Activity and Sports Studies – Football Sports</u>	Nil
<u>Outdoor Education</u>	Nil
SCIENCE	
<u>Agricultural Technology</u>	\$55
TAS – HOME ECONOMICS	
<u>Child Studies</u>	\$40
<u>Food Technology</u>	\$70
<u>Textiles Technology</u>	\$50
TAS – INDUSTRIAL ARTS	
<u>Graphics Technology</u>	Nil
<u>Industrial Technology - Engineering</u>	\$60
<u>Industrial Technology - Metal</u>	\$60
<u>Industrial Technology - Multimedia</u>	Nil
<u>Industrial Technology - Timber</u>	\$60
<u>Computing Technology</u>	Nil
<u>iSTEM – Integrated Science / Technology / Engineering / Mathematics</u>	\$55

COURSE: ENGLISH

Aim:

The aim of English in Years K – 10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on, and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Requirements:

Nil

Course Outline:

As the focus of learning in each Stage, students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts (including at least **one** Shakespeare play **in Stage 5**)
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts

Across each stage, the selection of texts must give students experiences of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences
- a range of cultural, social and gender perspectives, including from popular and youth cultures

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COURSE: GEOGRAPHY**Aim:**

To stimulate students' interest in and engagement with the world.

To develop students' geographic knowledge, understanding, skills, values and attitudes.

To allow students to engage in the community as informed, responsible and active citizens.

Requirements:

Nil

Course Outline:

The core geographical concepts of place, space, environment, interconnection, scale, sustainability and change will be integrated into the following topics:

- * Global Biomes
- * Primary Industries and Food Production
- * Urbanisation and the Movement of People
- * Environmental Management of Coastal Assets
- * Development Geography
- * Human Wellbeing and Human Rights

Skills, Values and Attitudes:

- * Acquire, processing and communicating geographic information through research and fieldwork
- * Using geographic tools such as maps, photographs, graphs and statistics and spatial technologies
- * Demonstrate informed and active citizenship
- * Develop informed and responsible attitudes to ecological sustainability, social justice and intercultural understanding

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COURSE: HISTORY**Aim:**

To stimulate students' interest in and enjoyment of exploring the past.

To develop a critical understanding of the past and its impact on the present.

To develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Requirements:

Nil

Course Outline:

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. 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.

Students will:

- Develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia
- Develop skills to undertake the process of historical inquiry
- Develop skills to communicate their understanding of history

Skills, Values and Attitudes:

Students will value and appreciate:

- History as a study of human experience
- The opportunity to develop a lifelong interest in and enthusiasm for history
- The nature of history as reflecting differing perspectives and viewpoints
- The opportunity to contribute to a democratic and socially just society through informed citizenship
- The contribution of past and present peoples to our shared heritage

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COURSE: MATHEMATICS

Aim:

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Requirements:

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

- study the Board developed Mathematics syllabus substantially in each of Years 7–10 and
- complete at least 400 hours of Mathematics study by the end of Year 10.

Students will be placed in cluster-based classes derived from results and potential shown in previous results.

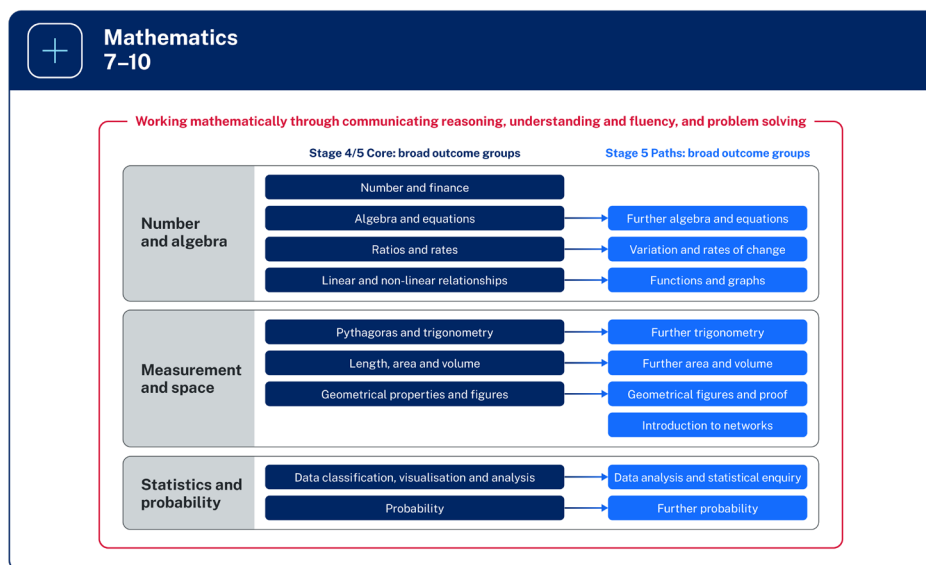
Course Outline:

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

The Working Mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving



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COURSE: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Aim:
To enable students to develop the knowledge, understanding, skills, values and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

Requirements:
Sports are required to wear school sports uniform for practical lessons.

Course Outline:
During Stage 5 students will undertake units of work shaped by the five propositions, the three content strands as well as the three PDHPE skill domains:



COURSE: SCIENCE**Aim:**

To provide learning experiences through which students will:

Acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience.

Develop an appreciation of science as a human activity and apply their understanding to their everyday life.

Develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment.

Requirements:

Protective shoes with strong leather uppers and non-slip soles.

Long hair must be tied back (or covered with a hair net).

Course Outline:

Year 9:

- * Electricity
- * Atomic Structure and the Periodic Table
- * Co-ordination and Disease
- * Waves & Communication
- * Plate Tectonics
- * Acids and Bases

Year 10:

- * Chemical Reactions
- * Environmental Science
- * Forces and Motion
- * Genetics
- * Individual Research Project
- * Evolution
- * Astronomy

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COURSE: ABORIGINAL STUDIES

Aim:

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal peoples, histories, cultures and experiences.

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality.

Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions.

It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

Requirements:

Nil – excursions may include visits to museums, the cinema, archaeological sites, performing arts performances, etc

Course Outline:

Year 9 and 10 topics may include:

- Aboriginal Identities
- Aboriginal Self-Determination and Autonomy
- Aboriginal Art and artists - Albert Namatijira and traditional art
- Aboriginal Dance and Performing Arts - Bangarra Dance Theatre, Briggs, Baker Boy, Jessica Mouboy, Archie Roach, Gurrumul Yunipingu
- Aboriginal Peoples and the Media - Stan Grant
- Aboriginal Peoples and Oral and Written Expression
- Aboriginal Peoples and Film and Television - Deborah Mailman, Aaron Pedersen, Miranda Tapsell
- Aboriginal Peoples and Sport – Evonne Goolagong Cawley, Cathy Freeman, Adam Goodes, Jonathon Thurston, Greg Inglis, Latrell Mitchell

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COURSE: AGRICULTURAL TECHNOLOGY

Aim:

To develop skills and techniques useful to Agriculture.

To build a progressive store of knowledge.

To develop the ability to apply information.

To foster the development of values to allow students to make informed and reasoned decisions about Agriculture.

Requirements:

Protective shoes with strong leather uppers and non-slip soles

Long hair must be tied back

Course Outline:

Year 9:

- Intro/Vegetable Production
- Dairy Cattle – Cows Create Careers
- Sheep Production
- Alternative Enterprises
- Native Tree Production

Year 10:

- Horticulture - Hydroponics
- Poultry
- Aquaculture – Yabbies and Fish
- Sustainable living including Native Trees & Landscaping

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COURSE: CHILD STUDIES

Aim:

Childcare courses are popular options for Year 9 and 10 students. Whether the student is aiming for knowledge leading to a career working with children, or simply has a natural concern with preparing for parenthood and caring for children. This course would also be useful for further study in early childhood areas in which a sound knowledge of child development is desirable.

Requirements:

128-page exercise book; Protective footwear

Course Outline:

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

Year 9:

- **Planning For Parenthood:** The module introduces parenting and who are parents in Australia today. Students are encouraged to examine the issues couples planning to start a family should consider
- **Conception to Birth:** Students gain detailed knowledge of contraception, conception, pregnancy and childbirth that may empower themselves, their partners, family members or friends when making decisions about future pregnancies
- **Care of the New-born Baby:** Students are introduced to the issues related to the care of young babies. Students are exposed to community support groups such as Australian Breastfeeding association, Ronald McDonald house and other associated support groups. Assessment for this unit is caring for our Real Baby infant simulators
- **Growth and Development:** This module explores the growth and development of children from birth to three years

Year 10:

- **A Safe Environment:** This module promotes an awareness of the special safety needs of young children
- **Childhood Health, Nutrition and Safety:** This module investigates the importance of healthy eating practices to promote growth and development in young children
- **Play and play based learning:** This module explores play based learning and how play stimulates development. Students visit a play-based learning centre, design a game and take it to kindergarten
- **Children and Culture:** This module considers the cultural differences in raising children and growing up all over the world

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COURSE: COMMERCE

Aim:

Commerce enables students to develop the knowledge and skills to make decisions about consumer, financial, economic, business, legal, political and employment issues.

Students develop an understanding of commercial, political and legal processes in order to address personal consumer and financial management during their lives.

Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions.

Requirements:

Nil – excursions where applicable eg: Retail outlets, local businesses, Chamber of Commerce, local council chambers, community organisations, Parliament House, courts and tribunals.

Course Outline:

Year 9:

- Consumer and Financial Decisions – issues in consumer and financial decisions
- The Economic and Business Environment – globalisation and the role of business
- Travel – destinations, planning a trip, itinerary, problems
- Promoting and Selling – selling techniques, target market, advertising
- Personal Finance – earning an income, spending and saving, borrowing, investing
- Our Economy – trade and Australia's place in the global economy

Year 10:

- Employment and Work Futures – work, deriving an income and society
- Law, Society and Political Involvement – laws, democratic process, legal and political systems
- Investing – exploring investment options
- Law in Action – individuals and the law
- Running a business – entrepreneur and planning
- Towards independence – moving out, financing, major purchases

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COURSE: DANCE**Aim:**

To enable students to:

Experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance.

Value and appreciate their engagement in the study of dance as an artform.

Requirements:

Appropriate dance wear and an A4 journal.

A willingness to perform

Course Outline:

Students will develop knowledge, understanding and skills about dance as an artform through:

- Dance performance as a means of developing dance technique and performance quality to communicate ideas
- Dance composition as a means of creating and structuring movement to express and communicate ideas
- Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context

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COURSE: DRAMA

Aim:

To engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre, through making, performing and appreciating dramatic and theatrical works.

To develop confidence and skill in both verbal and non-verbal communications.

To develop ability to work co-operatively and creatively in group situations.

To value the diverse nature of drama and theatre.

To value the contribution of drama and theatre to enriching / sustaining cultures & societies.

To develop an increased awareness and perception of the value of self and others.

To observe and interpret real and enacted situations, issues and ideas.

Requirements:

A willingness to be actively involved in practical work and performances.

Appropriate clothing that permits unrestricted movement (shorts, pants, tights).

Course Outline:

Introductory games and exercises

Elements of Drama, including:

- Character
- Role
- Focus
- Tension
- Improvisation

Play building, including:

- Monologues
- Dialogues
- Group devised pieces
- Class ensembles

Log Books

Dramatic Forms and Performance Styles, including:

- Extended improvisation
- Physical Theatre
- Melodrama, non-realism, Greek theatre, Shakespeare and performances
- Commedia Del'Arte
- Greek Theatre

Performance – All students will be required to perform to an audience

Written work – History of Theatre, reviews and assignments, in class tests.

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COURSE: FOOD TECHNOLOGY

Aim:

People have always enjoyed eating but on the other hand FOOD TECHNOLOGY is an ever-changing area of study – this is what makes it interesting!

In this course students will not only learn new cooking skills but they will also learn all about the foods they consume each day. Investigations relating to Food Production, Food Processing and Manufacture, Nutrition, Food Product Development, Food Packaging and Food Marketing will be undertaken.

Students plan and prepare delicious and nutritious foods.

Students will also learn about the influences on and changes within the Food Industry. They will be aiming to become involved in discovering and maybe even shaping its future!

Requirements:

Uniform (head covering, aprons supplied and covered leather/suede shoes protective shoes)

Course Outline:

Year 9:

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

Year 10:

- Food for Special Needs
- Food Service and Catering
- Food Product Development
- Food Trends

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COURSE: GEOGRAPHY ELECTIVE

Aim:

Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments. Through geographical inquiry, students develop knowledge and understanding to become informed, responsible and active citizens.

The Geography Elective topics do not overlap or duplicate topics studies in Years 7-12 Geography.

Requirements:

Nil – excursions where applicable include trips to the beach, waterways, and other fieldwork opportunities.

Course Outline:

Geography Elective enables students to complete a range of depth studies. Each depth study includes an Investigative Study of an issue or environment of the student's choice.

- Physical Geography, including Biogeography
- Oceanography, including marine studies, ie whaling, fishing and waste
- Political Geography, including world politics, political tension and conflict resolution, ie refugees and displaced people
- Global Citizenship, including Australians as Global Citizens, the role of individuals in addressing contemporary challenges

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COURSE: GRAPHICS TECHNOLOGY

Aim:

To learn techniques in traditional drafting, presentation drawings, and computer aided drawing. (AutoCAD, ProDesktop, Google Sketchup).

To think creatively and communicate information using a variety of graphical techniques and media.

To produce quality technical drawings which are used to communicate ideas to makers, manufacturers, and customers, so that products can be built and put into use.

This subject gives a sound basis for all trade courses, design and practical careers.

Requirements:

Drawing kit: Clutch pencils, 30° and 60° set squares, compass set, A3 folders. access to drawing board, tee square, computer for homework.

An ability to visualize and draw neatly and accurately.

Course Outline:

- Core Module 1
- Core Module 2
- Four to Six option modules

Option Modules:

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

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COURSE: HISTORY ELECTIVE

Aim:

History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

The construction of history is examined through options such as oral history, museum studies, historical fiction, media, or film.

Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past.

Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

The History Elective topics do not overlap topics studied in 7-12 History Courses.

Requirements:

Nil – excursions may include visits to museums, the cinema, archaeological sites, cemeteries, etc.

Course Outline:

Year 9 & 10 topics may include:

- History – Fact or Fiction + Heritage and archaeology around the world
- History Mysteries
- Crime and Punishment
- Pirates – ancient times, the Golden Age, piracy now, pirates in film and fiction
- Gladiators – comparison of history and film
- World Myths, Legends and Mythology
- Vikings – brutal killers or just misunderstood?
- The Zulu and the Zulu Wars
- The Titanic
- Terrorism – modern and ancient examples
- Heroes and Villains e.g. Jack the Ripper
- History through film

COURSE: INDUSTRIAL TECHNOLOGY - ENGINEERING**Aim:**

To develop the ability to think creatively to devise solutions to practical problems.

Requirements:

Solid protective footwear and safety glasses.

Additional materials may need to be purchased for larger projects if chosen.

Course Outline:

Students will:

- To design, construct, test and evaluate solutions to engineering challenges
- To learn to use a variety of technological resources and processes available in the Industrial Arts area of the school, including timber, metal, plastics, and computers
- To learn to use technical graphics, CAD and 3D Modelling to describe solutions to problems
- To learn to think logically and creatively, to work safely and productively, individually and in groups

This subject gives a sound basis for all trade courses, design and practical careers.

Topics:

- Structures
- Mechanisms
- Alternative Energy
- Control Systems
- School-Developed Engineering Module
- Transport

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COURSE: INDUSTRIAL TECHNOLOGY - METAL

Aim:

To use metal to produce useful, functional and/or decorative articles of an appropriate quality.

To develop knowledge, understanding and skills in the use of **materials, tools** and **techniques** related to metal and associated industries.

To learn to think logically and to work safely and productively.

Requirements:

Solid protective footwear, apron, safety glasses.

Additional materials may need to be purchased for larger projects if chosen.

Course Outline:

The emphasis of this course is on practical project work, reinforced by relevant theory, research and reporting.

This subject gives a sound basis for trade courses, design and practical careers.

Topics:

Metal:

- Fabricated projects
- Metal machining projects
- Sheet metal products

Art Metal

- Artistic metal projects

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COURSE: INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Aim:

Industrial Technology is a practical, hands-on subject and is orientated to students undertaking a range of practical experience that occupy the majority of course time.

Requirements:

A willingness to be actively involved in the use of computer software and hardware.

Course Outline:

Students are involved in group and individual projects to promote skills development in the following areas:

- Multimedia 1 – Web design and video production
- Multimedia 2 – Apps and interactivity / Games and simulations

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

These may include:

- 2D and 3D animations
- augmented reality (AR) or virtual reality (VR) products
- computer games
- ePublications
- individual photographic images and graphics (for print and/or digital display)
- videos
- websites and apps

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COURSE: INDUSTRIAL TECHNOLOGY - TIMBER

Aim:

To use timber to produce useful, functional and/or decorative articles of an appropriate quality.

To develop knowledge and skills in the use of materials, tools and techniques related to timber and associated industries.

To learn to think logically, and to work safely and productively.

Requirements:

Solid protective footwear, apron, safety glasses.

Additional materials may need to be purchased for larger projects if chosen.

Course Outline:

The emphasis of this course is on practical project work, reinforced by relevant theory, research and reporting.

This subject gives a sound basis for trade courses, design and practical careers.

Year 9 – Core Modules – Timber 1

- basic carpentry and wood-machining skills

Year 10 – Specialised Modules – Timber 2

- furniture construction, more advanced wood-machining skills

All modules include specific content related to the key focus areas of:

- Work Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

Practical projects may include decorative timber products, furniture items, storage and display units and transportation products.

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COURSE: COMPUTING TECHNOLOGY

Aim:

Become safe and responsible users of computing technologies and developers of innovative digital solutions.

Develop an understanding of the interrelationships between technical knowledge, social awareness and project management.

Develop their ability to think creatively to produce and evaluate products.

Develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Requirements:

Nil

Course Outline:

Core content:

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

Computing Technology 7–10 Syllabus has 6 focus areas:

Enterprise information systems: Modelling networks and social connections

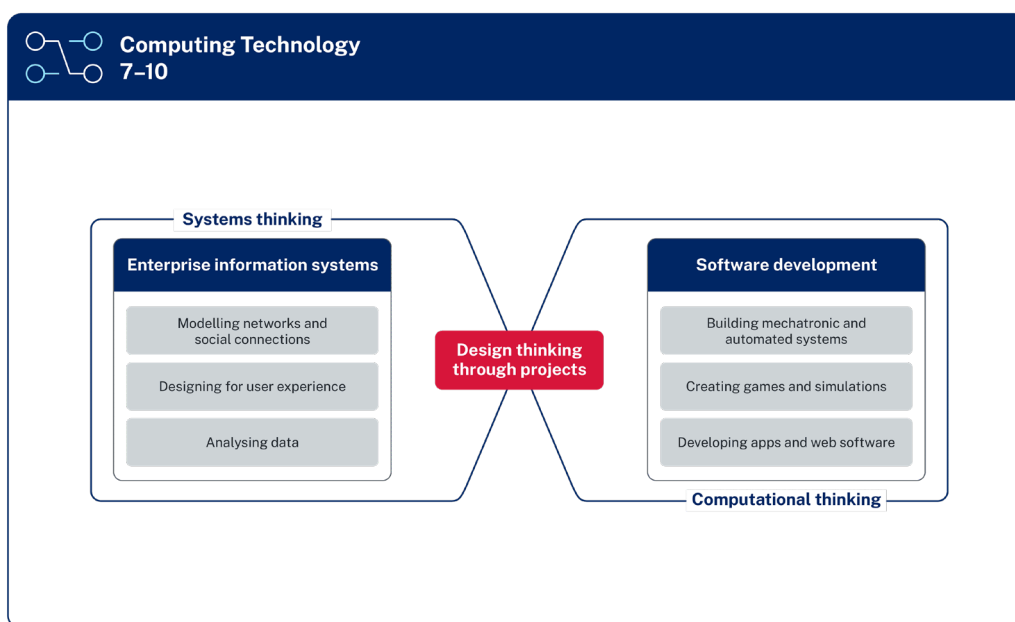
Enterprise information systems: Designing for user experience

Enterprise information systems: Analysing data

Software development: Building mechatronic and automated systems

Software development: Creating games and simulations

Software development: Developing apps and web software



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COURSE: iSTEM – INTEGRATED SCIENCE / TECHNOLOGY / ENGINEERING / MATHEMATICS

Aim:

The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems.

Requirements:

Solid protective footwear.

Additional costs may be involved if students enter the various competitions or industry visits offered.

Course Outline:

Students must undertake a range of problems, projects and inquiry-based learning activities which occupy the majority of course time. Problem, project and inquiry-based learning assists students to actively pursue and use technological knowledge rather than experience it as pre-packaged and complete – to be accepted and practised.

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

- STEM fundamentals
- Project-based learning

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

- Computer aided design (CAD)
- Critical thinking
- Project-based learning – Extension

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

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

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COURSE: JAPANESE

Aim:
To develop students' macro skills of reading, writing, listening, and speaking in the Japanese language, as they explore topics that are relevant to their own personal lives and those around them.

Students will explore key concepts of Japanese language including grammatical and cultural aspects exhibited in daily lives of the Japanese people.

Requirements: Nil

Course Outline:

Year 9: - Greetings & Family life
- Home & Meteorology
- Restaurant & Festivals
- Hobbies & Anime

Year 10: - Education & After-school activities
- Daily routines & Work
- Tourism & Travel
- Future plans & Aspirations

These topics throughout Stage 5 are designed to begin with students' own personal lives and then expand to the world around them. Throughout this course, students will learn how to read and write hiragana (Japan's national alphabet) in order to fully immerse themselves in the language and culture.

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COURSE: MUSIC**Aim:**

To provide students with the opportunity to acquire knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening.

Requirements:

An expectation to regularly practice at home on a musical instrument of your choice (e.g. Guitar, piano, voice, etc.)

Course Outline:

- Composing - Students will improvise, arrange, compose, notate and observe various compositional techniques and technologies
- Listening – Many styles, eras and cultures will be used to develop students' listening skills and knowledge of the concepts
- Performance – Each student will be required to present individual, ensemble and class performance pieces to the class in a variety of styles

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COURSE: OUTDOOR EDUCATION

Aim:

Outdoor education is an opportunity to explore your surroundings. You will participate in outdoor experiences and reflect on these experiences. This is a course where you work with others to be active and safe in outdoor environments. You will learn to assess risk and different emergency response procedures.

Appreciating the environment is an important idea in this course and you will show you can minimise your impact and understand why this is so important.

Requirements: Students are required to wear school sport uniform for practical lessons.

Course Outline:

The content is organised in modules reflective of 5 focus areas:

- outdoor activity and exploration skills
- environmental awareness, conservation and sustainability
- personal and social skills, growth and development
- connecting with the natural environment
- health, safety and wellbeing in the outdoors

The modules covered over Year 9 and 10 can include:

- Experiencing the outdoors.
- Bushcraft and navigation in the outdoors
- First aid in outdoor environments
- Survival in outdoor environments
- Environment and conservation
- Building connection
- Mental and physical preparation for the outdoors
- Expedition preparation
- Climbing and rope activities
- Bushwalking, orienteering and mountain biking

Students will be involved in a range of excursions.

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COURSE: PHOTOGRAPHIC AND DIGITAL MEDIA

Aim:

To enable students to:

Undertake more sustained and autonomous investigations of photographic and digital media conventions, strategies and procedures and work towards creating a portfolio of work.

Learn to construct written interpretations, explanations and judgements about photographers, videographers, computer/digital artists, filmmakers and performance artists and the meaning of photographic and digital works from different points of view through critical and historical research and investigation using the: Frames, Practice and the Conceptual Framework.

Requirements:

Protective clothing - covered shoes

Small Visual Arts Process Diary and a display journal.

Course Outline:

Students may develop knowledge, understanding and skills to:

- WHS practices and a safe working environment
- Make photographic and digital works using a range of materials and techniques in still (wet photography), digital photographs
- Create interactive and moving forms including their symbolic representational, physical, material and virtual properties
- Critically and historically interpret photographic and digital works to show knowledge and understanding of Practice, the Conceptual Framework and the Frames (Subjective, Structural, Cultural and Postmodern)

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COURSE: PHYSICAL ACTIVITY AND SPORTS STUDIES

Aim:

To enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

To develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing.

To allow students with ability, interest and potential in the PDHPE discipline to be extended and develop their talent.

Requirements:

Students are required to wear school sport uniform for practical lessons.

Course Outline:

The content is organised in modules within the following 3 areas of study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

The theory units covered in Years 9 and 10 can include:

- Body systems and energy for physical activity
- Physical fitness
- Nutrition and physical activity
- Australia's Sporting Identity
- Coaching
- Sports Medicine
- Technology, participation, and performance
- Enhancing performance

Practical units include a variety of traditional and recreational games.

Students will be involved in connecting with our local feeder primary schools.

NOTE: Students can only select one PASS course as the theory components are similar.

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COURSE: PHYSICAL ACTIVITY AND SPORTS STUDIES – FOOTBALL SPORTS

Aim:

To enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

To develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing.

To allow students with ability, interest and potential in the PDHPE discipline to be extended and develop their talent.

Requirements:

Students are required to wear school sport uniform for practical lessons.

Course Outline:

The content is organised in modules within the following 3 areas of study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

The theory units covered in Years 9 and 10 can include:

- Body systems and energy for physical activity
- Physical fitness
- Nutrition and physical activity
- Australia's Sporting Identity
- Coaching
- Sports Medicine
- Technology, participation, and performance
- Enhancing performance

This course has a focus on football sports including Touch, Oz tag, Rugby League, Rugby Union and AFL.

Students will be involved in connecting with our local feeder primary schools.

NOTE: Students can only select one PASS course as the theory components are similar.

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COURSE: TEXTILES TECHNOLOGY

Aim:

The aim of this syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Requirements:

A4 sketchbook

A4 workbook & display folio

Additional fabric and pattern for projects if want further choice

Course Outline:

Students actively engage in learning about

- Practical Projects - Using a variety of sewing equipment & resources
- Design – Elements & principles of design, Fashion Designers
- Properties & Performance – Selection of fabrics for project work
- Textiles & Society – Historical, cultural and contemporary textiles

YEAR 9

- Non Apparel – ‘Textiles for Carrying’ : Design, produce and evaluate a bag for carrying items
- Apparel – ‘Sleep Over’ – Use a commercial pattern to produce and evaluate pyjamas
- Furnishings – ‘Hung Up’ – Design and produce a wall hanging.
- Textiles Arts – ‘Upcycle Denim’ – Design and produce a sustainable item recycling denim.

YEAR 10

- Apparel – ‘Urban Escape’ – Design and produce a fitted skirt, shirt or pants following a commercial pattern.
- Costume – ‘Dress me Up’ – Design and make a children’s costume following a commercial pattern.
- Furnishings – ‘Pillow Talk’ – Design and make a creative crazy cushion.

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COURSE: VISUAL ARTS**Aim:**

Develop and enjoy practical and conceptual independence in their abilities to represent ideas in the visual arts.
Understand and value the different beliefs that affect meaning and significance in artworks.

Requirements:

Protective clothing, covered shoes, small Visual Arts Process Diary, a range of good drawing pencils and BYOD (optional).

Course Outline:

Making:

- Students will be given opportunities to make artworks in a sustained way and work toward the development of a body of work in 2D, 3D and 4D forms. The artworks will be informed by their understanding of practice, the conceptual framework and the frames
- Students will work with a variety of media and forms, such as drawing, painting, printmaking, sculpture and ceramics

Critical and Historical Study:

- Student will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames

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COURSE: VISUAL DESIGN

Aim:

To enable students to:

Develop and enjoy practical and conceptual autonomy as a visual designer in the making of visual design artworks .

Understand and value the different beliefs and contexts that affect meaning and significance of visual design in our contemporary world

Requirements:

Protective clothing - covered shoes

Small Visual Arts Process Diary, a USB memory stick and BYOD (optional).

Course Outline:

Making:

- Students will be provided specialised learning opportunities to make designed works in a sustained way and work towards the development of a body of work in 2D, 3D and 4D forms. These practices include collaborative and sustainable design practices, provide real-world models for learning and may establish career pathways available to students
- Students will work with a variety of forms to explore the elements and principles of design through areas such as: web design, jewellery making, animation, print design, sculptural forms and architecture

Critical and Historical Study:

- Explore a range of artists, designers and their practices, including collaboration, traditions, conventions and innovations
- Critically and historically interpret visual design artworks informed by their understanding of practice, the conceptual framework and the frames

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