

KINGSGROVE HIGH SCHOOL



YOUR PATHWAY TO EXCELLENCE



SUBJECT SELECTION INFORMATION HANDBOOK

**YEAR 9: 2026
YEAR 10: 2027**

TABLE OF CONTENTS



Program for Year 8 students choosing their subjects
Message from the Principal
Introduction
Credentialing for Stage 5

STAGE 5 COMPULSORY SUBJECTS

English
Mathematics
Science
History
Geography
Personal Development, Health & Physical Education

STAGE 5 ELECTIVE SUBJECTS

Child Studies
Chinese
Commerce
Computing Technology
Food Technology
French
History Elective
Industrial Technology - Timber
Marine & Aquaculture Technology
Modern Greek
Music
Physical Activity & Sports Studies
Psychology
iSTEM
Visual Arts
Course Fee Structure



PROGRAM FOR Y8 STUDENTS CHOOSING THEIR STAGE 5 SUBJECTS

The step-by-step guide to the subject selection process:

1. **Term 3, Week 6**; students attend a Year meeting for the presentation of information regarding the subject selection process.
2. **Term 3, Week 6**; Parent / Carers and students will be emailed a copy of the Subject Selection Handbook (also available on the school website). Students will also be emailed their personal Web Code and Web address to access Edval choice for online subject selection. Students must log into their school email account to access this information.
3. **Term 3, Week 6 and 8**; from Friday 29th August 4pm until Monday 8th September 4pm, Edval choice subject selection will be open online. Students complete the selection process online through Edval choice. Students must select two elective subjects and two reserve subjects in order of preference.
4. Students are to print off their finalised subject choices form for parent/carer to sign. This form must be returned to their Deputy Principal by Tuesday 9th September 2025. (Week 8).

Students will have the opportunity to meet and discuss options with teachers over the course of Weeks 6-7.

Parents and caregivers are invited to contact Mr Witherly (DP) or Mr Singh (YA) on 9150 4416 to discuss their child's subject selection or to have any issues clarified.



MESSAGE FROM THE PRINCIPAL

Dear Parents, Carers and Students

Stage 5 is the learning period covering Year 9 and Year 10. It is the learning period that leads to the award of the Record of School Achievement (RoSA). More importantly, it is the learning period that prepares students with the skills they need to cater for the depth of study required in the HSC course.

It is very important that every student understands that Year 9 and Year 10 class work and work habits provide the foundation for the years ahead. Students who do not apply themselves in Stage 5, frequently find that they struggle with the demands of the senior courses. Stage 5 is the basis for later learning.

It is therefore important that each student consider their interests, abilities and strengths when selecting subjects for Years 9 and 10. In this period of learning, English, Mathematics, Science, History, Geography and PDHPE are compulsory, but there are also elective subjects to choose.

Students, you should think carefully before deciding – this is about what is best for you, it is your future, and it deserves your consideration. We have a wide range of subjects on offer. Read each subject's description and consider it before confirming your selection.

A course will only run if there is a strong demand for it. This means that you also think carefully about your reserve choice as well.

If you have any questions about your choices and the subjects on offer, please ask the Head Teachers, your class teachers, your Year Adviser, the Careers Adviser, your parents or your Deputy Principal. I wish you the best in making wise decisions for your future.

Ms O. Sofo,
Principal

August 2025



INTRODUCTION



This handbook has been prepared to provide students in Year 8 and their parents/carers with information about the curriculum on offer at Kingsgrove High School for Stage 5 (Years 9 and 10).

Stage 5 of secondary school prepares students for senior studies and achieving a Record of School Achievement (RoSA) or the award of a Higher School Certificate (HSC).

Unlike Stage 4 (Years 7 and 8), where the curriculum is compulsory and determined by the NSW Education Standards Authority (NESA) for all schools, Stage 5 allows some flexibility for students to choose elective subjects. Although the “core” subjects of English, Mathematics, Science, History, Geography and PDHPE are still compulsory, students are allowed to select TWO elective subjects from a comprehensive list.

In the following pages, each of the subjects on offer (including the core subjects) have information provided to assist in the selection process. In addition to a brief outline of the course content, information is provided on subject contributions (if any) and any particular course requirements.



INTRODUCTION



A Message to Students

You are advised to select your elective subjects carefully after reading this handbook thoroughly, viewing the presentation and discussions with your parents. It is very unwise to choose a subject just because your friend has chosen it OR you like the teacher.

A friend's interests and abilities may be quite different to your own and the teacher may not be the one taking your class next year.

What you should consider before selecting a subject is whether you liked the subject in Year 7 and/or 8, whether you are good at that subject and whether it matches your general interests. While some subjects can lead you towards a career (for example, a future carpenter may want to study Industrial Technology – Timber), at this stage of your schooling it would be unwise to focus too much on a subject's suitability for employment. All subjects will give you knowledge and skills that will benefit you in a future career.

A Message to Parents and Carers

Parents and carers play a crucial role in the subject selection process, acting as advisers and supporters for their children. While you may be well aware of your child's strengths and talents, it's important to avoid making decisions on their behalf. Encouraging open discussion and guiding them, rather than directing them, is usually the most effective approach.

Your child should be encouraged to seek as much information about the various subjects on offer as is possible and then discuss this with you as their parent/carers. Guidance through the process should certainly be given by parents/carers with an emphasis being placed on directing your child to subjects that reflect their interests and which are likely to develop their innate talents.

It is best that you discourage them following a friend into a subject that is obviously unsuitable. It is also important to reinforce that subjects at this stage of secondary school are more about developing general skills rather than preparation for a specific career.



CREDENTIALLING FOR STAGE 5

Years 9 and 10 are very important years that provide the grounding for senior studies. As such, students will be expected to complete assessment tasks and work diligently in all of their subjects. A student's results accumulate as all school assessments and class work count towards their final grades when they leave school

Therefore, it is very important that students apply themselves to all aspects of their school work from the very beginning of the year. If a student fails to complete set work, including assessment tasks, this will affect their results and could prevent them from moving through to Stage 6 studies.



Eligibility

NESA lays down a set of specific rules that list the requirements for and define "satisfactory completion" of a course. As well as taking the necessary combination of courses, students are expected to apply themselves satisfactorily to their studies demonstrating a sustained record of application or effort.

Students must follow and complete the pattern of study determined by NESA for Stage 5

(Years 9 and 10) in order to be eligible to proceed into Stage 6 (Year 11 and 12). The Stage 5 years of schooling also provides a foundation of skills and knowledge for many of the HSC courses.

Attendance

Regular attendance at school is essential for effective learning as well as to ensure satisfactory completion of courses. The Principal may grant leave to a student for legitimate reasons such as illness or injury. If leave is granted, then the absence will have no effect on course completion, provided that all assessment tasks and missed work are completed.

However, an extensive period of unapproved absence, where coursework and assessments have not been completed to the required standard, may result in a student being declared as not meeting the requirements for the completion of Stage 5 and ineligible to proceed into Stage 6. This includes deliberate truancy from class and/or school.

SATISFACTORY COMPLETION REQUIREMENTS

Satisfactory completion of a course depends upon a student's attendance, level of effort and participation in class activities, the completion of assessments and the level of achievement (a serious attempt is mandatory).

To satisfactorily complete Stage 5, a student must:

- Complete ALL assigned work, including each assessment task, to the best of their ability
- Ensure that any appeals about marks, grades or comments for a particular piece of work are resolved at the time the work is handed back by the teacher
- Demonstrate they have met the course requirements through sustained effort and achievement.

"N" Warning Letter

A student may receive an 'N' Determination for a course or courses if they:

- do not follow the course developed or endorsed by NESA
- do not apply themselves with diligence and sustained effort in the set tasks and experiences provided in the course by the school and
- do not achieve some or all of the course outcomes.

Warning letters will be issued where any student is failing to meet NESA requirements throughout Years 9 and 10. It is the student's responsibility to redeem all coursework and assessment tasks. Students who do not redeem all coursework and assessment tasks will have penalties applied.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they and their parents will be warned in writing in time for the problem to be corrected and satisfactory completion to be achieved.

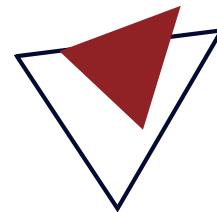
If a student is deemed to have not completed a course in Year 10, the Record of School Achievement (RoSA) will indicate that they have not successfully completed the Stage 5 curriculum.

Stage 5 must be completed satisfactorily, and all NESA requirements met before a student is eligible to proceed to Stage 6. Students who fail to meet course requirements may be deemed non-serious students and may be required to repeat Year 10.

School Leaving Age

Students must stay at school until they complete Year 10. A participation phase then applies until the student reaches the age of 17. There are a number of options for the participation phase. They could be:

- continued education at secondary school in order to complete Year 12 studies.
- undertaking a full-time training course at TAFE NSW.
- undertaking an apprenticeship or traineeship.
- enrolled in a training course with a private training organisation, or in some cases a combination of the above.
- undertaking full time employment.
- Students who, after completing Year 10 decide to leave school before completing Year 12 and the Higher School Certificate will receive a RoSA



RECORD OF SCHOOL ACHIEVEMENT

KEY FEATURES OF THE RECORD of SCHOOL ACHIEVEMENT:

Some of the key elements of the RoSA:

- It will be cumulative, showing a student's achievement until the time they leave school prior to successfully completing their HSC.
- It will be awarded on moderated school-based assessment.
- It will be able to be reliably compared between students across NSW.

The RoSA is awarded to students who successfully complete Year 10, leave school before completing Year 12 or have not demonstrated the HSC minimum standard to receive their HSC.

Students who successfully complete Year 10, Year 11 and Year 12 and achieve the HSC minimum standard are eligible for the award of the HSC and do not receive the RoSA.

THE CURRICULUM

The core or compulsory curriculum for Stage 5; Years 9 and 10 consists of:

- English
- Mathematics
- Science
- History and Geography
- PDHPE

In addition, students at Kingsgrove High School are required to study TWO elective subjects. Students will also receive careers lessons at different stages throughout Year 10. Please note that sport is a compulsory curriculum requirement.

The range of subjects offered as electives is included in this booklet.

Life Skills Courses

The Government's commitment to the curriculum and reporting arrangements for the RoSA extends to the individual needs of students with disability in recognition of the principle that schooling should cater for all students.

To meet this commitment, NESA has developed Life Skills courses for Stage 5 students. Life Skills courses provide options for students with disability who are unable to access the regular course outcomes.

Courses based on Life Skills outcomes and content, studied in Years 9–11, that have been satisfactorily completed, are reported on the RoSA with the notation 'Refer to Profile of Student Achievement' (NESA, 2021).

For further information regarding Life Skills courses please refer to the NESA links below: _

[Special Education](#)

[Life Skills](#)

[Life Skills Credentials](#)



SYLLABUS LINKS

The following pages detail individual course information, including success criteria, subject content, what you will learn, main topics, course requirements and associated contributions. Each subject page has a hyperlink that will take you to the relevant NESA syllabus page where further information can be found.

Subject Selection Process and Course Availability

While we intend to offer the widest possible range of courses, students and parents should be aware that it may not be possible to run certain courses if too few students select them. Depending upon individual student choices, the school will then create a Year 9 curriculum structure that suits the greatest number of students. Students will be placed into two subjects as a result of this process, based on their preferences. This will then form the basis of the timetable.

If required, there will be follow up interviews with students (especially if there are clashes and some subjects do not run). This process ensures that Kingsgrove High School can offer curriculum options that reflect student needs.

Course Contributions

Each course offered in this booklet has a short summary of the content covered as well as listing the course contribution which is charged. Course contributions are to cover the consumable items required and which are not provided by the Department of Education. While every attempt is made to keep such contributions to a minimum, they are required to be paid if a student is to participate fully in the subject. Students generally get to keep the products that they make from these consumable items. Please note that not all courses charge a contribution.

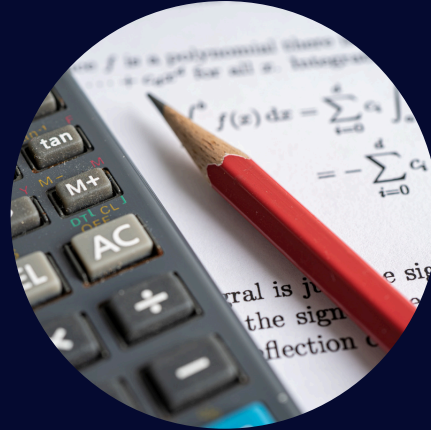
Health and Safety

In addition to Kingsgrove High School's Positive Behaviour for Learning (PBL) expectations, some subjects will have further Health & Safety requirements. These regulations must be adhered to by all, to ensure a productive and safe learning environment for all participants. Students may be removed from courses if they are unable to comply with Health & Safety requirements.

STAGE 5 COMPULSORY SUBJECTS



English



Mathematics



Science



History



Geography



PDHPE

You will be assigned to a Mathematics pathway based on your performance and ability as shown in Stage 4.

ENGLISH

NESA SYLLABUS LINK: [ENGLISH](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

In English, students will develop their skills in:

- reading, viewing and listening to texts
- understanding and responding to texts
- expressing ideas and composing texts

What this subject is about (content)

English is a continuing study in Years 9 and 10, where students continue to learn about a wide range of texts, the language used to create meaning, and how to create their own texts. Student learning becomes more focused on textual analysis, allowing students to gain the foundational skills required for Stage 6 English while refining their comprehension skills and strengthening their vocabulary.

The aim is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical, persuasive, discursive, informative and reflective.

What you will learn in this subject (skills, knowledge, understanding)

Through responding to and composing a wide range of texts and through the close study of texts, students will:

- use a wide range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.
- analyse how meaning is created through the use of and response to language forms, features and structures.
- examine and explain how texts represent ideas, experiences and values.
- identify and explain ways of valuing texts and the connections between them.
- create personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
- use processes of planning, monitoring, revising and reflecting to support and develop their composition of texts.

Some of the main topics in this subject are

Across Stage 5, students are required to engage with a range of text types from a diverse range of authors including:

- at least 2 works of extended prose
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts (including at least one Shakespeare play)
- a range of types of texts inclusive of short prose, visual, spoken, multi-modal and digital texts.

At Kingsgrove High School we meet these requirements by engaging with:

- Close study of novels, plays and film
- Genre study
- Indigenous Australian poetry
- War poetry
- Non-fiction texts and short stories from a variety of Australian authors
- Close study of a Shakespearean drama and its film adaptations

Particular Course Requirements - NIL

Course contribution- NIL

MATHEMATICS

NESA SYLLABUSLINK: [MATHEMATICS](#)

Success criteria (what skills and aptitudes do you need to succeed in this subject).

The Core-Paths structure is designed to encourage aspiration in all 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.

What this subject is about (content)

The Mathematics Syllabus provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and numeracy. Students have the opportunity to develop increasingly sophisticated and refined mathematical understanding, fluency, communication, 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 present and future needs.

What you will learn in this subject (skills, knowledge, understanding)

- Communicating
- Understanding and Fluency
- Reasoning
- Problem Solving

Some of the main topics in this subject are

- Number and Algebra
- Measurement and Space
- Statistics and Probability



7-10 Core-Paths structure

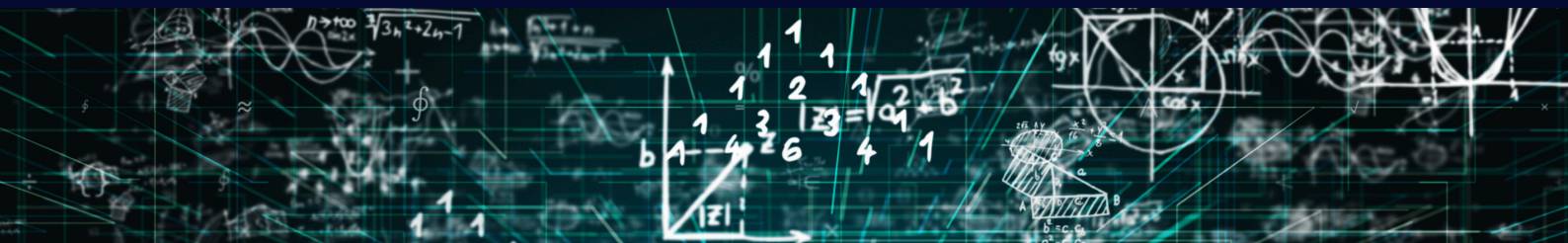
The possible pathways are as follows:

- Core – Students will complete all core outcomes, in preparation for a possible study of Mathematics Standard in Year 11/12. Any students requiring ongoing support to meet the core outcomes are recommended to consider studying Mathematics Standard 1 or the Numeracy course in Year 11/12.
- Standard – Students will complete all core outcomes, and appropriate pathway outcomes, in preparation for a study of Mathematics Standard 2 in Year 11/12.
- Advanced – Students will complete all core outcomes, and appropriate pathway outcomes, in preparation for a study of Mathematics Advanced/Extension in Year 11/12. Students in the Standard stream are still able to access Mathematics Advanced in Year 11/12, however they may find some aspects challenging.

Particular Course Requirements

Students will be advised by their Mathematics teacher as to which pathway is suitable for them to attempt in Year 9 and 10, based on their level of achievement in Year 8.

Course contribution - NIL



SCIENCE

NESA SYLLABUSLINK: SCIENCE

Success criteria (what skills and aptitudes do you need for success in this subject)

- Thinking and writing skills to describe, explain and discuss
- Practical skills to plan and conduct investigations
- Organisational and study skills to successfully complete assessment tasks

What this subject is about (content)

Content has been included in focus areas which represent the inter-disciplinary nature of science:

- Energy
- Materials
- Disease
- Data Science 2

One in-depth study is to be conducted from one or more focus areas.

What you will learn in this subject (skills, knowledge, understanding)

- Knowledge and understanding of the history and applications of science, the models, theories, laws, structures and systems of science and current science issues for society and the environment
- How to plan and conduct investigations
- How to process and present scientific information
- How to integrate technology with science
- Make ethical, evidence-based decisions, as informed, reflective and scientifically literate citizens

Particular Course Requirements

- Minimum 50% of course time allocated to scientific investigations
- Fully enclosed black leather footwear must be worn

Course contribution:

\$30.00

Excursions are a component of the course and attract additional cost.



HISTORY

NESA SYLLABUS LINK: [HISTORY](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in investigation of the past
- Analytical ability
- Essay writing
- Research skills including using technology
- Independent learning

What this subject is about (content): The Making of the Modern World

Depth Study

Making a better world?

One of the following will be studied:

- The Industrial Revolution
- Movement of Peoples
- Progressive Ideas and Ideas

Depth Study

Australia and Asia

One of the following will be studied:

- Making a nation
- Asia and the World

Core Study

Australians at War: World Wars I and II

Core Study

Rights and Freedoms: (1945 to the present)

Depth Study

The Globalising World

One of the following will be studied:

- Popular Culture
- The environment movement
- Migration experiences

Depth Study

School developed topic drawn from either of the overviews, such as:

- Australia in the Vietnam era
- The Holocaust
- Women's history
- UN Peacekeeping
- A decade study
- The Gulf Wars and the War in Afghanistan

What you will learn in this subject (skills, knowledge, understanding)

By the end of this course, students will have an understanding of the historical forces and factors that have shaped the modern world and Australia. They will learn about the motives and actions of past individuals and groups in the historical contexts that have shaped our world. They will also be able to explain the significance of events and developments from a range of perspectives, using evidence to support both these views and form their own interpretations.

Particular Course Requirements - NIL

Course contribution- Excursions are a component of the course and attract some cost.

GEOGRAPHY

NESA SYLLABUS LINK: [GEOGRAPHY](#)



Success criteria (what skills and aptitudes do you need for success in this subject)

An interest in sustainable biomes, why people move, environmental issues and management and human well-being in Australia and worldwide.

What this subject is about (content)

Students will learn how place and space influence the sustainability of biomes. Students develop an understanding of how humans and their environments are interconnected and whether the scale of change and human impacts on environments can be sustained.

What you will learn in this subject (skills, knowledge, understanding)

- What biomes are and how important they are
- Why people move from rural to urban areas and from small cities to large ones
- Investigate the role and importance of natural environments
- Learn what indicates human well-being in Australia and abroad

Through the study of Geography, students will develop an interest in, and informed and responsible attitudes towards cultures, people, societies and environments at local, national, regional and global scales.

Students consider how individuals, groups and governments make decisions and the role they can play as active citizens in a democracy. They learn about civics and citizenship through the study of Geography.

Some of the main topics in this subject are

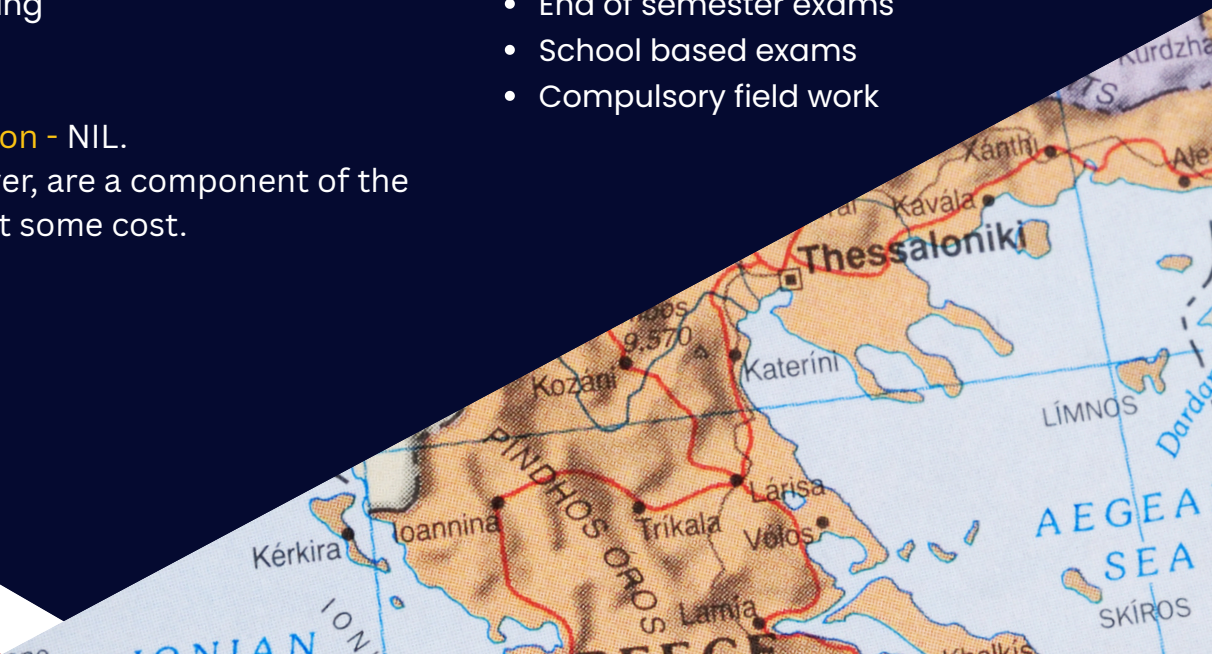
- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Particular Course Requirements

- Common assignments including research assignments
- Skills exams
- End of semester exams
- School based exams
- Compulsory field work

Course contribution - NIL.

Excursions however, are a component of the course and attract some cost.





PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

NESA SYLLABUS LINK: [PDHPE](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Enthusiasm for physical activity but most importantly always trying to do your very best
- Good organisation skills, in regard to bringing full PE uniform and PDH book to every lesson
- Ability to analyse and reflect on your own lifestyle
- Ability to empathise and sympathise with others

What this subject is about (content)

You will develop your capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate for lifelong health and physical activity.

What you will learn in this subject (skills, knowledge, understanding)

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

The three content strands that are covered over Years 9 and 10 are:

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

Particular Course Requirements

- Theory – book or folder
- Practical – KHS PE Uniform – red sport shirt and blue sport shorts

Course contribution: \$20.00 course booklet

STAGE 5 ELECTIVE SUBJECTS



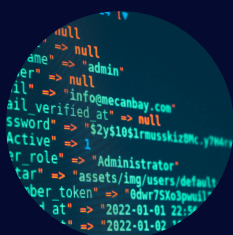
Child studies



Chinese



Commerce



Computing Technology



Food Technology



French



History Elective



Industrial Technology Timber



Marine & Aquatic Technology



Modern Greek



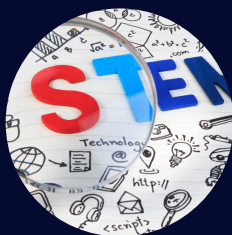
Music



Physical Activity & Sport Studies



Psychology



iSTEM



Visual Arts

CHILD STUDIES NESA SYLLABUS LINK: [CHILD STUDIES](#)

FACULTY: PDHPE

Success criteria (what skills and aptitudes do you need for success in this subject)

- Interest in children
- Interest in parenting or a career in childcare

What this subject is about (content)

This course is designed to develop your knowledge and appreciation of the physical, emotional, intellectual and social stages of growth and development of the young child and the needs that are associated with these stages of development. This will provide a basis for parenting and/or current contact with children in the future.

What you will learn in this subject (skills, knowledge, understanding)

- Antenatal care, antenatal classes, teenage pregnancies, the medical staff involved, arrangements for the birth and the birth process.
- Taking care of a new mother and the newborn child detailing the basic needs of both individuals. The requirements of the newborn are examined. Hygiene, meal preparation, nutrition, crying, teething and relating to others are explored along with milestones in growth and development.
- Development of children from conception to birth and the early childhood years. It highlights the nature versus nurture debate by investigating genetics, attaining key milestones, language development, motor skills, social skills, learning, emotional development and physical growth and development.
- Different types of childcare facilities, types of childcare throughout history and in varying cultures. The need for childcare is examined along with problems faced by parents and children when using childcare, the rights of the child, child protection issues, preschool learning tasks, aspects of socialisation, lesson planning for preschool children and positive and negative discipline for children.
- The worries of parents with toddlers including separation anxiety, tantrums, setting limits, eating issues, sleeping, speech, clothing and toilet learning.
- Investigate local preschools meeting the needs of students, government requirements and the preparation for children beginning school.
- Childhood health issues including the maternal protection of the developing child, common illnesses, their causes, prevention and cures, infectious diseases and symptoms, caring for sick children and immunisation issues.
- Planning of a child's party for the last week of term. Students will examine childhood interests and with this knowledge develop a party theme, develop indoor and outdoor games and activities for children, investigate suitable foods and nutritional needs of students.
- Socialisation of the child, the conditions required for socialisation, the importance of play, types of play and the social development of the child. Students will investigate anti-social behaviour, assist the sociability of young children and look at learning through play.
- The family unit, identifying different types of families, the functions of the family unit and the roles within the family. Cultural differences in a range of family units are examined with an emphasis on the western and aboriginal families.

Some of the main topics in this subject are:

CORE modules

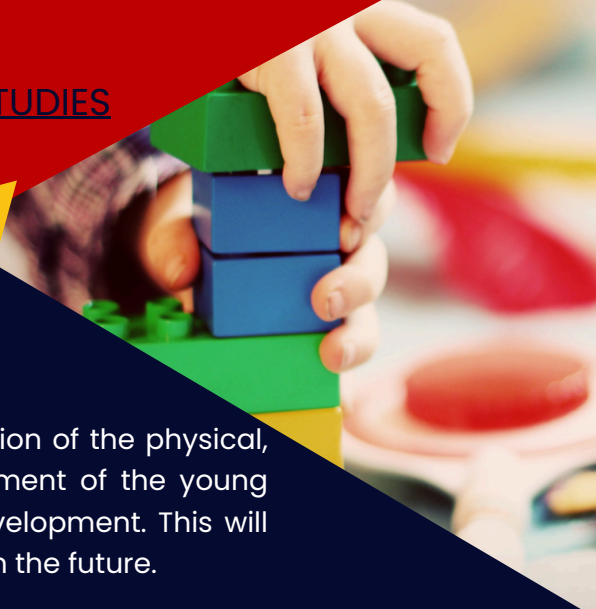
- Pregnancy
- The New Born
- Child Development
- Child Care Options

ELECTIVE modules

- The Toddler Years
- The Preschooler
- Accidents and Illnesses
- Entertaining Children
- Child's Play
- Families

Particular Course Requirements - NIL

Course contribution- \$30.00 course booklet. Field studies are an important aspect of the course and will be an additional cost.



Success criteria (what skills and aptitudes do you need for success in this subject)

- Love of languages
- Interest in Chinese language and people and culture
- Ability to work independently
- Ability and capacity to undertake extension work



What this subject is about (content)

The aim of the Chinese K-10 Syllabus 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.

What you will learn in this subject (skills, knowledge, understanding)

Objective – Interacting

- Students will exchange information, ideas and opinions, and socialise, plan and negotiate in Chinese.

Objective – Accessing and responding

- Students will obtain, process and respond to information through a range of spoken, written, digital and/or multi-modal text in Chinese.

Objective – Composing

- Students will create spoken, written, bilingual, digital and/or multi-modal texts in Chinese.

Objective – Systems of language

- Students will get to understand the Chinese language system including sound, writing, grammar, text structure, and how language changes over time and place.

Objective – The role of language and culture

- Students will get to understand and reflect on the role of Chinese language and culture in the exchange of meaning, and consider how interaction shapes communication and identity.

Suggested themes and topic subjects are:

- | | |
|---------------------------|-----------------------|
| • About me, about you | • Making arrangements |
| • After school activities | • Making friends |
| • Daily routine | • Meeting people |
| • Eating and drinking | • Special occasions |
| • Entertainment | • Transport |
| • Family | • Music |
| • Festivals | • Our community |
| • Finding the way | • Our local area |
| • Future plans | • Part-time jobs |
| • Special outings | • Parties |
| • The weekend | • Pets |
| • Getting help | • School life |
| • Health and fitness | • Seasons and weather |
| • Holidays | • Shopping |
| • House and home | • The environment |
| • Lost and found | |

Particular Course Requirements - NIL

Course contribution - \$20.00



COMMERCE

FACULTY: HSIE

NESA SYLLABUS LINK: [COMMERCE](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in the commercial environment
- A possible future interest in studying Economics
- Business Studies, and/or Legal Studies in the senior school

What this subject is about (content)

This course is of great value in the everyday lives of students. The topics studied assist students in gaining an awareness of business and money management. The Commerce course covers a wide range of topics including Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures and Law, Society and Political Involvement.

What you will learn in this subject (skills, knowledge, understanding)

Commerce students visit a number of businesses, to see firsthand the factors involved in successfully running a commercial enterprise. Other activities involve visiting Parliament House, local courts and the Justice and Police Museum.

Students will develop:

- Knowledge and understanding of consumer, financial, business, legal and employment matters
- Skills in decision-making and problem solving in relation to consumer, financial, business, legal and employment issues
- Develop skills in working independently and cooperatively

Some of the main topics in this subject are:

CORE modules

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

Options:

- Our Economy
- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence
- School-developed Option

Particular Course Requirements

Submit assessment tasks, attend field trips and excursions
Examinations mid-year and end of year.

Course contribution - \$20.00

Excursions are also a component of the course and attract some cost.



COMPUTING TECHNOLOGY

FACULTY: TECHNOLOGICAL AND
APPLIED STUDIES (TAS)

NESA SYLLABUS LINK: [COMPUTING TECHNOLOGY](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Interest in developing technology skills
- Problem solving

What this subject is about (content)

Computing Technology will introduce students to a wide range of topics related to technology, networks, and interactive multimedia. Throughout the course, they will investigate computer networks, user experience design, data analysis, mechatronic and automated systems, game development, and app/web software development.

What you will learn in this subject (skills, knowledge, understanding)

Students will have the opportunity to develop technical knowledge and skills, social awareness, project management and thinking skills in Computer Technology, through the areas of:

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



COMPUTING TECHNOLOGY

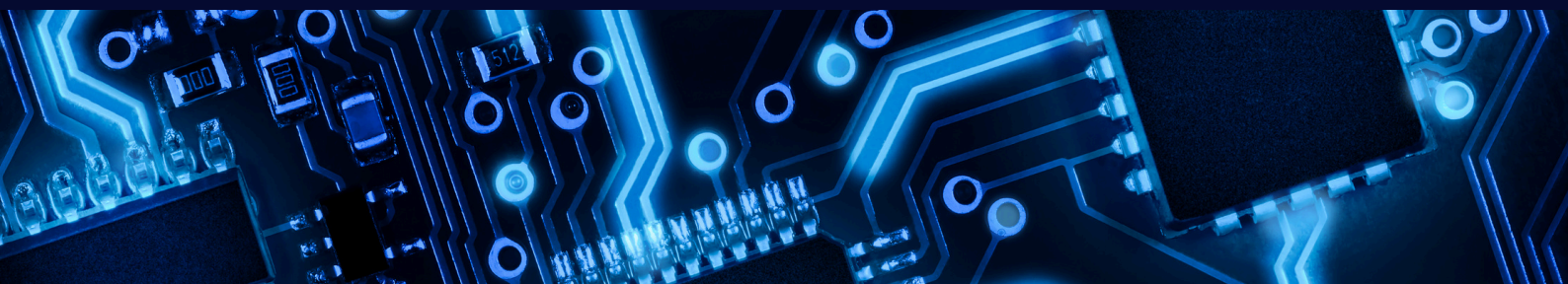
CONT...

Some of the main topics in this subject are:

- Managing projects involving the creation, enhancement, maintenance, and evaluation of computer and social networks.
- Exploring interconnected device networks, visualizing virtual and/or real networks, social campaigns and their influence, and data management and transmission systems.
- Using Arduino kits to simulate communication with a network.
- Creating projects that showcase the importance of digital design and interactive multimedia as communication tools.
- Exploring human-centered design by identifying and defining user needs, opportunities, and wants.
- Experiencing augmented reality (AR), Mixed Reality (MR), and Virtual Reality (VR) to create immersive experiences.
- Using data analysis tools to collect, store, organise, analyse and present data.
- Exploring spreadsheets, databases, and presentation software to emphasise the significance of data analysis.
- Investigating various sports using data to inform decisions and improve performance.
- Building and programming mechatronic and/or automated systems with sensors, actuators, and end effectors.
- Exploring the use and application of robotics, controllers, and programming languages.
- Utilising open-source software versus licensing requirements for mechatronic and automated systems.
- Designing and programming games or simulations that meet specified criteria for gameplay, mechanics, engagement, and usability.
- Evaluating existing games and simulations to identify opportunities for innovation and enterprise.
- Working with Unity and Gamemaker to develop exciting games based on your own experiences.
- Exploring the design, programming, and testing of software for specific purposes.
- Utilising tools like Dreamweaver, Adobe XD, and Thunkable for app and web software development.
- Enhance programming skills with on-line learning platforms

Particular Course Requirements - Students are required to undertake projectwork throughout the course.

Course contribution - \$50.00



FOOD TECHNOLOGY

NESA SYLLABUS LINK: [FOOD TECHNOLOGY](#)

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS)



Success criteria (what skills and aptitudes do you need for success in this subject)

- Developing an interest in the nutritional values of foods and the practical implications

What this subject is about (content)

The aim of the Food Technology Years 9 – 10 Syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with food.

What you will learn in this subject (skills, knowledge, understanding)

- 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 an appreciation of their interrelationship to produce quality food.
- Knowledge and understanding of nutrition and food consumption and an appreciation of 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, understanding and appreciation of the significant role of food in society.

Suggested themes and topic subjects are:

Content is selected from the core and studied along with the focus areas chosen

FOCUS AREAS

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

CORE

- Food preparation and processing
- Nutrition and consumption

Particular Course Requirements -

- Students are required to undertake practical activities throughout the course. Practical experiences are used to develop food preparation skills through the design, production and evaluation of these activities.
- **Fully enclosed black leather footwear must be worn.** The tongue of the shoe must also be leather.

Course contribution- \$70.00



FRENCH FACULTY: LANGUAGES

NESA SYLLABUS LINK: [FRENCH](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Love of languages
- Interest in French language and people and culture
- Ability to work independently
- Ability and capacity to undertake extension work

What this subject is about (content)

The aim of the French K-10 Syllabus 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.

What you will learn in this subject (skills, knowledge, understanding)

Objective – Interacting

- Students will exchange information, ideas and opinions, and socialise, plan and negotiate in French.

Objective – Accessing and responding

- Students will obtain, process and respond to information through a range of spoken, written, digital and/or multimodal text in French.

Objective – Composing

- Students will create spoken, written, bilingual, digital and/or multimodal texts in French.

Objective – Systems of language

- Students will get to understand the French language system including sound, writing, grammar, text structure, and how language changes over time and place.

Objective – The role of language and culture

- Students will get to understand and reflect on the role of French language and culture in the exchange of meaning, and consider how interaction shapes communication and identity.

Some of the main topics in this subject are:

- | | | |
|---------------------------|----------------------|-----------------------|
| • About me, about you | • Health and fitness | • Transport |
| • Getting help | • Our local area | • Our community |
| • Music | • Part-time jobs | • Lost and found |
| • After school activities | • House and home | • Making arrangements |
| • Daily routine | • Restaurant | • Future plans |
| • Hobbies | • Finding the way | • Seasons and weather |
| • Eating and drinking | • Making friends | • Special occasions |
| • Holidays | • School life | • Shopping |
| • Family | • Meeting people | • Sport |
| • Festivals | • Sightseeing | • The environment |
| • Travel | • Special outings | • The weekend |

Course contribution - \$20.00 Excursions are a component of the course and attract additional cost.

HISTORY ELECTIVE

NESA SYLLABUS LINK: [HISTORY ELECTIVE](#)

FACULTY: HSIE

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in mysteries from the past
- Research and investigation skills including using technology
- Independent learning skills

What this subject is about (content)

A hands-on approach to history where students are encouraged to further their knowledge and understanding through film, internet, historical fiction and the media.

Students learn about people and events by watching movies, reading stories, attending excursions and exploring other site studies using the internet and multimedia.

What you will learn in this subject (skills, knowledge, understanding)

Students will learn about past societies, individuals, events and historical periods. They will develop skills in historical inquiry and communication.

Suggested themes and topics:

- Crime and punishment through the ages
- Historical stories as told through film
- What motivates a killer?
- The Crusades
- Myths, Mysteries and Legends
- History's mistakes
- The assassination of JFK
- Murderers in History



Particular Course Requirements

Excursions are an important part of this course as students will be required to visit historical sites to investigate aspects of the past. Excursions may include: Ghost Tour of the Rocks, Madame Tussaud's Waxworks Museum, Sydney Harbour cruise, South Coast (overnight).

Course contribution - \$20.00

Excursions are also a component of the course and attract some cost.





INDUSTRIAL TECHNOLOGY – TIMBER

FACULTY: TECHNOLOGICAL AND
APPLIED STUDIES (TAS)

NESA SYLLABUS LINK: [TIMBER](#)

Success criteria (what skills and aptitudes do
you need for success in this subject)

- Think creatively
- Work independently



What this subject is about (content)

Industrial Technology – Timber develops students' knowledge and understanding of timber and processes commonly used in cabinetmaking. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

What you will learn in this subject (skills, knowledge, understanding)

Industrial Technology – Timber involves students in the design, planning and construction of projects using solid timber, timber sheet materials and common hardware. Construction of projects will involve the use of hand tools, a range of portable power tools and machine tools including the wood turning lathe.

Students will learn about design, tools and processes applicable to making timber projects and develop a wide range of practical skills related to cabinet making and wood turning. Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

Some of the main topics in this subject are:

- Work, Health and Safety, and risk management. Timber and timber products
- Equipment, tools and machines. Designing in timber
- Cabinet making and wood turning techniques
- Workplace communications – reading and producing drawings and reports
- The effects of timber industries on society and the environment
- Industrial manufacturing techniques and processes

Particular Course Requirements

- Apron – this is provided.
- Fully enclosed black leather footwear (including the tongue of the shoe which must also be leather) must be worn.

Course contribution - \$70.00 (Covers all student projects)

MARINE AND AQUACULTURE TECHNOLOGY

FACULTY: HSIE

NESA SYLLABUSLINK: [MARINE AND AQUACULTURE TECHNOLOGY](#)



Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in Australia's ocean, coastal ecology, environment and lifeforms
- Water confidence

What this subject is about (content)

Marine and Aquaculture Technology involves learning about Australia's coastal environment with an emphasis on learning more about marine life and coastal ecology. We also examine our relationship with the ocean environment.

What you will learn in this subject (skills, knowledge, understanding)

Students learn about marine and aquatic environments with an emphasis on practical experiences. As well as undertaking field studies to study ocean and coastal environments, students also learn skills in first aid and water safety. Students also learn about famous marine disasters, shipwrecks and salvage operations.

Recreational activities such as snorkeling and surfing lessons are a part of this course.

Suggested themes and topic subjects are:

- The Ocean World
- Marine Mammals and Dangerous Marine Creatures
- Rock Platforms and our Coastal Environments
- Antarctica's Marine Ecology
- Snorkelling and Surfing
- Marine Pests, Diseases and Threats
- Saving Water Environments
- Shipwrecks and Salvage
- Marine Disasters
- Coastal Tourism
- Fish as Food

Particular Course Requirements

Excursions to coastal environments are an important part of this course. Water confidence is vital to take part in some of the practical elements including snorkeling, sailing and surfing lessons. Students must be able to swim 100m.

In Year 10 students attend a two night excursion to the South Coast.

Course contribution- \$20.00

Excursions are an important component of the course and attract some cost.





MODERN GREEK

FACULTY: LANGUAGES

NESA SYLLABUS LINK: [MODERN GREEK](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Love of languages
- Interest in Greek language and people and culture
- Ability to work independently
- Ability and capacity to undertake extension work



What this subject is about (content)

The aim of the Greek K-10 Syllabus 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.

What you will learn in this subject (skills, knowledge, understanding)

Objective – Interacting

- Students will exchange information, ideas and opinions, and socialise, plan and negotiate in Modern Greek

Objective – Accessing and responding

- Students will obtain, process and respond to information through a range of spoken, written, digital and/or multimodal text in Modern Greek.

Objective – Composing

- Students will create spoken, written, bilingual, digital and/or multimodal texts in Modern Greek.

Objective – Systems of language

- Students will get to understand the Modern Greek language system including sound, writing, grammar, text structure, and how language changes over time and place.

Objective – The role of language and culture

- Students will get to understand and reflect on the role of Modern Greek language and culture in the exchange of meaning, and consider how interaction shapes communication and identity.

Some of the main topics in this subject are:

- | | | |
|---------------------------|----------------------|-----------------------|
| • About me, about you | • Health and fitness | • Transport |
| • Getting help | • Our local area | • Our community |
| • Music | • Part-time jobs | • Lost and found |
| • After school activities | • House and home | • Making arrangements |
| • Daily routine | • Restaurant | • Future plans |
| • Hobbies | • Finding the way | • Seasons and weather |
| • Eating and drinking | • Making friends | • Special occasions |
| • Holidays | • School life | • Shopping |
| • Family | • Meeting people | • Sport |
| • Festivals | • Sightseeing | • The environment |
| • Travel | • Special outings | • The weekend |

MUSIC

FACULTY: CREATIVE AND PERFORMANCE ARTS (CAPA)

NESA SYLLABUS LINK: [MUSIC](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Basic writing skills
- Play an instrument or sing

What this subject is about (content)

Music in Years 9 and 10 is about applying your existing interests and skills to a number of different styles of music. You will also have the chance to develop new skills through practical studies, using any instrument of your own choice. You can choose to major in voice as well.

The course involves performance, composition and listening activities, giving the opportunity for all students to be involved in solo, small group and larger group works. Elective music students will get to form their own class pop / rock ensemble performing their favourite songs and pieces.

What you will learn in this subject (skills, knowledge, understanding)

You will develop your performance skills through the study of different topics and styles. Further, you will be able to develop skills in creating music and using music technology. You will learn about the concepts of music through performance, listening and composing activities.

Some of the main topics in this subject are:

Areas to be studied will include:

- Rock
- Jazz
- Musical Theatre
- Music of other cultures
- Popular Music
- Music and Technology
- Music for Small and Large Ensemble
- Music for Radio, TV, Film and Multimedia. Australian Music will be featured throughout the course e.g. (Pop, Rock, Jazz, The Classics etc).

Particular Course Requirements - NIL

1 x 96 Page Music Book with ruled lines and staves.
1 x Coloured Plastic Display folder (not black).
Performing at School Concerts.

Course contribution - \$50.00





PHYSICAL ACTIVITY AND SPORTS STUDIES

FACULTY: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

NESA SYLLABUS LINK: [PHYSICAL ACTIVITY AND SPORTS STUDIES](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Desire to learn in depth theoretical information regarding health issues and maintaining an active lifestyle
- Higher order thinking skills
- Interest in participating in extra theory and practical lessons with enthusiasm.
- Excellent organisational skills

What this subject is about (content)

Physical Activity and Sports Studies (Healthy and Active Lifestyle) incorporates a study of basic anatomy and physiology including the energy systems that enable us to move efficiently in a variety of contexts.

It includes the study of both current and historical social issues related to physical activity and its role in the lives of the individual and Australian society.

Students also explore and begin preparation for a variety of careers related to health and physical activity including: doctors, dieticians, nutritionists, personal trainer, sport psychologist, sports journalist and exercise physiologist.

Physical Activity and Sports Studies CONT.....

What you will learn in this subject (skills, knowledge, understanding)

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
Mandatory Units	Body systems and energy for physical activity	Issues in physical activity and sport	Event management
MODULES	Physical fitness Fundamentals of movement skill development Nutrition and physical activity	• Australia's sporting identity Physical activity and sport for specific groups Opportunities and pathways in health, physical activity and sport activity and sport	Coaching Enhancing performance – strategies and techniques Technology, participation and performance

Suggested themes and topic subjects are:

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

Particular Course Requirements

Active involvement in all modules and movement applications.

Course contribution - \$20.00 Excursions are a component of the course and attract additional cost.

PSYCHOLOGY

FACULTY: HSIE

NESA SYLLABUS LINK: [PSYCHOLOGY](#)

Please note this NSW Department of Education approved elective course, will not be listed on your child's Record of School Achievement (RoSA)

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in how people think, feel and act
- The ability to conduct research
- The ability to think of creative solutions to everyday problems
- The ability to actively reflect on our society in the ways psychological understanding is used as well as our role within that society

What this subject is about (content)

Psychology provides students with an understanding of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology.

What you will learn in this subject (skills, knowledge, understanding)

Students will learn about the broad role psychology plays in Australian society. Psychology influences many aspects of society including:

- health and wellbeing
- law and order
- learning and motivation
- advertising and persuasion

Students will gain valuable insights and understanding into both themselves and their worlds. Students will also develop important research skills as they engage in the exploration and evaluation of theories that explain human behaviour.



PSYCHOLOGY

CONT...

Some of the main topics in this subject are:

Psychology Past & Present:

This area of study focuses on the history of psychology, how to become a psychologist, working as a psychologist and the responsibilities of a psychologist.

Mind Matters:

This looks at clinic psychologists, including where they work, and how they assess clients. The steps in the diagnosis will be studied and students will have the opportunity to research the symptoms and treatments of mental health disorders.

Forensic Psychology:

This aspect of the course answers questions, such as "What is forensic psychology?" Is it really like what we see on TV? In addition, dangerousness, stalkers and stalking, serial killers, legal insanity and criminal profiling will be studied.

Happiness (Positive Psychology):

This study looks at one of the newest and fastest growing areas in psychology – positive psychology. What is it that makes us happy? Can we make ourselves happier than we already are? Does money and material wealth really guarantee us wellbeing and happiness?

Relationships:

The course will briefly consider how people interact – what they do and what they say. Students will also have the opportunity to investigate some of the factors behind how to communicate effectively and how to interact positively with others.

Particular Course Requirements

Students will complete a variety of assessment tasks including visual presentations, group work and research.

Course contribution - \$20.00

Excursions are also a component of the course and attract some cost



ISTEM

FACULTY: TECHNOLOGICAL AND
APPLIED STUDIES (TAS)

NESA SYLLABUS LINK: [ISTEM](#)

Please note this NSW Department of Education approved elective course, will not be listed on your child's Record of School Achievement (RoSA)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Higher order thinking skills
- An interest in science, technology, engineering and mathematics in an interdisciplinary, integrated fashion
- Ability and capacity to engage in project-based learning
- An interest in and capacity to work in a hands-on environment



What this subject is about (content)

ISTEM (version 4.0) is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skillset development based on the needs of local and national industry. ISTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies. ISTEM covers a range of STEM-based fields including STEM fundamentals, aerodynamics, motion, mechatronics, surveying, aerospace and biomedical innovation.

ISTEM (version 4.0) is a NSW Department of Education approved elective course.

What you will learn in this subject (skills, knowledge, understanding)

Core Topics

- Core 1 – STEM Fundamentals
- Core 2 – Project-based learning
- Elective Topics

Elective Topics

- Computer-aided design (CAD)
- Critical problem solving
- Project-based learning extension (combined with mechatronics and robotics)

Specialised Topics

- Aeronautical Engineering
- Cybersecurity
- Design for space
- Mechatronics
- MedTech
- Surveying and geospatial engineering
- Sustainable transport

Course contribution - \$100.00

VISUAL ARTS

FACULTY: CREATIVE AND PERFORMANCE ARTS (CAPA)

NESA SYLLABUS LINK: [VISUAL ARTS](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Basic drawing and painting skills
- Basic writing skills

What this subject is about (content)

Visual Arts in Year 9 and 10 is all about learning how to make artworks and understand the artworks that other people create.

Practical work makes up 60% of this course, giving the opportunity for all students to be involved in creating artworks using a variety of media. These will include choices of painting, drawing, ceramics, sculpture, printmaking, photography, graphics, design and computer technology.

The study and appreciation of artworks made at different times in history and in different countries and cultures will make up the remaining 40% of the course.

What you will learn in this subject (skills, knowledge, understanding)

You will learn how to use different art materials such as paint, pencils, clay and glazes, through the practical content described above and through studying established artists.

You will also learn how to discuss artworks – what they mean, when they are made and what they mean to different people. This will also assist you in creating your own artworks.

Some of the main topics in this subject are:

- Art making practice- Drawing, painting, sculpture, photography, graphics, printmaking.
- Art history and criticism.
- Excursions visiting current art exhibitions, art galleries and places related to art and design, they are integral to the satisfactory completion of this subject.

Particular Course Requirements - NIL

- A3 Visual Arts process diary (included in course contribution)
- Art supplies for projects (included in course contribution)

Course contribution - \$60.00





YEAR 9 2025/ YEAR 10 2027	ANNUAL AMOUNT
GENERAL CONTRIBUTION	\$90.00
CHILD STUDIES	\$30.00
DIARIES	\$8.00
P & C CONTRIBUTION	\$25.00
CHINESE	\$20.00
COMMERCE	\$20.00
COMPUTING TECHNOLOGY	\$50.00
FOOD TECHNOLOGY	\$70.00
FRENCH	\$20.00
HISTORY ELECTIVE	\$20.00
INDUSTRIAL TECH – TIMBER	\$70.00
MARINE STUDIES	\$20.00
MODERN GREEK	\$20.00

TABLE CONTINUED OVER PAGE.....



YEAR 9 2026/ YEAR 10 2027	ANNUAL AMOUNT
SCIENCE	\$30.00
MUSIC	\$50.00
PDHPE WORK BOOKLET	\$20.00
PASS	\$20.00
PSYCHOLOGY	\$20.00
iSTEM	\$100.00
VISUAL ARTS	\$60.00
CARNIVALS FEE	\$40.00