Cowra High School

Subject Selection Booklet

Year 9 2026

Year 10 2027

Contents

LETTER TO STUDENTS

Dear Student,

Years 9 and 10 provide you with the first opportunity to begin personalising your education to match your interests and aspirations beyond school. The next two years will be challenging, exciting and rewarding, and I encourage you to make the most of them. They are the next steps on your journey of independence into the wider world beyond school as you further develop skills and ability to be a critical and creative thinker.

Teachers at Cowra High School are committed to working with you to achieve your goals. You will experience an inspiring learning environment in which to complete the next four years of schooling. You should start to think about, and plan, your future as you select your elective subjects. As an aspirational school, we will set increasingly high expectations and be dedicated to ensuring you achieve your full potential in the Higher School Certificate in four years.

Each of you will need to make choices about elective subjects over the coming weeks. We have organised this booklet so that you and your parents will develop a clear understanding of the compulsory subjects and the wide range of electives on offer over the next two years.

Selections need to be made online by Friday 9 August.

I look forward to following your progress and ensuring that you are engaged and challenged to continue to learn. My goal as an educator and promotor of wellbeing is for all students to complete Year 10, happy, healthy and fully prepared for further education, training and work.

Good luck with your selections.

All the very best,

Mr Anthony Hamer
Relieving Principal
Cowra High School

STAFF DIRECTORY 2026

Relieving Principal	Mr Anthony Hamer
Deputy Principal	Mrs Melinda Rowston
Deputy Principal	Ms Megan Robinson
Deputy Principal	Ms Simone Walsh
Deputy Principal - Inclusions	Mr Peter Leyland
Year 9 Student Adviser	Mr Clint Cole
Year 10 Student Adviser	Mr Jason Ewing-Jarvie
Careers Adviser	Mrs Prue Williams

Head Teachers

English	Ms Christina Howard
CAPA	Ms Christina Howard
HSIE	Mr Charles Rushworth
Mathematics	Mrs Elicia Yates
Science	Ms Melissa Pomering
TAS - Technology and Applied Studies	Mrs Louise Rowston
PDHPE	Mrs Louise Rowston
Support	Ms Di St Clair

SUBJECT BOOKLET INFORMATION

This booklet contains information relating to courses of study for Years 9 and 10 in 2026 and 2027. To satisfy the NESA, (NSW Education Standards Authority), requirements for the Record of School Achievement (RoSA), students must:

1. Study English, Mathematics, Science, Human Society and Its Environment (HSIE) and Personal Development, Health & Physical Education (PDHPE) in Years 7-10 as well as Sport

2. Satisfactorily complete studies in Modern Languages in Year 7 along with Creative Arts (Music and Art) and Technology & Applied Studies (TAS) in Year 7 and 8.

3. Participate in 150 minutes per week of physical activity.

Elective Subjects

In making your selection, please consider the following:

(i) Which subjects are you INTERESTED in and/or are GOOD at?
(ii) Which subjects may be helpful to SENIOR school subjects?
(iii) Which subjects would be beneficial for particular JOBS or CAREERS?

Whilst it is the intention of Cowra High School to offer the widest possible range of elective subjects, it is not possible to guarantee that all students will be able to get all their subject choices, however, every effort will be made to accommodate the widest possible range of choices.

Making Subject Selections

There are three steps to the selection of elective subjects for Year 9 and 10:

STEP 1: Complete the selection form. Prioritise your subjects 1 to 4 (1 being first preference, 2 – second preference and so on).

STEP 2: Subject selections must be completed online at https://my.edval.education by Friday 9 August. Your individualised web code is located on your child's subject selection sheet. This will be handed out on subject selection night.

STEP 3: Once this form is completed and signed by both the student and parent/caregiver, students will be required to return this sheet to Mrs Melinda Rowston or the school office.

CORE SUBJECTS

English

History and Geography

Mathematics

Personal Development, Health and Physical Education

Science

English

Course description

Engaging with texts is central to the study of English. In Years 7-10, texts should be understood to mean any written, spoken/signed, nonverbal, visual, auditory or multimodal communication.

The forms, features and structures of texts evolve over time for the purpose of communicating effectively with a range of audiences. Sometimes a number of elements from different types of texts can be included in a single text, resulting in a hybrid text.

Students undertake essential content, and work towards course outcomes, by engaging meaningfully with a range of texts. Teachers select texts based on their understanding of what students need to learn at particular points in time. A well-chosen text enables students to study features within and between texts that can enhance their knowledge, understanding and experience of how texts represent the world. Texts should be selected that either support or extend students' reading.

What students learn

English 7-10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, understanding and responding to texts and expressing ideas and composing text.

Mandatory curriculum requirements

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

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

Focus areas

The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Reading, viewing and listening to texts
- Understanding and responding to texts
- Expressing ideas and composing texts

History and Geography

History Course description

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7–10 syllabus.

What students learn

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

Years 9 and 10

In Years 9 and 10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Geography Course description

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

What students learn

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

Years 9 and 10

In Years 9 and 10, students will have the opportunity to explain geographical processes that transform places and environments and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Mathematics

Course description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 9 and 10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

What students learn

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Space, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

There is **one** mathematics course in Years 9 and 10. It contains a Core-Paths structure, which is designed to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

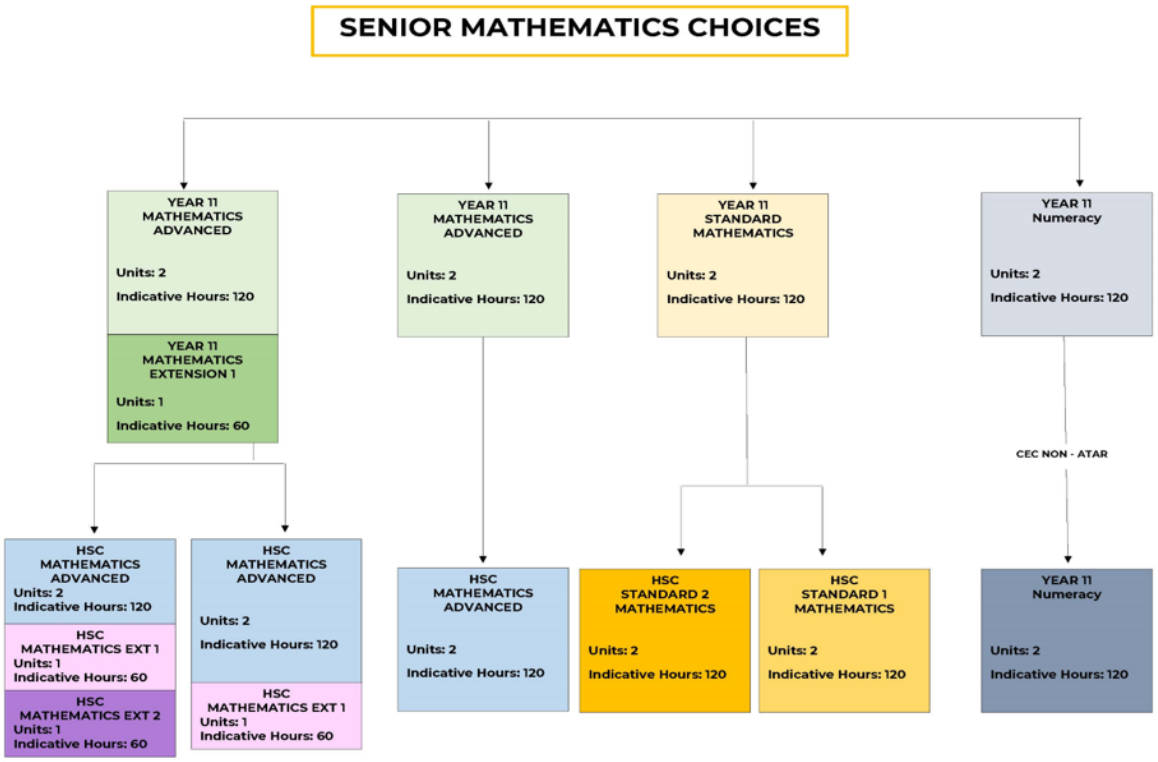
The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6.

The Path outcomes extend on the Core outcomes, providing students the opportunity to develop the necessary skills, knowledge and understanding for the Stage 6 Advanced and Extension courses.

The school will place students in the course best suited to their ability, based on the results of Year 8 assessment.

Calculators

Students require the use of a scientific calculator at all times. Each student needs to own a calculator and to have the calculator in class for each mathematics lesson. The preferred Casio calculators are available for purchase from the school office. Students will also need a mathematics grid exercise book.


SENIOR MATHEMATICS CHOICES
YEAR 11 MATHEMATICS ADVANCED
Units: 2
Indicative Hours: 120
YEAR 11 MATHEMATICS EXTENSION 1
Units: 1
Indicative Hours: 60
HSC MATHEMATICS ADVANCED
Units: 2
Indicative Hours: 120
HSC MATHEMATICS EXT 1
Units: 1
Indicative Hours: 60
HSC MATHEMATICS EXT 2
Units: 1
Indicative Hours: 60
HSC MATHEMATICS ADVANCED
Units: 2
Indicative Hours: 120
HSC MATHEMATICS EXT 1
Units: 1
Indicative Hours: 60
YEAR 11 MATHEMATICS ADVANCED
Units: 2
Indicative Hours: 120
HSC MATHEMATICS ADVANCED
Units: 2
Indicative Hours: 120
YEAR 11 STANDARD MATHEMATICS
Units: 2
Indicative Hours: 120
HSC STANDARD 2 MATHEMATICS
Units: 2
Indicative Hours: 120
HSC STANDARD 1 MATHEMATICS
Units: 2
Indicative Hours: 120
YEAR 11 Numeracy
Units: 2
Indicative Hours: 120
CEC NON - ATAR
YEAR 11 Numeracy
Units: 2
Indicative Hours: 120

Personal Development, Health & Physical Education (PDHPE)

Personal Development, Health and Physical Education contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of adopting & maintaining a healthy, productive and active lifestyle. PDHPE consists of both theory (health) and practical (physical activity) lessons over the two week timetable.

Theory lessons address a variety of adolescent health issues including mental health, understanding cultural differences, road safety education, body image and gender, sexual health, personal safety and child protection education. Students develop skills in recognising and responding to unsafe situations, establishing and maintaining cohesive relationships and seeking assistance to effectively deal with discrimination, bullying and harassment issues.

The practical components includes general physical activity and skills development through specific sports and modified games, Indigenous games, physical fitness testing and dance. It provides opportunities for student-centered learning and the encouragement of students to move competently and confidently in a range of contexts.

It is understood and accepted that in any physical education class there will be students with different abilities and anatomical strengths and weaknesses, and a strong emphasis is put on active participation by all students. Students are required to get changed into their sports uniform for practical lessons for safety and hygiene purposes, and bring a workbook and theory lessons.

Course description

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

What students learn

The PDHPE 9 and 10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

Health, Wellbeing and Relationships

Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Movement Skill and Performance

Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students

develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

Students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course, students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for the health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

Science

Course description

In Stage 5 Science, the aim is to:

- develop students' curiosity about, and interest in, science and the natural world
- increase students' knowledge and understanding of the nature and practice of science, and the Working scientifically processes
- encourage students to generate and analyse data, evaluate results, and make ethical, evidence-based decisions, as informed, reflective and scientifically literate citizens.

Depth studies

A depth study is any type of scientific investigation that provides students with an opportunity to pursue their interests and deepen their scientific understanding of one or more focus areas.

Students are required to undertake at least one depth study every year across Stage 4 and Stage 5.

Working scientifically processes

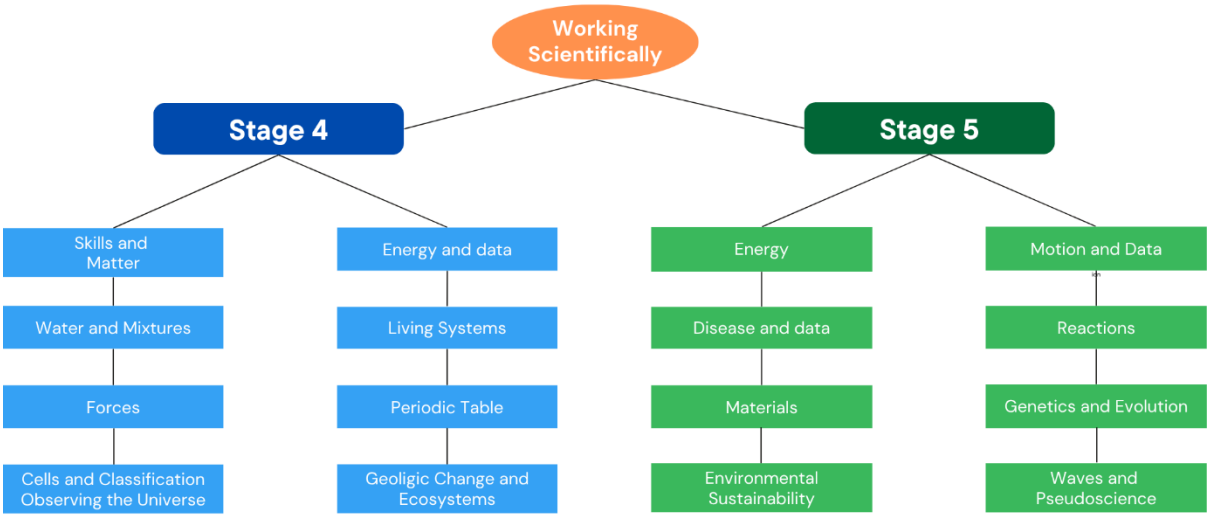
The Working scientifically processes are an integral component of the *Science 7–10 Syllabus* and are embedded in outcomes and content.

The Working scientifically processes present in the syllabus are:

- observing
- questioning and predicting
- planning investigations
- conducting investigations
- processing data and information
- analysing data and information
- problem-solving
- communicating.

The Modules covered in Stage 5 build from Stage 4 and are shown below.

Stage 5 Science provides opportunities for students to develop essential skills, knowledge and understanding for Stage 6 Biology, Chemistry and Physics.


Working Scientifically
Stage 4
Stage 5
Skills and Matter
Water and Mixtures
Forces
Cells and Classification Observing the Universe
Energy and data
Living Systems
Periodic Table
Geoligic Change and Ecosystems
Energy
Disease and data
Materials
Environmental Sustainability
Motion and Data
Reactions
Genetics and Evolution
Waves and Pseudoscience

Sport

At Cowra High School sport and physical activity is a valued and accepted part of our schools curriculum, contributing to the development of the student as a whole. It provides a vehicle for social, physical, emotional and moral learning and is an important expression of our culture. The participation, enjoyment and skill development of our students is the cornerstone of the school sport/physical activity program. Our sports program utilises local specialist community members and facilities offering students a wide selection of recreational and competitive sports. Our sport program offers a variety of activities consisting of lawn bowls, golf, tennis, skateboarding, indoor sports, archery, cardio fitness, strength training, squash, life saving, water polo, water fitness, slide a hockey and oztag, plus a range of traditional sports such as touch, tennis, soccer, basketball and volleyball just to name a few.

On sport days students are required to wear their full sports uniform which includes:

- Sports polo shirt
- Navy blue shorts
- Navy blue track pants
- CHS jumpers
- Sport shoes (joggers)
- Everyday polo shirt/shorts/hoodie

Cowra High also aims to provide opportunities for students to participate in competitive team sports due to the personal development and social adjustment benefits that such participation provides. Cowra High School is part of the Western Area & Combined High Schools Sport Association, enabling challenging competition for both boys and girls in Years 7 -12. The Western region and CHS competitions offer students representative opportunities to compete against schools across NSW in a range of sporting activities. From these competitions students are selected for NSW representation to compete against other states in national competitions. They also have the opportunity to compete against Combined Independent Schools (CIS) and Combined Catholic Colleges (CCC) at Australia's highest school sport level.

Term 1

- Swimming Carnival
- Athletics Carnival

Term 2

- Cross Country
- Cowra vs Camden High School 3 Day Sporting Exchange

Term 3

- CKC Cup
- PDHPE Perisher Ski Trip

ELECTIVE SUBJECTS

Aboriginal Studies

Agricultural Technology

Automotive Stage 5 (TVET)

Child Studies

Commerce

Dance

Drama

Food Technology

History - Ancient to Modern

Industrial Technology - Building and Construction

Industrial Technology - Metal

Industrial Technology - Timber

iSTEM

Marine and Aquaculture Technology

Modern Languages - Japanese

Music

Photography & Digital Media

Physical Activity and Sports Studies

Visual Arts

Aboriginal Studies

Aboriginal Studies is an interesting course which covers the history, identities and culture of Aboriginal and Torres Strait Islander peoples. It provides students with the knowledge and skills to understand and appreciate different cultures. The course is suitable for both Aboriginal and non-Aboriginal students.

The core topic of Identity and Aboriginality in Australia Today looks at both the shared features and the diversity of Aboriginal experiences and cultures. There are then a number of elective themes which can be chosen for study, such as Aboriginal literature, Aboriginal languages, Aboriginal participation and representation in the media, Aboriginal visual and performing arts, Aboriginal life stories and Aboriginal participation in sport.

Where possible students get to work with visiting Aboriginal artists, musicians and dance groups. Excursions are also included to local Aboriginal sites, Aboriginal organisations and the National Museum.

Aboriginal Studies is also offered in Years 11 and 12 and is accepted for university entrance. It is recommended for anyone anticipating a career requiring "people skills", e.g. law, medicine, welfare, nursing, police force, politics, journalism, teaching, social work and the public service.

Agricultural Technology

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

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

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

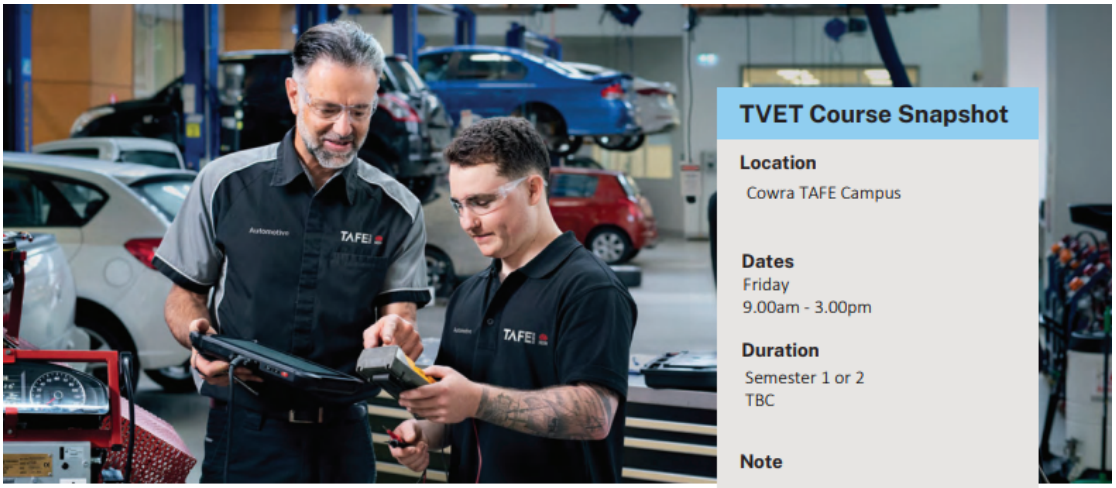
Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms and the foundations of Agricultural Science or Primary Industries in school.

As part of Stage 5 Agricultural Technology students will have the opportunity to participate in the Agriculture show team and travel to various shows with our Dorper Stud. As part of the show team, students learn essential skills in grooming, feeding, and parading our sheep. Students develop the ability to assess sheep based on breed characteristics and production purposes. Competitions, like Young Judges and Paraders, encourage students to articulate their assessments and reasoning.

Being part of an agricultural show team at school offers numerous benefits, including developing practical skills in animal handling and preparation, fostering teamwork and responsibility, enhancing communication and public speaking abilities, and providing opportunities to explore potential agricultural careers. Additionally, participation can boost self-esteem, create meaningful relationships, and engagement with school. The Cowra High School Agriculture Show Team has won numerous awards at various shows, including Dubbo.

Course Cost $30.

Automotive Stage 5 (TVET)



TVET Course Snapshot

Location
Cowra TAFE Campus

Dates
Friday
9.00am - 3.00pm

Duration
Semester 1 or 2
TBC

Note
Course is designed for Year 9 & 10 students and can contribute to the RoSA

Automotive

ATAR WP SBAT ICF BEC S5

Get your automotive career on the fast track. This course will teach you the skills and knowledge you need to work in the automotive industry o to perform minor service and preparatory work for light or heavy vehicles. So put your career in top gear with a TVET course.

Automotive options include Stage 5, and Stage 6 ICF, with related work placement and potential ATAR contribution or BEC, which may require work placement. Please talk to your Careers Advisor about the option that suits you.

Is it right for you?	Possible industry skills	Potential career pathways
• Do you like all things automotive and modern engine related? • Do you enjoy physical, hands-on, and practical work? • Do you enjoy problem solving and working with technology? • Are you looking for a rewarding career in a progressive industry? • Do you enjoy metal fabrication and spray painting?	• Work with electrical and mechanical components and systems • Use tools and equipment to complete removals, inspections and refitting of automotive components • Carry out workplace tasks safely and effectively	• Automotive Light Mechanic • Automotive Panel Beater • Automotive Spray Painter

Example of possible course pathways

Certificate I in Automotive Vocational Preparation (AUR10120) → Certificate II in Automotive Vocational Preparation (AUR20720) — Certificate II in Automotive Body Repair Technology (AUR20920) → Certificate III in Light Vehicle Mechanical Technology (AUR30620) — Certificate III in Automotive Body Repair Technology (AUR32120)

For more information on locations and courses offered, please speak to your careers adviser.

[A] Source: Employment forecast data from TAFE NSW Strategy and Research and Deloitte Access Economics 2023.

The units of competence that will be delivered as part of this course option will be listed in the EVET system for your chosen location or delivery pattern. You should consider the full EVET details, including units, location and other requirements with your school before accepting the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other nationally recognised training.

How to use this guide

ATAR	This course can contribute to your Australian Tertiary Admissions Rank (ATAR) where you complete a minimum 240-hour course and sit the HSC examination.
WP	This course includes mandatory work placement hours.
SBAT	This course may be offered as a School-based Apprenticeship or Traineeship. The qualification available for school-based apprentices and trainees may vary from the qualifications available for TVET students.
SS	This course area has additional specialisation study available. You must be currently studying the 240-hour course at school or TAFE NSW.
BEC	This is a board endorsed course that contributes to your Record of School Achievement (RoSA) or HSC, but will not count towards your ATAR.
ICF	This is an Industry Curriculum Framework course that contributes to your HSC, and can also contribute towards your ATAR.
VV	Virtual VET courses are teacher-led virtual classrooms and may include workshops, and/or work placements. TAFE NSW is frequently adding more Virtual VET options. Please refer to EVET System to see if there are more options available.
TD	These courses are offered through online delivery by TAFE Digital and are supported with online study materials accessible 24 hours a day, seven days a week.
S5	Stage 5 refers to students in Years 9 and 10.

Not all NESA syllabuses provide a full qualification outcome. Depending on the syllabus and your chosen pattern of study, you may achieve a full qualification, or you may achieve a Statement of Attainment towards a qualification. At the end of your studies, you will receive a transcript of achieved competencies. For more information on locations and courses offered, please speak to your careers adviser.

Child Studies

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 prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

Students will have the opportunity to explore this interrelationship of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.

Commerce

Why study Commerce?

Commerce helps students learn important knowledge and skills to make smart choices about money, work, business, law, and government. It teaches how to manage personal finances, understand how businesses and the economy work, and make informed decisions as a consumer.

In Commerce, students explore how people, businesses, and governments interact in the economy. They learn to think critically, solve problems, and understand different points of view. This helps them become more confident and active members of their community.

The subject also builds useful skills like researching, working in teams, and making decisions. These are important for life after school and help students become independent, lifelong learners.

Commerce includes a variety of learning activities and uses technology to support learning. Students get better at solving problems and making decisions by looking at real-life situations involving money, business, law, and work. They also learn the importance of acting ethically and responsibly, and how they can help create a fairer society.

Dance

The Dance course offered to students focuses on developing basic movement skills in a variety of dance styles. Students will learn valuable skills in dance such as technique, performance skills, flexibility, composition and confidence building.

Dance can take students into a range of career options including teaching, performing, administration, choreography and other exciting prospects in the performing arts world.

Dance involves:

- Composing your own dances as well as learning set pieces that have been choreographed by others.
- Learning about dance technique, correct body alignment and safe dance practices which help you develop your ability, flexibility and strength.
- Learning about dance history and the study of famous choreographers and their dance techniques.
- The opportunity to learn a variety of dance styles from jazz, funk, tap, musical theatre, classical ballet, modern, contemporary, tribal and many traditional dances from around the world.
- Opportunities to perform in front of audiences at Western Region Dance Festival, eisteddfods, school productions and school assemblies.

The Course is divided into three areas: Performance, Composition and Appreciation. Students will be assessed in these three areas which mainly involve practical work, theory and assessment tasks, as well as participation, effort and conduct.

Dance is available as a Preliminary and HSC course. The Year 9 and 10 course leads into the Higher School Certificate.

Course Cost $20.

Drama

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works.

Stage 5 Drama is an exciting practical course. Primarily students explore the elements of Drama through making and performing, as well as appreciating the meaning and function of theatre.

As a practical subject, students perform a range of assessments on stage that involve scripted scenes plus the development of their own work. Students learn the elements of drama through playbuilding (group work), as well as other dramatic forms such as Commedia Del Arte, Street Performance, American Drama and Physical Theatre. Written tasks involve the exploration of plays and reflection on performances.

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvision, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask and comedy. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Course Cost $20.

Food Technology

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

Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food- related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

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

Course Cost $120 for the purchase of ingredients.

History – Ancient to Modern

Ancient to Modern is the study of human societies from prehistory to the modern day. It is an informative, challenging and exciting course that aims to cover content not included in the mandatory History course. This could include:

- Aztecs
- Jack the Ripper
- Student Choice
- The Titanic
- Bilyara Project
- Heroes and Villains
- Ned Kelly
- Terrorism
- The Assassination of JFK

The course is aimed at those students who have a passion for history. They will be given an opportunity to complete a passion project on a topic of their choice. As such, this is a great subject for students who are looking to prepare themselves for their senior years of schooling. It will allow students to develop important skills in research, communication, presentation and critical thinking. This also prepares students to study Ancient and Modern History in Years 11 and 12.

Industrial Technology – Building and Construction

This course introduces students to the fundamental practices of the building and construction industry.

Students will engage in a variety of practical experiences that replicate real-world tasks, working with materials such as timber, bricks, concrete, and tiles.

They will develop confidence in the safe use of tools and equipment while learning basic techniques used in carpentry, bricklaying, tiling, and concreting. Students will learn how to read and interpret simple building plans, follow construction sequences, and understand industry-specific terminology.

A strong focus is placed on workplace health and safety, with students required to demonstrate safe working practices at all times.

Projects may include constructing a small timber framework, laying bricks in simple patterns, producing a concreting task such as a stepping stone, or tiling a small surface.

The course encourages problem-solving, hands-on learning, and critical thinking through design and evaluation tasks.

Assessment is based on practical project work, skill development, safe tool operation, and reflective documentation.

Course Cost $100.

Industrial Technology – Metal

The Metal course offers students an introduction to working with metals in a hands-on workshop environment.

Throughout the course, students will gain experience in shaping, joining, and finishing a range of metal materials using industry-standard tools and equipment.

They will learn how to work safely and precisely with hand tools and machines such as guillotines, folders, drill presses, and welding equipment.

Projects are designed to develop core fabrication and machining skills, and may include items such as a sheet metal toolbox, a key rack, or a small welded product.

Students will be introduced to technical drawing and basic design processes, and they will explore the properties and uses of various metals commonly found in industry.

Emphasis is placed on safe working practices, attention to detail, and producing high-quality finished projects.

Assessment will include the quality of practical work, the ability to safely use tools and machinery, and the completion of planning and evaluation tasks.

Course Cost $100.

Industrial Technology – Timber

The Timber course provides students with the opportunity to develop foundational woodworking skills through the design and construction of timber projects.

Students will learn to safely use a variety of hand tools and power tools while working with different types of timber to create functional and decorative items.

Through practical tasks, students will develop an understanding of timber properties, measuring and marking techniques, basic joinery, and surface finishing.

Projects may include a timber toolbox, a small piece of furniture, or a decorative wooden item that allows students to explore various jointing methods and construction techniques. The course also introduces students to design principles, planning documentation, and evaluation processes.

There is a strong emphasis on safety and workshop etiquette, with students expected to follow safe practices throughout all activities.

Assessment is based on the quality and completion of practical projects, safe and effective tool use, and the documentation of design and reflection tasks.

Course Cost $100.

iSTEM

The iSTEM course is an elective subject in Stage 5 (Years 9 and 10).

It is a student-centred course that integrates Science, Technology, Engineering, and Mathematics (STEM) in an interdisciplinary and innovative way.

It emphasizes hands-on, applied learning and aims to develop skills relevant to future industries and careers in STEM fields.

iSTEM learning experiences are designed to mirror real-world applications, preparing students for future STEM-related careers.

The course content and skills developed align with the needs of local and national industries, addressing the demand for STEM-skilled professionals.

iSTEM focuses on developing critical thinking, problem-solving, creativity, and other essential enterprise skills identified by the World Economic Forum.

The course supports students in developing skills necessary for emerging industries and careers in STEM fields, aligning with the NSW Department of Education's focus on future-focused learning.

Students may undertake either 100 or 200 hours of study in iSTEM in Stage 5. Courses are structured in the following ways:

A100-hour course consisting of either

- Core 1 and Core 2 and one elective and one specialised option
- Core 1 and Core 2 and two specialised options

A 200-hour course consisting of Core 1 and Core 2 and at least one elective and up to five specialised options.

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

- The iSTEM course covers the following core topics:
- STEM fundamentals
- Project-based learning.
- Elective topics:
- The iSTEM course covers the following elective topics:
- Computer-aided design (CAD)
- Critical thinking
- Project-based learning (extension).
- Specialised topics
- Specialised topics are themed around STEM priority industries. They develop knowledge and skills that underpin future focused industries

Marine and Aquaculture Technology

Marine and Aquaculture Technology connects students with Australia's coastal lifestyle, offering hands-on and classroom learning that reflects real-world marine environments. It opens pathways to further study and careers in marine industries, while also providing safe and exciting experiences like:

- Boating
- Fishing
- Aquaculture
- Diving/Snorkelling

Students build practical skills and apply them to solve real-life challenges, making learning both relevant and rewarding. By studying Marine and Aquaculture Technology students develop their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. They are required to examine the impact of technology and human activity on the marine environment.

Modern Languages - Japanese 日本

Modern Languages in Years 9 and 10 is a subject that focuses on being able to learn to understand and communicate in Modern Languages. Whilst the subject continues on from what students may have studied in Year 7, it does not assume you remember or know any Japanese. Any student is able to study and excel at Japanese if they are interested in the language or culture.

Japanese is an academic course with the aim of the developing student understanding of the language to be able to freely communicate in Japanese using the script and the spoken word. Additionally, it is to prepare students with senior study skills. As an academic subject, the study of foreign languages helps students develop problem-solving skills, memory, confidence and flexibility in thinking. As Japanese studies a foreign language and how that language is constructed, students also come to understand the rules and structure of the English language better.

Whilst the focus of the course is on understanding the language, students will be able to participate in cultural experiences. Using *hashi* (chopsticks) when eating *washoku* (Japanese food), experiencing *matsuri* (festivals), reading *manga* (comics) and participating in *ensoku* (excursions) are some examples of the unique experiences studying Japanese in Stage 5 offers to students.

NOTE: By completing Japanese in Year 9 and/or Year 10, you will be required to select Japanese Continuers, should you choose to study a language in Stage 6.

The additional opportunities that students can experience by choosing Japanese for Stage 5 will assist students in being able to understand and communicate in the language better than strictly studying the language in a classroom environment.

Course Cost $20.

Music

Elective Music in Years 9 and 10 involves the study of Music through three main areas:

1. Performance 2. Composition 3. Listening

As part of the performance strand students are expected to major in one instrument. Every student will be encouraged to learn an instrument which will enable students to actively participate in class performances.

Familiarity with performance techniques will assist students with the composition strand of the course. Every student is expected to compose in a manner which displays an understanding of the Concepts of Music ie; melody, rhythm and harmony.

Students will be exposed to an extensive range of listening material ranging from Baroque, Classical Romantic, 20th Century music as well as pop and rock music. Students' knowledge and understanding of the history and traditions of music will help develop their performance and composition skills.

In general, Elective Music is for students who wish to learn to perform and compose music in a variety of styles. While no prior music experience is necessary, students who do not wish to actively participate in music performance and composition should not choose this subject.

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

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

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

Course Cost $25.

Photography & Digital Media

The Elective Photography and Digital media course in Years 9 & 10 involves two main areas:

- To make photographic and digital works
- To interpret photographic and digital works critically and historically

The students will create a portfolio of photographic and digital works through experimenting with different practices and procedures informed by an understanding of the materials, techniques and conventions of photographic and digital forms.

Students will explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. The three fields in focus are

- Still Interactive and Moving.
- Critical and Historical Study

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

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

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

Course Cost $50.

Physical Activity and Sports Studies (PASS)

This subject provides a comprehensive study of physical activity and movement. Students will study the way the body functions in relation to human movement and sports performance as well as the social issues related to physical activity and its role in the lives of the individual and Australian society. There is a focus on fundamental movement skills and their role in order to enjoy participation and to achieve performance goals.

PASS explores a broad range of physical activities and the many possible contexts in which individuals can incorporate these into their lifestyle. The course includes study of lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy remediation.

Topics covered include:

- anatomy and physiology
- sports technology and sports analysis
- types of training and energy production, exercise science
- the history of sport and the study of current and topical issues in sport.

Students get the opportunity to take part in sporting excursions such as skiing and outdoor recreation activities as well as major sporting events.

PASS requires participation in physical activity. It allows students to develop a foundation and strong knowledge base associated with Stage 6 Health and Movement Science (PDHPE). It is aimed at students who are interested in the scientific, social, cultural and specific performance aspects of exercise, sport and physical activity.

PASS is the ideal choice for students who enjoy physical activity (as it has a large practical component) and who may be interested in recreation, physical activity, sport and health related fields of employment including the areas of nursing, medicine, physiotherapy, exercise physiology, diagnostic imaging, paramedics, sports coaching, dietetics, health work, sports administration or even as a professional athlete.

Visual Arts

Elective Art in Years 9 and 10 (Stage 5) involves a variety of ways of making & studying artworks, with an emphasis on artmaking. The two main areas of study are:

- Artmaking
- Critical and Historical Study

Artmaking is the hands-on section of the course. Students will continue to develop skills and strong art studio practice. They will enjoy exploring, experimenting & making artworks in a variety of ways. This process encourages students to express and communicate their ideas in a visual form & develops their capacity to see, think and feel. These activities could include:

- 2D print making, painting, drawing and photography
- 3D sculpture, ceramics and installation
- 4D performance art/video and animation

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students experience the enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Critical and Historical Study complements the artmaking component by giving students the skills to appreciate & understand artworks and their visual world. Students will be encouraged to become art critics and historians by studying student artworks, professional artists, exhibitions and visual media in their daily lives.

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.

Course Cost $65.

SUBJECT SELECTION SHEET

Stage 5, 2026

«Student_name»

STEP 1:
Complete the table below. This will provide the information we require to form groups or 'lines' of electives based on the demand for courses. At this stage subjects which do not attract sufficient interest will be eliminated.

TIME TO SELECT
From the following list please choose the **FOUR** elective courses in order of preference you would like to study over the next year. To choose a subject, number the boxes from 1 to 4 (1 being first preference, 2 – second preference and so on). Number **FOUR** subjects only.

	Aboriginal Studies
	Agricultural Technology
	Automotive Stage 5 (TVET)
	Child Studies
	Commerce
	Dance
	Drama
	Food Technology
	History – Ancient to Modern
	Industrial Technology - Building and Construction
	Industrial Technology - Metal
	Industrial Technology - Timber
	iSTEM
	Marine and Aquaculture Technology
	Modern Languages Japanese
	Music
	Photography & Digital Media
	Physical Activity and Sports Studies (PASS)
	Visual Arts

Student's Signature: _____Parent/Caregiver's Signature: _____

STEP 2:
Subject selections must be completed online at https://my.edval.education/login by **Friday 9 August.**
Your webcode is «WebCode».
STEP 3:
Once this form is completed and signed by both the student and parent/caregiver, students will be required to return this sheet to Deputy Principal Mrs Melinda Rowston or the school office.
Mrs Williams is available to assist with these choices as are your teachers and Head Teachers.