



## **SUBJECT INFORMATION BOOKLET – STAGE 5**

**2026 / 2027**



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## STAGE 5 COURSES FOR 2026 - 2027

In this booklet, you will find information regarding subjects offered in Stage 5: Years 9 and 10 at Waverley College.

Information contained in this booklet outlines the requirements of study for Stage 5 and a description of courses available to students in Year 9 (2025) and Year 10 (2026) to assist students and parents in considering options in regard to subject selection. For this reason, it is important that parents and students are familiar with the material contained in this booklet.

The subjects to be taken in Year 9 and continued through until the end of Year 10 are divided into two main groups:

1. Mandatory Studies (Compulsory)
2. Additional Studies (Electives)

The Mandatory subjects are:

- English
- Geography
- History
- Mathematics
- Personal Development, Health and Physical Education
- Religious Education (school-based qualification; does not contribute to the RoSA)
- Science

The Additional Studies subjects are: [Two (2) of these to be chosen]

- Commerce
- Computing Technology
- Design and Technology
- Drama
- Food Technology
- History Elective
- Industrial Technology - Timber or Multimedia
- Music
- Photographic and Digital Media
- PASS - Physical Activity and Sports Studies
- PASS - Manchester City Football Academy
- Science, Technology, Engineering and Mathematics (STEM) (school based qualification does not contribute to the RoSA)
- Spanish
- Visual Arts
- Work Education - by invitation



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A total of two subjects must be selected from the Additional Studies list. The two subjects may be chosen from anywhere in the list.

Students intending to choose Music II or any Continuers Languages at 2 Unit level in Years 11 and 12, will need to do these subjects in Years 9 and 10 as prerequisite requirements for these senior courses.

There are no other subjects currently offered in Years 11 and 12 at this College, which have prerequisite subjects from the “Additional Studies” list in Years 9 and 10. However, it is important to note that in senior courses prerequisites exist in terms of minimum marks to be achieved, student performance and study in Year 9 and 10.

Students should choose subjects wisely because the altering of subjects is normally not possible.

Due to changes initiated by NESA, the following electives will lead to a Waverley College credential and will not contribute to the NESA Record of Achievement (RoSA) credential:

*Applied Philosophy; Science, Technology, Engineering and Mathematics (STEM); and Religious Education.*

Due to Stage 5 study requirements, school timetabling and resource constraints it is not possible to allow students to change from their original subject choice. Further, students may not always be granted their first choice in each elective block. This is the result of room and staffing parameters that exist at the College.

Students who choose Electives in the Technology and Applied Studies area must understand that the limited vacancies in these classes will be distributed on the basis of their end of Year 8 Technology performance.

Elective Courses will only be offered if numbers are sufficient to form a class. Every student should consult with his teachers before the final selection of his subjects. In this way students should be able to make decisions informed by those who know a student’s particular strengths.

It is hoped that the College can offer students a curriculum pattern they feel meets their needs and allows them to reach their academic potential. Any request to change an elective subject must be made before the end of Week 5, Term 1 in either Year 9 or Year 10.

**Ms Martina Cooper**  
**Director of Curriculum**





### How Stage 5 Results will be reported

In all subjects studied including students will be awarded a Grade based on a set of Descriptors developed by the NSW Education Standards Authority (NESA). These school- based Grades and their associated descriptors may be as follows:

Grade	Level of Achievement for Reporting Outcomes
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

These Stage 5 Grades become the first part of each student's Record of School Achievement (RoSA), which is maintained by the NSW Education Standards Authority (NESA). This data is further updated with Year 11 Subject Grades at the end of Year 11.

Students are able to apply to the NSW Education Standards Authority (NESA) for a copy of their RoSA when they leave school to take up further education or employment. This may be anytime from the end of Year 10 to the completion of the Higher School Certificate.



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### Head of Department

Please do not hesitate to contact any of the teaching staff listed below if you require additional information regarding any aspect of study for Stage 5.

#### Principal

Mr G Leddie

#### Deputy Principal - Teaching and Learning

Mrs L Porter

#### Director of Curriculum

Ms M Cooper

#### Assistant Director of Curriculum

Mr C Soden

### Heads of Departments

Creative and Performing Arts Drama	Mr P Lamb
English	Dr M Couani
Human Society and Its Environment	Mr A Wallington
History	Dr B Smith
Languages (LOTE)	Mr D Best
Learning Support	Mr D Parnell
Mathematics	Ms P Guirguis
Music	Mr C Balkizas
Personal Development, Health and Physical Education	Mr P Darvill
Religion	Ms C Stewart
Science	Ms G Brown
Senior Studies and Careers Coordinator	Ms K Knowles
Technology and Applied Studies	Mr J Spargo
Visual Arts	Ms N Oates/ Ms J Turnbull

Information is also available from the NSW Education Standards Authority (NESA) website and below is the available link: <http://syllabus.nesa.nsw.edu.au/>



## **MANDATORY SUBJECT OUTLINES**



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## ENGLISH

### Overview

For NSW school students, English is the enabling language for all subjects and as such is compulsory for all students. The aim of the course is for students to develop their written, spoken, and critical literacies.

English encourages students to read and respond to more sophisticated texts; examine texts for cultural bias; write creatively and analytically; investigate relationships between texts and use language to clarify their thinking. To ensure that each boy follows a study pattern which challenges their ability, the classes are graded using Year 8 English and Allwell results.

### Content

All Year 9 students study programs developed from the NSW Education Standards Authority (NESA) Syllabus for the Australian curriculum. They begin with a unit specifically targeting the rigours of creative writing, followed by a study of Australian and international poets. Throughout Year 9 students will study Shakespeare and complete a close study of a novel. All students study different genres of literary texts and compare these with texts in other media, such as film. These units develop skills in reading, viewing and listening, understanding and responding to text, as well as expressing ideas and composing their own texts.

Both reading and writing of both a critical and creative nature are emphasised within each unit of work as well as through a specific writing unit. All students will have access to at least one English-related incursion or excursion in Stage 5.

### Special Requirements

Each student will have books provided through Book Hire. Students will also have access to the Writer's Toolbox online platform. The cost of an incursion or excursion will be billed in the term where the performance is staged.

### Assessment / Homework Information

Students will use an exercise book as a workbook and a folder or separate exercise book as a hand-in/assignment book as directed by each teacher. They will also access many resources through the online learning management system, Canvas and, as mentioned above, the Writer's Toolbox learning platform.

Assessment data will be collected through three types of activities: classroom activities; assessment or take-home tasks marked across the year group; and examinations. This assessment schedule will inform placement in streamed classes for Year 10. Students will also complete and receive feedback on one formative assessment task on Canvas per term throughout Stage 6.





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## **GEOGRAPHY**

### **Overview**

Students undertake 100 hours of Geography Mandatory in Stage 5.

Students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes to human wellbeing. They will undertake geographical inquiry through the collection, analysis and evaluation of primary data and secondary information and propose solutions to address contemporary geographical challenges.

### **Content**

The main topics studied in Stage 5 Geography are:

- a. Changing Places
- b. Sustainable Biomes
- c. Environmental Change and Management
- d. Human Wellbeing

### **Assessment / Homework Information**

Students participate in Inquiry Based Learning involving fieldwork to collect primary data and enhance their personal capabilities and workplace skills. Other tasks involve the application of technology to report on geographical phenomena and formal examinations.

Students will be expected to complete the required amount of regular homework as outlined in the College Diary.



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## HISTORY

### Overview

Students undertake 100 hours of History Mandatory in Stage 5.

History Mandatory Stage 5 has been designed to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

### Content

The main topics studied are:

- a. Asia and the World - Japan and the Meiji Restoration
- b. Australians at War (World War 1 and World War 2): Mandatory Study
- c. Changing Rights and Freedoms (1945-present): Mandatory Study
- d. The Holocaust

### Assessment / Homework Information

Students will be required to complete a range of assessment tasks, such as source analysis, extended response and Project Based Learning. Students will also complete at least one Formative Task each term.

There will be one Summative Assessment Task each term. Each of these contributes 25% to the final end of year result. Students will be expected to complete the required amount of regular homework as stated in the College Diary.



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## MATHEMATICS

### Overview

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

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

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

### Working Mathematically

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

- communicating
- understanding and fluency
- reasoning
- problem solving.

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

### 7–10 Core–Paths Structure

The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

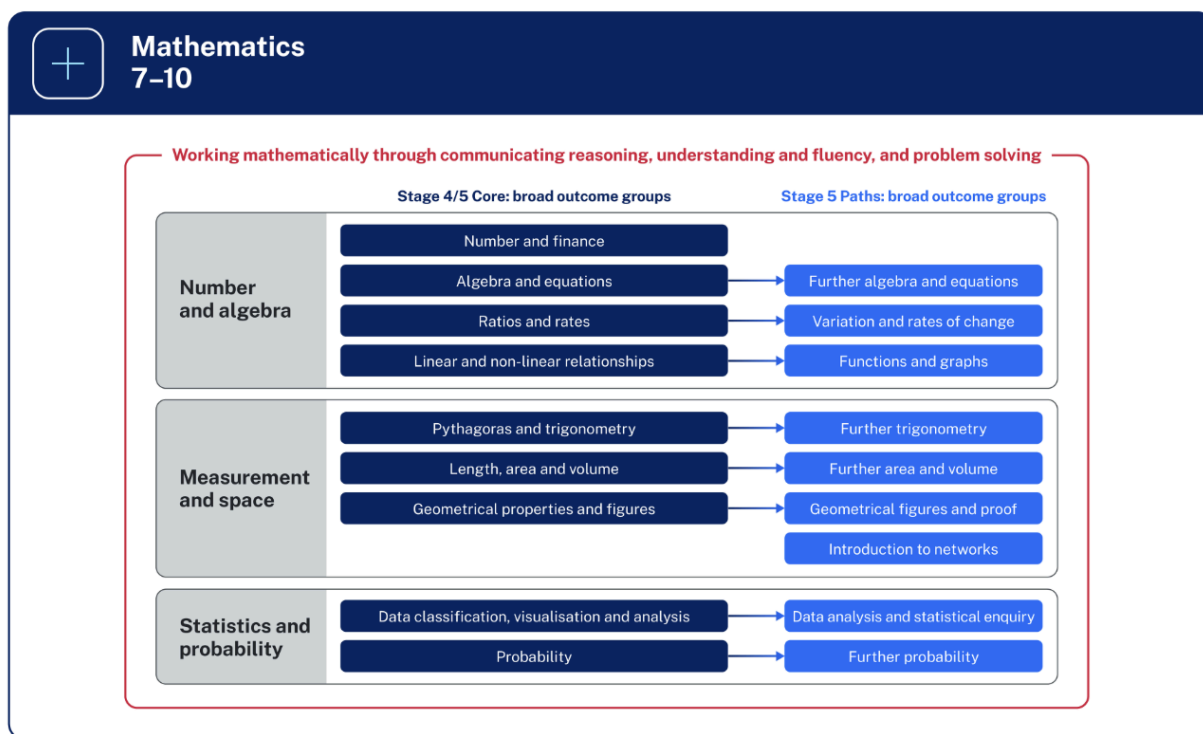
The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6. For these students, teachers are encouraged to continue to extend students towards demonstrating achievement in as many Stage 5 Core outcomes as possible. This is to enable as many students as possible to have the knowledge and skills necessary to engage in the highest level of mathematics possible.

The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5 and this should guide teacher planning. Allowing time for students to demonstrate understanding of the Core outcomes must be a key consideration.

Typically, the Core will cover teaching and learning experiences up to the middle of Stage 5. It is not the intention of the Core–Paths structure to lock students into predetermined pathways at the end of Stage 4. Pathways in Stage 5 must be carefully planned to ensure some students have the opportunity to engage with Advanced and Extension courses.



Paths are used to progress students towards Stage 6 courses and may be implemented at any time in Stages 4 and 5 with careful consideration of the continuum of learning. Teachers also have the option of engaging with specific elements of Paths rather than the entire outcome to meet the needs of their students. Teachers should plan to cover as many Paths as practicable.



**Stage 4/5 Core:** broad outcome groups are Number and finance, Algebra and equations, Ratios and rates, Linear and non-linear relationships, Pythagoras and trigonometry, Length, area and volume, Geometrical properties and figures, Data classification, visualisation and analysis and Probability.

**Stage 5 Paths:** broad outcome groups are Further algebra and equations, Variation and rates of change, Functions and graphs, Further trigonometry, Further area and volume, Geometrical figures and proof, Introduction to networks, Data analysis and statistical enquiry and Further probability.

All content is surrounded by the phrase, Working mathematically through communicating reasoning, understanding and fluency and problem solving.



## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### Overview

Personal Development, Health and Physical Education is one of the key learning areas in the NSW secondary curriculum. The study of PDHPE in K-10 aims to enable students to develop the knowledge, understanding, skills and attitudes required to lead and promote healthy, safe and active lives.

Through the study of the new K-10 Personal Development, Health and Physical Education syllabus (implemented K-10 in 2020), students develop the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities - confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity.

Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

### Content

PDHPE consists of three content strands as the major organisers for the content of Personal Development, Health and Physical Education.

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Students develop, strengthen and refine skills across three domains:

- Self-management, e.g. decision-making and problem-solving
- Interpersonal, e.g. communication, leadership and advocacy
- Movement, e.g. health and fitness enhancing movement.

### Stage 5 Content Focus

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety

and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships.



Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges.

Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

### **Special Requirements**

Students are required to purchase a workbook covering each year of study costing approximately \$35.

Generally speaking, the course is broken down into one-half theory and one-half practical.

Students are required to actively participate in all practical classes in correct Waverley College PDHPE attire (see College Diary). Please note that all students (year 7-10) will be required to wear the new PDHPE uniform. Students wearing clothing not related to the College will be recorded as bringing 'no gear' for that period.

A note and/or medical certificate are required for all circumstances whereby a student misses a practical lesson. Regardless of the reason, a student missing a practical class will be required to complete written work.

### **Assessment / Homework Information**

Ongoing assessment is an essential part of the program. The College's assessment programs meet the needs of NESA's assessment framework that consists of class work, across-form assignments and a focus on assessment 'for', 'as' and 'of' learning tasks.

Assessment is both formal and formative based on common assessment tasks and classroom performance. Syllabus outcomes in PDHPE contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

All tasks are published on CANVAS, the common student portal.

The PDHPE faculty implement a wide range of tasks that provide students with an opportunity to show where they are at in terms of the NESA's framework. Some examples which can be seen through Stage Five Assessment include but are not limited to:





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Theory	Practical
Projects	Skills Test
Assignments	Fitness Tests
Worksheets	Assignments
Peer Assessment	
Tests Journals / Log Books	
Movement composition	
Peer teaching	
Participation	
Reports	
Examination	

As per the College Policy, homework will be given on a regular basis.



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## RELIGIOUS EDUCATION

### Overview

Waverley College implements the Archdiocese of Sydney's Religious Education Curriculum, in common with all systemic and most independent Catholic schools in the Archdiocese. It is a mandatory part of the Stage 5 Curriculum. This course leads to a Waverley College credential and does not contribute to the RoSA.

### Content

Specifically, there are FIVE areas of study in the Archdiocese of Sydney's Religious Education Curriculum, studied in Stages 4 and 5:

- a. Scripture and Jesus
- b. Church and Community
- c. God, Religion and Life
- d. Prayer, Liturgy and Sacraments
- e. Morality and Justice

### Special Requirements

The main topics studied in Years 9 and 10 form the basis of much of the fundamental material covered in the Studies of Religion and Catholic Studies courses in Years 11 and 12. This includes the study of the Hebrew and Christian Testaments, Sacraments at the Service of Communion and Healing, Church History: tradition, change and challenge, The Catholic Church in Australia, Living the Commandments and Beatitudes, the Search for Meaning, Justice and Peace, Justice and Morality and Ecumenism and Interfaith Dialogue.

### Assessment / Homework Information

The Religious Education assessment program consists of classwork, across-form assignments and a focus on formative and formal assessment tasks. The assessment is both formal and informal based on classroom performance and common assessment tasks. All tasks are published on the common student portal, Canvas.

Homework is at the discretion of the classroom teacher and forms an important factor in assessing a student's performance in this subject. The allocated tasks are a combination of individual and group tasks.



## SCIENCE

### Overview

For Years 7-10, Waverley College offers a broadly based Science course as specified by the syllabus issued by the NSW Education Standards Authority (NESA). It encompasses the knowledge required to apply a broad understanding of scientific concepts from key branches of science and the ability to undertake scientific inquiry through primary and secondary investigations.

In Year 9 and Year 10 there are two advanced classes and seven mixed ability classes. One advanced class in Year 9 will undertake an accelerated scope and sequence covering all content

addressed in the Stage 5 Syllabus, followed by the Preliminary Investigating Science course in Year 10. This will provide these students with the opportunity to develop their Working Scientifically and scientific research skills to complement the assessment demands in Stage 6 Physics, Chemistry, Biology and Engineering Studies. These students will therefore sit the Investigating Science HSC exam at the conclusion of Year 11.

All other Science classes complete the same Science course. The Advanced classes, although completing all the same core material as other classes, may complete optional and extension work that is assessed by their class teacher but is not part of the common assessment program undertaken by the cohort.

### Content

Students in Year 9 Science study the following units of work as part of the NSW Syllabus for The Australian Curriculum Science K-10 (Stage 5):

- Energy
- Diseases
- Materials
- Environmental Sustainability

Students in Year 10 Science study the following units of work as part of the NSW Syllabus for The Australian Curriculum Science K-10 (Stage 5):

- Genetics and Evolutionary Change
- Reactions
- Waves and Motion
- Data Science 2

### Special Requirements

There are no special academic requirements for this course.

### Assessment / Homework Information

Assessment is a combination of formal common assessment that includes examinations as well as assessment of work in class by each class teacher. The End of Year Academic Prize winner for Science in Year 9 will be determined by the addition of all common assessments completed in Semesters 1 and 2 prior to the Presentation Day. Students will be expected to complete the required amount of regular home learning as stated in the College Diary.



## **ELECTIVE SUBJECT OUTLINES**



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## COMMERCE

### Overview

Commerce is offered as an elective for those students who wish to explore the relationships between consumers, businesses and Governments. The emphasis is on the development of the student's practical knowledge in the operation of the commercial world that surrounds us. Students learn about "everyday life" in relation to business, money, law, government, consumers, working, record keeping, globalisation and travel. Students who choose to study Commerce in Year 9 will be expected to cover a 200-hour course over their Year 9 and 10 schooling.

### Content

Students who select Commerce in Year Nine and Ten will study a series of prescribed Core Units:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Future
- Law, Society and Political Involvement

### Special Requirements

Excursions to places such as Waverley Local Courts, the Reserve Bank of Australia, State Parliament and local shops are taken when possible and guest speakers from the business world are an integral part of this subject when available. Students also have the opportunity to enter teams in competitions such as the Stock Market Game and as a part of their assessment will be expected to contribute to 'Market Day'.

Costs for any excursions will be placed on the School Fees.

### Assessment / Homework Information

Assessments will be based on school-based tasks covering as wide a scope of experience as is possible. These tasks will be examinations/tests, research activities, reports, case studies and ICT work.

Students will be expected to complete the required amount of regular homework as stated in the College Diary.



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## COMPUTING TECHNOLOGY

### Overview

The Computing Technology course empowers students to become proficient users and creators of technology, preparing them for the challenges and opportunities of the digital age. It fosters innovation, problem solving, and an appreciation for the societal impact of computing, equipping students with the knowledge and skills to thrive in a rapidly evolving technological landscape.

The study of Computing Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information technology-based solutions. creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Careers in information technology and related industries will continue to grow exponentially in the future especially those related to computer programming, application development, website development, artificial intelligence (AI), machine learning, video game design and development, information and knowledge management and data science. This course may benefit students who are considering further study or a career in areas such as Information Technology, Computer Science, Software Engineering, Creative and Interactive Media, or Intelligent Digital Technologies or AI.

### Content

The course consists of six units of work, each roughly taking one term in Years 9 and 10.

The elective options include:

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

### Special Requirements

The 2025 Course fee for a similar course - IST - was \$105 per year. The 2026 fees are yet to be finalised

### Assessment / Homework Information

The method of assessment varies for the different units, some are based on individual and group project work, some units have outcomes based assessment and there are formal examinations and quizzes.

Students may be required to ensure they complete unfinished assessment tasks during home learning time.





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## DESIGN AND TECHNOLOGY

### Overview

Design and Technology provides broad experience in a range of contexts and builds on the know-how and know-why developed in the foundation Technology (Mandatory) course taught in Year 7 and 8. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.

The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students will develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle.

### Content

Students undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Possible Year 9 projects in 2025 include: Monopoly board game re-design; laser cut light designs, resin jewellery, and 3D printed products.

Possible Year 10 projects in 2025 include: LED upcycled lamp, Bluetooth phone amplifiers and speaker system and a REVIT architectural design project.

It is recommended that students study Design and Technology if they wish to study Design and Technology in Year 11. Whilst not mandatory, the study of Industrial Technology would also be beneficial for students undertaking Design and Technology in Year 11.

### Special Requirements

The subject fee for 2025 was \$180, the 2026 fee is yet to be finalised.

### Assessment / Homework Information

Students will be expected to complete the required amount of regular homework as stated in the College Diary.



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## **DRAMA**

### **Overview**

Drama provides a balance of theoretical and practical components for students. The course requires students to work together collaboratively in teams and to perform in front of their peers, family, friends and other audiences. Students will write reviews of their own and others' performances. Drama provides scope and challenge for students of all ability levels and will enhance the communication and critical skills of students in the course.

### **Content**

Students will develop knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment. The content of the course will be divided into dramatic contexts, dramatic processes and dramatic elements. Students will develop belief and clarity in character, role, situation and action. Students will explore character/roles through scripts, dramatic forms, performance styles and devising. Students learn how to write a Drama essay in Year 10 as this is a necessary skill in Senior Drama.

Students will be expected to attend theatre workshops and excursions during the course in order to develop dramatic literacy. These activities will be an added cost for this subject. Students write at least one review of a professional production per year.

### **Special Requirements**

Students are required to bring their computer to each lesson. Students will be required to complete a written component for each assessable Drama task. Students will memorise their dialogue/lines for all practical performance assessments and need to be prepared to rehearse for their performances out of class, e.g. lunch or afterschool. Students will need to provide costumes and props for their performances.

### **Assessment / Homework Information**

Drama is assessed 60% practical and 40% theoretical.

Written work will also include extended responses to improve long-term writing about Drama by students.



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## FOOD TECHNOLOGY

### Overview

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests, both generally and vocationally. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.

### Content

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

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

### Students will develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society

The 2025 Course fee was \$240 per year. The 2025 fee is yet to be finalised.

### Special Requirements

All students are to follow all WHS requirements. It is an expectation that students have a College white apron and Tupperware style container for practical lessons.

### Assessment / Homework Information

A variety of assessment tasks including practical work, assignments and examinations are used to assess the content of this course.



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## **HISTORY (Elective)**

### **Overview**

The Elective History course aims, through a range of diverse time periods, themes and societies both past and present, to examine issues of an environmental, social, political, personal and even international nature.

This is an elective course and can be studied in addition to Mandatory History. It is designed for students with an interest in History, and both supplements and extends the skills and historical understanding provided by the Mandatory History course.

### **Content**

Students will be able to participate in a study of History by exploring different perspectives and interpretations, past societies and themes. The content covers three Topic Areas and these include:

- Constructing History: Film As History, Historical Fiction
- Ancient, Medieval and Early Modern Societies: Trade In Ancient Greece, The Wild West In America
- Thematic Studies: Heroes and Villains, Terrorism, Power and Unrest: South Africa

### **Special Requirements**

Students will need to have strong essay writing skills to complete this course.

### **Assessment / Homework Information**

Students will complete a range of assessment tasks in this course, ranging from the construction of historical fiction, individualised and group historical research, and investigations of personal interest to the student. Students will also complete at least one Formative Task each term.

There will be one Summative Assessment Task each term. Each of these contributes 25% to the final end of year result. Students will be expected to complete the required amount of regular homework as stated in the College Diary.



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## **INDUSTRIAL TECHNOLOGY (Multimedia or Timber)**

### **Overview**

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Industrial Technology develops in students a knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

The course has been designed to be inclusive of the needs, interests and aspirations of all students. Students develop responsibility for learning through a range of student centred learning

experiences. Through the study of Industrial Technology students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.

The study of Industrial Technology develops a students' understanding of related work environments and Work Health and Safety matters, while developing a range of skills that will equip them for future lifestyle activities, potential vocational pathways or future learning in the technology field.

## **MULTIMEDIA**

### **Content**

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, and associated industries. Multimedia combines text, audio, images, animation or video into a single interactive presentation such as those seen with Virtual Reality, Augmented Reality, Mobile Video Marketing, Social Media, Websites, and Video Gaming applications.

Multimedia and related industries have been identified as industries that will generate significant growth and opportunities for jobs in the near future especially in areas such as digital media, online entertainment, advertising and communications, and web development. This course may benefit students who are considering further study or a career in areas such as Film and Video Production, Game Design and Simulation, 3D Design and Animation, Media Arts and Production, Interactive Media, and Visual FX.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia-based technologies which are enhanced and further developed through the study of specialist modules.

Practical projects provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and/or photography-related technologies.



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These may include:

- Animation: Stop Motion, 2D and 3D
- Web Development: HTML, CSS and JavaScript
- Photography and Digital Image Manipulation
- Video Editing and Film Production
- Visual Special Effects and CGI
- Audio Editing and Sound Production

The 2025 fee was \$50. The 2026 fee is yet to be finalised.

## **TIMBER**

### **Content**

The Timber focus area allows the students to learn about one of the world's most versatile materials, timber. The students learn about timber as a material, and its manipulation using both hand and machine tools. The students learn about different tools and processes in manipulating the material by making timber projects.

Particular skills are gained in the preparation and use of timber/timber products, hand tools, portable power tools, fixed machinery, finishing, designing and drawing of projects are studied.

Possible Year 9 projects include: Skills box; Wall cabinet; Turned bowl; Coffee table.

Possible Year 10 projects include: Turned pepper grinder; self-designed jewellery box and dartboard cabinet.

It is recommended that students study Industrial Technology if they wish to study Industrial Technology in Year 11. Whilst not mandatory the study of Industrial Technology would also be beneficial for students undertaking Design and Technology in Year 11.

### **Special Requirements**

The 2025 course fee for Wood was \$240. The 2026 fees are yet to be finalised.

### **Assessment / Homework Information**

Students will be expected to complete the required amount of regular homework as stated in the College Diary.





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## MUSIC

### Overview

Music aims at providing students with opportunities to acquire the knowledge, understanding and skills necessary for active and enjoyable involvement in performing, composing and listening to music.

Students in Years 9 and 10 are able to study “Music Advanced” or “Contemporary Music”, depending on the ability of the student.

### Content

Music is divided into four areas of activity:

- Performing which involves playing music on one's own instrument, percussion, keyboard and singing.
- Composing involves first the understanding of how music is improvised and written down. After students have gained competence in these skills they can then create their own compositions using GarageBand, Ableton, Sibelius or MuseScore.
- Listening activities help to develop an understanding of different types of music and how music is put together.
- In Aural Perception students are taught to take down melody and rhythm dictations and to recognise chords and intervals.

### Special Requirements

All students must learn to play an instrument or sing. Students may need to take private or group tuition. Students are required to participate in the school musical ensembles when they have attained some proficiency.

### Assessment / Homework Information

Assessment is in performing, improvising, composing music theory and aural analysis. Homework activities involve researching a topic, composing, completing music theory, and all students are expected to practice their instrument on a daily basis.



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## PHOTOGRAPHIC AND DIGITAL MEDIA

### Overview

Photographic and Digital Media plays a significant role in the curriculum by providing 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 development.

### Content

This course contains both theoretical and practical learning in regards to digital photography and video production. It develops an awareness of the ways photographs can be used to communicate ideas and feelings in contemporary society. It provides opportunities for students to participate in cultural production in a visual medium that has significance to them. Students will use photography, animation and video to demonstrate their awareness of what surrounds them, what they observe, understand, believe and value.

Students will investigate the subject through the following units of study:

- Camera Basics & History of Photography: students will learn skills of using the DSLR in manual settings, lighting, the sciences of photography and the history of photography.
- Illusion of Reality: (Photography and Photoshop) Introduction to the basics of Photography. Investigating ways of manipulating, transforming and recontextualising images using digital media to communicate new ideas and challenge original meanings
- The Chase: (Film making) An investigation of the conventions and traditions of cinematic and video filmmaking practice
- Drawing with Light: An investigation into the representation of light and how to manipulate it using camera and editing techniques
- Animation: (Stop motion animation) A visual study into developing sequences and narrative using Stop-motion animation
- Music video: An exploration into the genre of music videos. Students experiment with pairing music and imagery to tell a story or reflect a point of view
- Tiny worlds: Skills in macro photography are referenced to create satirical temporary installations

### Special Requirements

A fee of \$250 was charged in 2025. The 2026 fees are yet to be finalised.

### Excursions

There is one excursion / incursion opportunity each year. A further charge will apply.

### Equipment

Cameras and equipment are provided.

### Assessment / Homework Information

Assessments range from Photographic website uploads, videos, extended responses, research essays and oral presentations. Students will be expected to complete the required amount of regular homework as stated in the College Diary.

**Course weightings** - 60% Practical, 40%Theory.



## **(PASS) PHYSICAL ACTIVITY AND SPORTS STUDIES**

### **Overview**

The aim of the Physical Activity and Sports Studies Content Endorsed Course Years 9-10 Syllabus (new syllabus implemented 2020) is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This elective course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

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

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

### **Content**

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

- Foundations of physical activity
- Physical activity and sport in society
- Enhancing participation and performance

The two year (200 hour) course focuses its study from a selection of the following key areas:  
Foundations of physical activity:

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



### Physical activity and sport in society:

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

### Enhancing participation and performance:

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

Students wishing to undertake 2 Unit study of PDHPE in Years 11 and 12 are advised to consider this as a subject to undertake in Years 9 and 10. However, PASS is NOT a requirement to study Stage 6 (Year 11 and 12) PDHPE.

PASS is a more challenging course than the mandatory stage 5 PDHPE course. It is a theory and practical based course. Please note that all students (year 7-10) will be required to wear the new PDHPE uniform. Students wearing clothing not related to the College will be recorded as bringing 'no gear' for that period.

There are no academic requirements in Year 8 for PASS.

### Special Requirements

Students are required to purchase a workbook covering each year of study which costs approximately \$35.

### Excursions

There is one excursion / incursion opportunity each year. A further charge will apply

### Assessment / Homework Information

Ongoing assessment is an essential part of the program. The College's assessment programs meet the needs of NESA's assessment framework that consists of class work,

across-form assignments and a focus on assessment 'for', 'as' and 'of' learning tasks. Assessment is both formal and formative based on common assessment tasks and classroom performance.. Syllabus outcomes in PASS contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

All tasks are published on CANVAS, the common student portal.

The PDHPE faculty implement a wide range of tasks that provide students with an opportunity to show where they are at in terms of the NESA's framework. Some examples which can be seen through Stage 5.



PASS assessment include but are not limited to:

- Presentations
- Research Projects
- Group work / Peer assessment
- Diaries/journals/log books
- Examinations (theory/practical)
- Self-assessment
- Movement Task



## **(PASS) MANCHESTER CITY FOOTBALL ACADEMY**

### **Overview**

The *Manchester Football Academy - Physical Activity and Sports Studies* elective subject aims to enhance students' capacity to participate effectively in physical activity and sport, specifically football, and engage with theory units linked to the PASS elective subject curriculum.

The course features targeted coaching conducted by Manchester City Football Club, certified academy coaches. It is based on the knowledge and experience of the Manchester City Football Club in developing football players.

The practical football sessions will focus on how to improve individual performance and how to contribute to the collective needs of the team, based around 4 performance factors:

1. Technical Development: Focusing on the application of skill and mastery (Attacking, Defending)
2. Tactical Development: Focusing on how Skills are transferred into different game moments (in / out of possession and in transition)
3. Physical Development: Focusing on the attributes needed to perform to an elite standard in football (Body control with and without the football)
4. Psychological Development: Focusing on the mind and how to use it to positively enhance performance (coping and resilience skills and the ability to accept and overcome challenges)

The theory element of the football education classes will focus on four key elements:

1. The individual (Characteristics of the person)
2. The Player (The body and mind)
3. Talent (Identification and development)
4. Performance (Understanding the game)

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This elective course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle.





Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

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

## Content

The practical and theory components of this elective subject will focus on two elements:

- 1) The football coaching and philosophy of the Manchester Academy Football Academy.
- 2) The Stage 5 PASS (Physical Activity and Sports Studies) curriculum

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

- Foundations of physical activity
- Physical activity and sport in society
- Enhancing participation and performance

The two year (200 hour) course focuses its study from a selection of the following key areas:  
Foundations of physical activity:

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

Physical activity and sport in society:

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

Enhancing participation and performance:

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



Students wishing to undertake 2 Unit study of Health and Movement Science (HMS) in Years 11 and 12 are advised to consider this as a subject to undertake in Years 9 and 10. However, PASS is NOT a requirement to study Stage 6 (Year 11 and 12) HMS.

PASS is a more challenging course than the mandatory Stage 5 PDHPE course. It is a theory and practical based course. Please note that all students (year 7-10) will be required to wear the new PDHPE uniform. Students wearing clothing not related to the College will be recorded as bringing 'no gear' for that period.

For the football specific practical lessons, students will be required to wear the Manchester City Training kit for all football sessions.

There are no academic requirements in Year 8 for the Manchester Football Academy PASS class.

Selecting this elective does not preclude students from being selected in an Enrichment Class for Year 9, 2026.

### **Special Requirements**

The cost for being involved in the Manchester Football Academy PASS class is an annual fee of \$1000 (the same cost as the Year 7 & 8 Manchester City football program)

Students are required to purchase a workbook covering each year of study which costs approximately \$35.

With the crossover of learning outcomes, students are not permitted to select both PASS and the Manchester Football Academy PASS.

### ***Students need to have been involved in the below to select this subject:***

- Involved in the Manchester City Academy in Year 7 and/or Year 8

OR

- Attendance at Manchester City Football holiday clinics or tournaments (Note that places in this subject are limited)

### **Excursions**

There is one excursion / incursion opportunity each year. A further charge will apply

### **Assessment / Homework Information**

Ongoing assessment is an essential part of the program. The College's assessment programs meet the needs of NESA's assessment framework that consists of class work, across-form assignments and a focus on assessment 'for', 'as' and 'of' learning tasks. Assessment is both formal and formative based on common assessment tasks and classroom performance. Syllabus outcomes in PASS contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

All tasks are published on CANVAS, the common student portal.



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The PDHPE faculty implement a wide range of tasks that provide students with an opportunity to show where they are at in terms of the NESA's framework. Some examples which can be seen through Stage 5.

PASS assessment include but are not limited to:

- Presentations
- Research Projects
- Group work / Peer assessment
- Diaries/journals/log books
- Examinations (theory/practical)
- Self-assessment
- Movement Task



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## SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

### Overview

This 200 hour course is an additional course that does not contribute to the Stage 5 RoSA credential. Students who complete this course will receive a credential from Waverley College.

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The STEM program utilises these knowledge sources in application to Skills, Technology Engineering and Mechanics.

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

### Content

The course covers a number of modules in the fields of technology and engineering, they include; Year 9 - Engineering Fundamentals, Hydraulics, Aerodynamics and CAD/CAM. Year 10 - Mechatronics, Robotics and a Biomechanics Research Project and Biomedical innovation through creating prosthetics.

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

Possible Year 9 projects in 2026 include: The Aerodynamics module will provide the opportunity for students to develop as well as the opportunity to participate in the Formula One in Schools program.

### Special Requirements

Students should have an interest in Technology, Engineering and Science. They must also be willing to apply their knowledge in a practical environment. This course is suitable for students wishing to study Engineering Studies in the Preliminary and HSC years.

The 2025 Course fee was \$175. The 2026 fee is yet to be determined.

### Assessment / Homework Information

Students will be expected to complete the required amount of regular homework as stated in the College Diary.



## SPANISH

### Overview

Learning a foreign language, such as Spanish, provides students with an opportunity to engage with the linguistic and cultural diversity of the Hispanic world and its people. It is estimated that over 580 million people speak Spanish, which qualifies it as the second most spoken language. Second language acquisition helps to broaden a student's horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Contemporary research has established a clear link between the learning of languages and improved literacy skills for learners. Through the development of communicative skills in a language and the understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning.

Learning a foreign language exercises a student's intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances critical and creative thinking and collaborative skills. It can also develop a student's understanding of global citizenship, and reflect on their own heritage, values, culture and identity. The fact that Spanish is spoken across four different continents, students develop a broad and rich range of cultural understanding and increased future career prospects.

The study of Spanish in Years 9 and 10 may be the basis for further study of Spanish Continuers available in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

### Content

This Spanish Elective course builds on the mandatory 100 hours study of one language in one continuous twelve (12) month period, which is a NESA requirement for all Stage 4 students.

The aim of the Stage 5 course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal educational and vocational benefits.

This two year (200 hour) Elective course includes, but is not limited to a myriad of topics, such as:

- Understanding our towns and cities
- Giving and Following Directions
- Daily Routines
- School Life
- Entertainment - Films and Music
- Shopping
- Hobbies and Leisure Activities
- Cultural Celebrations and Festivals

The four macro skills of listening, reading, speaking and writing will all be covered. Spanish will be used wherever possible as the primary medium of interaction in both language- oriented and most content-oriented tasks. However, English may be used for discussion, explanation or analysis and reflection.



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### **Special Requirements**

Students will be required to have a strong interest in, and an enthusiasm for, language learning. A willingness to communicate orally is important, as well as a curiosity for developing intercultural understanding in addition to a good work ethic. To be an effective language learner requires consistent application.

Students wishing to study Spanish in Stage 5 will need to be referred by their Year 8 Spanish teacher as a suitable candidate.

### **Resources**

Students are required to purchase an A4 display folder to manage their printed resources.

Students will also require access to the online platform Education Perfect and will be required to complete a homework program integrating this resource with regularity to reinforce any new vocabulary and topics learnt.

### **Excursions**

Each year there will be multiple opportunities to attend excursion and incursion experiences. In previous years these have included; cooking on campus, restaurant visits, Spanish Film Festival viewings, museum visits, and Salsa music and dance performances/lessons. A further surcharge may apply for these.

### **Assessment / Homework Information**

Students will complete a range of assessment tasks in this course including a digital narrative, research activities, oral presentations, role-plays and formal written examinations. In addition, students will be expected to complete the required amount of regular homework as stated in the College Diary.



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## VISUAL ARTS

### Overview

The Visual Arts course in Years 9 and 10 is an elective course for students aiming to further their interest and involvement in making and interpreting art through the development of concepts, artmaking skills, and critical writing. In Visual Arts students will explore a range of traditional and contemporary art forms including drawing, painting, sculpture, ceramics, printmaking and creating a collection of works.

### Content

Content in the Ceramics course is defined as Artmaking and Critical and Historical Studies.

Students who select Visual Arts in Year 9 and 10 will investigate the subject through the following units of study:

- Impressionism remastered - Students investigate a range of new art conventions that were established during the era of Modernism. In their practice they proceed to develop their own style using 'en plein air' techniques from observational drawings of Bronte and Bondi
- Ceramic sculpture - An investigation into the traditions of ceramic forms through our culture. Students learn fundamental ceramic and sculptural skills
- Self Portraiture - An investigation of drawing and painting conventions in relation to portraiture
- Disaster Zones- Students explore the world around them to form a body of work. They use printmaking techniques in etching and lino to develop this series
- Land, Sea, Air - An in-depth study of our local environment and how it can be documented through imagery, signs and symbols. Students explore a range of drawing and mixed media techniques.

### Special Requirements

A fee of \$215 was charged in 2025. The 2026 fees are yet to be finalised.

### Excursions

There is one excursion. A further charge will apply.

### Equipment

Materials and equipment are supplied.

### Assessment / Homework Information

Students will complete a range of assessment tasks in this course including practical assessments and research assignments and extended response style tasks.

Students will be expected to complete the required amount of regular homework as stated in the College Diary.

Course weighting - 60% Practical, 40%Theory



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## WORK EDUCATION (by invitation only)

### Overview

The course philosophy is based on the belief that well developed self-awareness and a positive attitude towards learning are essential for an effective transition to further study and engagement in the workforce.

Work Education teachers:

- Instruct their students in literacy
- Facilitate students through the process of understanding and structuring responses to assessment tasks across a range of subjects
- Develop each student's self-awareness and knowledge of the world of work
- Provide opportunities for real life work experiences
- Engage their students in activities that develop their self-confidence, communication skills and self-motivation
- Empower their students to make informed decisions about their future

Delivered through the Learning Support Department, Work Education is a course made available to a limited number of students, who are selected based on a set criterion. Parents/Guardians receive written notification that their son is being considered for inclusion in the course.

### Assistance with Tasks Across all Subjects

- Assistance with scaffolding assessment tasks

### Organisational Skills

- Goal setting and time management
- Diary usage

### Study and Research Skills

- Identification and location of information from a variety of sources
- Summarising and note taking
- Mind mapping and other visual representations

### Examination Techniques

- Question analysis and time management
- Formulation of an extended response

### Literacy Support

- Planning for individual needs within the areas of reading, writing, listening and speaking.
- Spelling Mastery Program
- Essay Writing using a variety of text types

### Core Study

1. What is Work?
2. Transitions and Wellbeing
3. Communication and Collaboration
4. Technology in the Workplace
5. Workplace Safety
6. Workplace Rights and Responsibilities





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Additional Units: (a selection of units from this list will be studied)

1. Exploring Post-school Pathways
2. Managing Transitions
3. Workplace Environments
4. Enterprise and Entrepreneurial Behaviours
5. Preparing for the Workplace
6. Managing Finances
7. Workplace Issues
8. Community Participation

### **Special Requirements**

During Year 10, students will be given the opportunity to attend a work placement in local business.

### **Assessment / Homework Information**

Students will be engaged in structured interactive lessons covering set content, as well as having opportunities to work independently on tasks, taking advantage of the teacher in the role of a facilitator. Assessment tasks include role plays, research tasks and exams. Students will be expected to complete the required amount of regular homework as stated in the College Diary.