

PICNIC POINT HIGH SCHOOL



STAGE 5 ELECTIVES SUBJECT SELECTION BOOKLET

Year 9 2025
Year 10 2026

Contents	
Selection of Elective Subjects	5
Information for students entering Year 9 2025 and Year 10 2026	6
Course Fees	7

200 Hour Elective Course Descriptions	
Commerce	10
Child Studies	11
Computing Technology	12
Dance	13
Food Technology	14
History Elective	15
Industrial Technology Timber	16
iSTEM	17
Japanese	18
Marine and Aquaculture Technologies	19-20
Music	21
Physical Activity and Sports Studies	22
Psychology	23
Visual Arts	24
Work Education	25

100 Hour Elective Course Descriptions

Dance	28
Drama	29
Japanese	30
Outdoor Education	31
Geography Elective	32
Photographic and Digital Media	33
Performing Arts	34
Design and Technology Food and Fashion	35
Ceramics	36

Selection of Elective Subjects Year 9 2025 and Year 10 2026

Dear Parents and Carers,

During Year 7 and 8 your child has followed a prescribed pattern of study, which has enabled them to experience a range of educational opportunities, activities and subjects.

In Year 9 and 10, students will still study mandatory subjects, with the addition of two 200h electives. In Year 9 students will also study a one 100h elective. This enables your child to study subjects of their choice in greater depth and complete the requirements set by the NSW Education Standards Authority (NESA).

All students must study the following MANDATORY subjects:

English	History
Mathematics	Geography
Science	Personal Development/Health/Physical Education

Please note:

1. All students are required to select 2 reserve subjects when completing the online subject selection process.
2. If numbers are insufficient to establish a class or classes become full (reach their maximum size) in any subject, affected students will be allocated their next choice of subject.
3. Financial contributions are required for a number of elective subjects. These contributions are to cover the cost of materials used by the students in the completion of practical tasks. Completed projects become the property of the student.
4. The History Elective and Geography Elective subjects are different courses to the mandatory courses.

Please contact the school if you wish to choose a particular elective but have difficulty with the financial contribution. You may be eligible for support through the Student Assistance Scheme.

Please discuss the elective options, outlined in this booklet, carefully with your child. The online subject selection form is to be completed online by 5pm on Wednesday 24 July 2024.

Mrs S Byron
Principal

Information for students entering Year 9 2025 and Year 10 2026

In Year 9 and 10, it is most important that students develop their love for learning.

Students who achieve success are those who:

- Are passionate about the subjects they are studying
- Love to attend school and engage in learning

To achieve this, students should choose electives based on the following:

- What subjects did I most enjoy participating in over the past 2 years?
- What am I interested in?
- What are my special skills / abilities?
- Which areas would I like to learn more about?

How to NOT choose subjects:

- What might be a good subject to do for when I finish school?
- What do others think is the best subject for me to do?
- What subject are my friends choosing?

The staff who are available to assist with any enquiries regarding Subject Selection are:

- Deputy Principal Ms Vicki Stavros
- Year Adviser Mrs Cathy McManus
- Careers Adviser Mr Nicholas Allen
- Learning and Support Mrs Michelle Harding
- Faculty Head Teachers
- Principal Mrs Sharon Byron

The Subject Selection Process:

Term 2	Wednesday 03.07.24	Year 9 Subject Selection Evening in the school hall
Term 2	Thursday 04.07.24	The Subject Selection code is emailed to each student
Term 3	Wednesday 24.07.24	Subject Selection online process closes at 5pm
Term 3	Weeks 2 onwards	Timetabling Team work on the 2025 timetable
End of Term 4		Student confirmed electives

Course Fees

200 Hour Elective Courses	Fee per year
Computing Technology	\$ 30.00
Dance	\$ 40.00
Food Technology	\$ 120.00
Industrial Technology Timber	\$ 75.00
iSTEM	\$ 30.00
Japanese * Obento Supreme Workbook \$44.00 Education Perfect Licence \$28.00	Year 9 \$ 72.00 Year 10 \$ 28.00
Marine and Aquaculture Technologies	\$ 50.00
Music	\$ 50.00
Visual Arts	\$ 100.00

* This fee may be subject to change

100 Hour Elective Courses	Fee Per Year
Dance	Nil
Drama	Nil
Japanese	Nil
Outdoor Education	\$ 30.00
Photographic and Digital Media	Nil
Geography Elective	Nil
Performing Arts	Nil
Design and Technology – Food & Fashion	\$ 80.00
Ceramics	\$ 55.00



200 hour Elective Courses

Year 9 2025

Year 10 2026

Choose two and two reserve courses

COMMERCE

Course Description

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

What will I learn?

Students undertaking the 200 hour course will study four Core topics and a minimum of four options.

Core 1 – Consumer and Financial Decisions

How to identify and research issues that individuals encounter when making consumer and financial decisions.

Core 2 – The Economic and Business Environment

The importance and features of the economic environment.

Core 3 – Employment and Work Futures

The contribution of work to the individual and society and the changing nature of work.

Core 4 – Law, Society and Political Involvement

How laws affect individuals, groups and regulate society and participation in the democratic process.

Optional Topics

Students will also study optional topics selected from:

- | | | | |
|--|--------------------------------------|---|--|
| <input type="checkbox"/> Investing | <input type="checkbox"/> Our Economy | <input type="checkbox"/> Running a Business | <input type="checkbox"/> Promoting and Selling |
| <input type="checkbox"/> Law in Action | <input type="checkbox"/> Travel | <input type="checkbox"/> Towards Independence | |

What will I learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students will learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

CHILD STUDIES

Please note that this is a NSW DoE approved elective course, not a NESA Developed Course. Students who select this course will meet all mandatory Stage 5 requirements. The study of this course will not appear on their RoSA.

Course Description

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

What will I learn?

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. The syllabus modules are:

- 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

What will I learn to do?

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

- Support a child's development from pre-conception through to and including the early years
- Positively influence the growth, development and wellbeing of children
- Consider the external factors that support the growth, development and wellbeing of children
- Research, communicate and evaluate issues related to child development

COMPUTING TECHNOLOGY

Computer Technology is an elective course that is studied for 200 hours. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

Course Description

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of contexts. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

What will I learn?

Computing Technology 7–10 Syllabus has 6 focus areas:

Enterprise information systems

- Modelling networks and social connections
- Designing for user experience
- Analysing data

Software development

- Building mechatronic and automated systems
- Creating games and simulations
- Developing apps and web software

What will I learn to do?

Students will learn to:

- 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

DANCE

Course Description

Dance involves the development of physical skills as well as aesthetic, artistic and cultural understanding. Students study 'Dance as an Artform' through the three practices of performance, composition and appreciation of dance as works of art.

What will I learn?

Dance is a practice-based study that involves students performing, making and analysing dance as works of art.

Dance has three main areas of study:

Performance: This area focuses on the development of dance technique and performance quality, as well as Safe Dance principles, in a range of dance styles including modern (contemporary), jazz and musical theatre.

Composition: This area uses the skills developed in performance to explore the concepts of composition and choreography. Students think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

Appreciation: This area develops student skills in describing and analysing dance as an expression of ideas within a social, cultural and historical context. Students study the history and development of dance whilst developing an appreciation of Dance as an artform.

What will I learn to do?

The three (3) areas of Performance, Composition and Appreciation are taught through a variety of dance styles. These include:

- | | | |
|----------------------------------|--|---|
| <input type="checkbox"/> Modern | <input type="checkbox"/> Contemporary | <input type="checkbox"/> Classical Ballet |
| <input type="checkbox"/> Hip/Hop | <input type="checkbox"/> Musical Theatre | <input type="checkbox"/> Jazz |

Students will contribute to lessons by devising sequences and choreographing their own creative works.

In practical lessons students will develop an understanding of Safe Dance Practice as they advance their dance technique. Students will also develop the necessary skills to perform choreographic sequences in a range of styles.

FOOD TECHNOLOGY

Course Description

The study of Food Technology 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.

What will I learn?

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.

- Food selection and health
- Food for special needs
- Food trends
- Food service and catering
- Food product development
- Food for special occasions

What will I learn to do?

The major emphasis in Food Technology 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.

HISTORY ELECTIVE

Course Description

History Elective 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 on the continuum of human experience up to the present. History Elective 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.

What will I learn?

Students undertake 200 hours of study in History Elective in Stage 5. The course structure emphasises significant literacy, critical and analytical thinking skills. The following topics may be studied:

Topics:

- | | |
|---|---|
| <input type="checkbox"/> Ancient Sparta | <input type="checkbox"/> The Science of War |
| <input type="checkbox"/> Ancient Myths and Legends | <input type="checkbox"/> Assassination – JFK Conspiracies |
| <input type="checkbox"/> Revolutions | <input type="checkbox"/> Terrorism |
| <input type="checkbox"/> Medicine through the Ages | <input type="checkbox"/> Film Studies – Fact from Fiction |
| <input type="checkbox"/> Crime and Punishment | <input type="checkbox"/> Ancient Egypt |
| <input type="checkbox"/> Archaeology | <input type="checkbox"/> Ancient Greece |
| <input type="checkbox"/> The American War of Independence | <input type="checkbox"/> Personality Studies |

What will I learn to do?

Students will learn to apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They will have applied these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They will learn to sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They will also learn to explain the importance of key features of past societies, including groups and personalities

INDUSTRIAL TECHNOLOGY TIMBER

Industrial Technology Timber is an elective subject within which students may undertake one or two courses. Each course is studied for 200 hours. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 - 8 Syllabus.

Course Description

Industrial Technology Timber 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.

What will I learn?

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.

What will I learn to do?

The major emphasis in the Industrial Technology Timber course 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.

iSTEM

Please note that this is a NSW DoE approved elective course, not a NESA Developed Course. Students who select this course will meet all mandatory Stage 5 requirements. The study of this course will not appear on their RoSA.

Course Description

iSTEM is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skillset development based on the needs of local and national industry. iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies. iSTEM develops enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically enabled workforce. It provides students with learning opportunities to develop knowledge and skills to use the most up-to-date technologies including additive manufacturing (3D printing), laser cutters, augmented and virtual reality, drones, smart robotics and automation systems, Artificial Intelligence (AI) and a range of digital systems.

What will I learn?

Students undertake 200 hours of study in iSTEM. The course is structured in the following ways:

- Core 1: STEM Fundamentals
- Core 2: STEM Project Based Learning

Optional Topics

Students may also study optional topics selected from:

- | | |
|---|---|
| <input type="checkbox"/> Computer aided design | <input type="checkbox"/> Design for space |
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Surveying and geospatial engineering |
| <input type="checkbox"/> Advanced manufacturing | <input type="checkbox"/> MedTech |
| <input type="checkbox"/> Cyber security | <input type="checkbox"/> Sustainable transport |

What will I learn to do?

iSTEM will 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.

JAPANESE

Students who undertake the 200 hour Japanese Elective will be eligible to study Japanese Continuers in Years 11 and 12.

Course Description

The study of Japanese provides students with the opportunity to become effective communicators by developing their linguistic competence and intercultural capability. Students engage with the linguistic and cultural diversity of the world and develop respect, openness, and empathy.

Students explore the Japanese language and culture as well as their own heritage. Language and culture students use Japanese in real situations and see language learning as offering valuable skills for life.

What will I learn?

Students will learn to:

- Interact, understand, and create texts in Japanese.
- Reflect on and under their own, and others' languages, cultures, and identity.
- Develop an interest in and enjoyment of language learning.

Topics include:

- Japanese popular culture
- Daily life
- School life

What will I learn to do?

Students will:

- Exchange information, ideas, and perspectives.
- Analyse and respond to information, ideas, and perspectives.
- Create a range of texts for diverse communicative purposes.

MARINE AND AQUACULTURE TECHNOLOGY

Course Description

The study of Marine and Aquaculture Technology develops a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It allows them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It instils in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

What will I learn?

Students must undertake a range of practical experiences that occupy the majority of course time.

Biology focus area Waterbirds of NSW Mangroves Microscopic Aquatic Organisms Marine and Aquatic Plants Marine Dangerous Marine Creatures	Ecology focus area The Oceans Living Together in the Sea Marine Pests and Threats Temperate Marine Ecosystems Antarctica's Marine Ecology	Leisure focus area Watercraft Design Construction and Repair Basic Snorkelling Boatbuilding Sailing Theory and Practice
Aquaculture focus area Aquarium Design Construction and Maintenance Underwater Farming Managing Fish Production Managing Water Quality	Employment focus area Small Motorboats Advanced Motorboating Food from the Sea Maritime Industries Employment Tourism	Management focus area Coastal Management Tides and Currents Marine and Civil Engineering Saving Water Environments
General Interest focus area Shipwrecks and Salvage Basic Navigation Marine Disasters Personal Interest Project Local Area Study		

MARINE AND AQUACULTURE TECHNOLOGY

What will I learn to do?

Students recognise and assess the risks and WHS issues that are associated with marine activities. Students design develop and produce original designs for a range of practical and research projects relevant to marine and related environments. Students explore the relationship between the physical and mechanical properties of a range of relevant materials and marine resources.

MUSIC

Course Description

All students should have the opportunity to develop their musical abilities and potential. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences. The study of the concepts of music underpins the development of skills in performing, composing and listening.

What will I learn?

Through the learning experiences of **performing, composing and listening**, students will study the following **concepts of music**:

- | | | |
|-----------------------------------|---|------------------------------------|
| <input type="checkbox"/> Duration | <input type="checkbox"/> Dynamics and expressive techniques | <input type="checkbox"/> Texture |
| <input type="checkbox"/> Pitch | <input type="checkbox"/> Tone colour | <input type="checkbox"/> Structure |

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

Topics studied may include:

- | | | |
|--|---|---|
| <input type="checkbox"/> Popular Music | <input type="checkbox"/> Music for Radio, Film, TV and Multimedia | <input type="checkbox"/> Music and Technology |
| <input type="checkbox"/> Theatre Music | <input type="checkbox"/> Music for Small Ensembles | <input type="checkbox"/> Music of a Culture |
| <input type="checkbox"/> Rock Music | <input type="checkbox"/> Art Music of the 20th and 21st Centuries | <input type="checkbox"/> Jazz Music |

Students will participate in a range of practical experiences that develop their knowledge of the musical concepts. This part of the course caters to a wide range of practical abilities.

What will I learn to do?

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

Time is allocated to develop both solo, ensemble and class performances in a variety of styles.

Note: Prior instrumental or vocal experience is beneficial but not essential to select this course.

PHYSICAL ACTIVITY AND SPORTS STUDIES

Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will I learn?

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

Foundations of Physical Activity

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

Physical Activity and Sport in Society

- Opportunities and pathways
- Physical activity and sport for specific groups
- Issues in physical activity and sport
- Australia's sporting identity
- Lifestyle, leisure and recreation

Enhancing Participation and Performance

- Promoting active lifestyles
- Technology, participation and performance
- Enhancing performance – strategies and techniques
- Coaching
- Event management

What will I learn to do?

Students will develop skills in physical activity and sport that develop their ability to:

- Work collaboratively with others to enhance participation, enjoyment and performance
- Display management and planning skills to achieve personal and group goals
- Perform movement skills with increasing proficiency
- Analyse and appraise information, opinions and observations to inform decisions.

PSYCHOLOGY

Please note that this is a NSW DoE approved elective course, not a NESA Developed Course. Students who select this course will meet all mandatory Stage 5 requirements. The study of this course will NOT appear on their RoSA.

Course Description

The aim of the Stage 5 School Developed and Board Endorsed Psychology course, is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. The course seeks to enrich and extend gifted and talented students. Student learning of philosophical and methodological questions underpinning this wide field of knowledge and the facilitation of higher order and critical thinking to areas such as human behaviour, learning, intelligence, personality, mental disorders and gender engages students in a uniquely scientific and humanities based discipline.

What will I learn?

Students undertake 200 hours of study in Psychology. The course is structured in the following ways:

CORE modules for Year 9

- What is Psychology?
- Intelligence, learning and creativity
- Forensic Psychology
- Biological bases of behaviour

CORE modules for Year 10

- Personality and self
- Psychology and society
- Psychological disorders and constructs of normality
- Psychology and gender

What will I learn to do?

Students will develop a knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function in groups.

VISUAL ARTS

Course Description

Visual Arts provides opportunities for experimentation to develop and refine their artmaking with a wide variety of art materials. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will I learn?

Students learn about the practices of artists and how these can be used as inspiration for their own artmaking. They learn to develop their own concepts, ideas and judgements about artistic practice through the study of other painters, sculptors, designers, architects, photographers and ceramists.

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.

What will I learn to do?

Students learn to make, refine and resolve artworks using a range of materials and techniques in 2D, 3D and 4D forms. They study art and artworks in a thematic way, which helps to develop an understanding of subject, technique, meaning, symbols and influence of the choices artist's make in their practice. This includes:

Traditional art forms

- | | | |
|-----------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Painting | <input type="checkbox"/> Printing | <input type="checkbox"/> Sculpture |
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Ceramics | <input type="checkbox"/> Collage |

Contemporary art forms

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Photography | <input type="checkbox"/> Digital media |
|--------------------------------------|--|

Students learn to develop skills and creative theme based large artworks that explore the world around them. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgments through the study of art theory. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

WORK EDUCATION

Course Description

Work Education provides students with an opportunity to develop knowledge and understanding of the world of work, the diverse groups within the community, and the roles of education, employment and training. They develop an understanding of the world of work as dynamic, how and why it may change, and what this may mean for their future.

Through their study of Work Education, students prepare for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, employer expectations and the diversity of work opportunities.

What will I learn?

Students will study six Core Study topics and a minimum of six options.

Core Study

- What is Work?
- Transitions and Wellbeing
- Communication and Collaboration
- Technology in the Workplace
- Workplace Safety
- Workplace Rights and Responsibilities

Options

- Exploring Post-school Pathways
- Managing Transitions
- Workplace Environments
- Enterprise and Entrepreneurial Behaviours
- Preparing for the Workplace
- Managing Finances
- Workplace Issues
- Community Participation
- School-developed Option

What will I learn to do?

Students demonstrate knowledge and understanding of the world of work and diverse organisations within the local and Australian community. They will analyse employment trends, changes in the nature of work and current workplace issues. They examine the roles of individuals and diverse organisations in the Australian community and examine the rights and responsibilities of employees and employers. Students explain the roles of education, employment and training organisations. They explain skills, attributes and entrepreneurial behaviours in a range of contexts, and assess options for career development and managing transitions.



100 hour Elective Courses

Year 9 2025

Choose one and two reserve courses

DANCE

Course Description

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

What will I learn?

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

Students 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.

What will I learn to do?

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

DRAMA

Course Description

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

What will I learn?

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.

In Drama, students will experience in an integrated study of:

- Elements of drama
- Practices of making, performing and appreciating
- Context of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions

What will I learn to do?

Students will learn and take part in activities through:

- Improvisation
- Character Development
- Story Telling
- Playbuilding
- Mime and Movement
- Theatre History
- Commedia Dell Arte
- Scripted Performance
- Film Study
- Costume Design
- Set Design

JAPANESE

Students who undertake the Japanese Elective will NOT be eligible to study Japanese Beginners in Years 11 and 12.

Course Description

The study of Japanese provides students with the opportunity to engage with the language and culture of Japan and an appreciation for the place of Australia within the Asia region, including the interconnections of language and culture, people and communities. Through learning Japanese, students become more accepting of difference and diversity and reflect on their own heritage, values, culture and identity.

What will I learn?

Students will learn to:

- Use language to communicate
- Analyse and understand language and culture

Topics include:

- Japanese popular culture
- School life

What will I learn to do?

Students will:

- Interact, access and respond and compose Japanese texts
- Understand the language system
- Reflect on the role of language and culture

OUTDOOR EDUCATION

Please note that this is a NSW DoE approved elective course, not a NESAs Developed Course. Students who select this course will meet all mandatory Stage 5 requirements. The study of this course will NOT appear on their RoSA.

Course Description

Outdoor Education is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Through participation in a range of outdoor activities, students will develop and apply their knowledge and skills to work together to be active and safe in a variety of outdoor environments. They learn to assess risk, identifying and applying appropriate management strategies and emergency response procedures.

What will I learn?

Through studying Outdoor Education, students will develop personal wellbeing and a sense of place and connection as a result of a greater understanding and appreciation of the local natural environment. Outdoor Education has the potential to explicitly promote and encourage on-Country learning and include Aboriginal perspectives.

Students undertake 100 hours of study. Students learn through planning and participating in outdoor experiences and reflecting on their involvement. The following topics may be studied:

- Core: 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 rope activities
- Bushwalking, orienteering and Mountain Biking
- Snorkelling, surfing and beach activities
- Kayaking, canoeing, sailing and sailboarding
- School-developed option

What will I learn to do?

The Outdoor Education course provides an opportunity for students to develop, strengthen and refine a range of personal and social skills. A range of experiential teaching and learning approaches can be used to develop, apply and evaluate these skills. These include: self-management skills, interpersonal skills, and movement skills.

GEOGRAPHY ELECTIVE

Course Description

The study of Geography Elective – Our World is to stimulate students' interest in and engagement with 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. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

What will I learn to do?

In the Geography (Elective) 100 hour course, students will study three (3) of the following focus areas:

- Physical Geography** - The geographical processes that form and transform the physical world. i.e. increasing use of natural resources
- Oceanography** - The features and importance of the world's oceans and issues associated with them. i.e. ocean boundaries and boarder protection
- Primary Production** - The patterns, functions and issues associated with primary production
- Global Citizenship** – The role of informed, responsible and active global citizenship
- Australia's Neighbours** - The environments of Australia's neighbours and specific geographical issues within the Asia–Pacific Region. i.e. the rise of China as a world power
- Political Geography** - The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions. i.e. the Middle East
- Interaction and Patterns along a Continental Transect** - The factors responsible for causing variation in spatial patterns across a continent from one specific location to another. i.e. how natural landforms can affect human developments
- School Developed Option** – This option provides students with the opportunity to develop their geographical knowledge and understanding of a particular location and/or area if inquiry that caters for their interests, needs and resources e.g. sport, medical/health

What will I learn to do?

Students learn to use their knowledge of civics to influence and direct decision-making, and to take considered social action on issues related to ecological sustainability, their community, equity and social justice. They will develop their ability to critically analyse, problem-solve and relate learning experiences to the wider world.

PHOTOGRAPHIC AND DIGITAL MEDIA

Please note that this is a NSW DoE approved elective course, not a NESA Developed Course. Students who select this course will meet all mandatory Stage 5 requirements. The study of this course will NOT appear on their RoSA.

Course Description

Photographic and Digital Media provides specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. It provides opportunities to investigate the technological, artistic and theoretical development and making of photographic and digital works, the role of the artist as photographer and digital artist, the world and the use of photographic and digital forms in society and the intended audiences for these forms.

What will I learn?

Students undertaking this course will learn:

- How to use a digital SLR camera and the technical aspect of taking photographs
- To use Adobe Photoshop and Premiere to manipulate and edit photos and create videos
- Filming and camera technique, storyboarding and editing
- About historic and contemporary photographers, filmmakers, animators and artists
- To develop knowledge, understanding and skills to critically and historically interpret photographic and digital works

What will I learn to do?

Students will learn to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames. They will critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames. Students will value and appreciate their engagement in the practice of the photographic and digital media and understand how photographic and digital media, as a field of practice and understanding, is subject to different interpretations.

PERFORMING ARTS

Course Description

In this course, students will explore the 4 essential concepts of Performing Arts which are protocols, space, presence and audience. They will be challenged to consider how performing artists can craft and control performance space, stage presence and performing arts protocols to intentionally engage a live audience. Throughout the course, students will engage in embodied learning experiences which encourage purposeful play, creative risk taking and problem-solving. They will understand the important role of collaboration and preparation, and the dynamic nature of the performer-audience relationship. Students will then put those techniques and processes into practice as they collaborate to stage their own live performing arts event.

What will I learn?

Utilising the protocols of the chosen performing art form, students will learn how space can be activated and manipulated by the presence of performance elements to intentionally engage an audience in a performing arts event.

The broad scope of this course allows students to choose from and engage with a range of performing art forms, including, but not limited to:

- Circus skills
- Classical ballet
- Musical theatre
- Technical production
- Contemporary/Hybrid performance work

Performance elements can include:

- The performers
- The technical production (for example, lighting, sound, set, costume and projection)
- The performance material

What will I learn to do?

The aim of this course is to engage and develop student interest, skills, knowledge and understanding essential to the performing arts. Working individually and collaboratively, students will build, develop and refine skills as they engage with creative processes and performance protocols to produce a live performing arts event for an audience.

DESIGN AND TECHNOLOGY FOOD AND FASHION

Course Description

The Young Designer Food & Fashion course is a Design and Technology course that will engage students in designing and producing a range of solutions to real world problems and allow them to develop thinking skills for their future. The design and development of quality projects relating to food and fashion gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will I learn?

Students undertaking this course, students will learn about:

- Identification of needs and opportunities
- Creative and innovative idea-generation
- Research and exploration
- Market research techniques
- Project management strategies when implementing and evaluating a process of design
- Realisation of design ideas using technologies
- The work of past and current designers across a range of settings
- Trends in technology and design
- Creativity and problem-solving techniques used by designers
- Enterprising activity
- Ethical and responsible design
- Work of contemporary designers

What will I learn to do?

A Food and Fashion design project is the main learning activity of students during a unit of work and culminates in the designed solution and portfolio documentation. The design project will be relevant to the student with a focus on food and fashion.

CERAMICS

Ceramics provides opportunities for experimentation to develop and refine their artmaking with a focus on ceramics. It builds an understanding of the role of art with a focus on developing skills in 3D forms and ceramics, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks.

What will I learn?

Students learn about the practices of artists and how these can be used as inspiration for their own artmaking. They learn to develop their own concepts, ideas and judgements about artistic practice through the study of other ceramists. Students will refine skills in working with clay and ceramics.

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.

What will I learn to do?

Students learn to make, refine and resolve a series of artworks using ceramics and techniques in 3D forms. They study art and artworks in a thematic way, which helps to develop an understanding of subject, technique, meaning, symbols and influence of the choices artist's make in their practice. This is a very practical subject that provides an opportunity for keen visual arts students to refine skills in ceramic artmaking.