Ulladulla High School

Stage 5 Subject Information Book

Year 9/10

2025 – 2026

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Principal's Message

The opportunity for students to select subjects that hold their interests and passions, along with alignment with their future aspirations is a time that we look forward to as a school. At UHS we have an abundance of extraordinary subject choices which foster many diverse and authentic learning experiences for our students. As the world faces deep and widespread changes that are transforming our world, schools are afforded opportunity to encourage students to choose more broadly, to focus on developing the 'dispositions of learning' and the abilities to critically reflect, communicate, collaborate and be creative. We encourage students to think through this stage of high school as infinite, that is, anything is possible in the learning journey.

The elective courses you ultimately choose for Year 9 will help to inform your senior pathway, but not determine it. Year 9 and 10 is opportunity to build your understanding of yourself as a learner and gain confidence in your ability to develop cognitive, interpersonal and intrapersonal skills and aptitudes.

Seek advice from teachers, students, parents, careers advisor and employers when thinking about what you might choose. Do the research on the subject that interest you, but also in those subjects that you know nothing about, you may surprise yourself on what they have to offer.

The NESA Record of Achievement is a milestone of attainment and successfully completing that step ensures success toward the HSC and beyond.

Achievement and success are a combination of passion, effort, resilience, and perseverance. I commend all students to develop your understanding of what is on offer, seek timely advice, feedback and open to new ideas, all of which are essential for ultimately improving your school journey.

To the class of 2028, set your goals, be kind to yourself and go for excellence. This will lead into an exceptional year ahead.

Glen Kingsley
Principal

Courses in Stage 5

There are two types of courses offered in Stage 5 (Years 9 & 10) at Ulladulla High School:

Mandatory courses:
These are determined by the NSW Educational Standards Authority (NESA) as essential learning for every student to achieve the Record of School Achievement (RoSA).

Elective Courses:

1. ***Board Developed Courses:***

   Courses written by NESA and set down in syllabus documents that outline course aims and content, none of which are compulsory, and which are studied as elective courses

   Board Developed Courses are credentialled on the RoSA and school report

   At least **ONE** Board Developed Course **or** Content Endorsed Course must be included in elective selection

2. ***Content Endorsed Courses:***

   Content Endorsed Courses are developed by NESA to cater for a wide candidature in areas of specific need not served by Board Developed Courses

   Content Endorsed Courses are credentialled on the RoSA and school report

   At least **ONE** Board Developed Course **or** Content Endorsed Course must be included in elective selection

3. ***School Developed Board Endorsed Courses:***

   School Developed Board Endorsed Courses (SDBECs) are designed by school(s) when the curriculum needs of their students cannot be accommodated by:

   - Board Developed Courses or
   - Content Endorsed Courses (CECs) or
   - Vocational Education and Training Board Endorsed Courses (VET BECs).

   NSW Department of Education Approved Elective Courses are not indicated on the RoSA, however grades are included in the school report

Courses offered at Ulladulla High School

Ulladulla High School prides itself with one of the most extensive lists of subject choices in NSW.

Students must choose wisely and follow all deadlines if they are to be placed into the subjects of their choice. Numbers are limited for all subjects and only subjects with a viable number of students will run.

At Ulladulla High School, all Stage 5 students must complete:

- All **mandatory courses** as determined by NESA
- **Three** elective courses – refer to page 6
- **Sport**
- **Careers -** Year 10 Only

Mandatory Courses

At Ulladulla High School, Stage 5 students must complete the following Board Developed Mandatory courses:

Mandatory Courses as determined by NESA
Course details included on RoSA and School Report

- English
- Geography
- History
- Mathematics
- Personal Development, Health and Physical Education
- Science

Mandatory Courses offered at Ulladulla High School
Course details are not included on School Report

- School Sport
- Careers – Year 10 Only

Elective Courses

At Ulladulla High school, Stage 5 students must complete **THREE** of the following elective courses. To meet NESA requirements, student choice must include:

- At least **ONE** Board Developed Course **or** Content Endorsed Course
- **TWO** choices from any of the three categories – Board Developed, Content Endorsed or School Developed Board Endorsed Courses

BOARD DEVELOPED COURSES *Course details credentialled on RoSA and School Report*	**CONTENT ENDORSED COURSES** *Course details credentialled on RoSA and School Report*	**SCHOOL DEVELOPED BOARD ENDORSED COURSE** *Course details included on School Report only*
Aboriginal Studies Agricultural Technology Commerce Computing Technology Dance Design and Technology Drama Food Technology French Geography Elective Graphics Technology Industrial Technology - Electronics Industrial Technology - Metal Industrial Technology - Timber Japanese Music Photographic and Digital Media Textiles Technology Visual Arts	Child Studies Marine and Aquaculture Technology Physical Activity and Sports Studies (PASS) Physical Activity and Sports Studies – Surfing Industry	Performance Skills (formally known as Circus Skills) Equine Studies Exploring Science International Studies iSTEM Psychology Outdoor Education

The Record of School Achievement (RoSA)

Requirements for the RoSA

To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7 – 10, and
- complied with any other regulations or requirements mandated by the Minister or NESA

The Key Elements of the RoSA

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- cumulative, showing a student's achievement until the time they leave school
- based on school-based assessment
- able to be reliably compared between students across NSW
- results of any minimum standard literacy and numeracy tests that may have been sat date the student left school
- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school

RoSA grades and reporting of student achievement

The RoSA includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work
- submitted to NESA in Term 4
- monitored by NESA for fairness and consistency.

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all the course outcomes.

Life Skills

Life Skills outcomes and content provide options for students with an intellectual disability or an imputed intellectual disability in Years 7–10 who cannot access stage or prior stage outcomes and content.

Life Skills outcomes and content can be accessed in all Years 7–10 syllabuses.

Principals must make decisions about accessing Life Skills outcomes and content:

- based on the needs of the individual student, and
- via collaborative curriculum planning, and
- involving the individual student (where appropriate), their parents/carers, and their teachers.

Life Skills outcomes and content in Years 7–10 syllabuses are not appropriate options for students:

- who do not have an intellectual disability or an imputed intellectual disability
- experiencing significant unexpected and/or chronic health issues
- performing below their cohort
- who could be helped with appropriate adjustments and support
- with emotional and/or behavioural needs.

A student accessing Life Skills outcomes and content cannot return to studying stage or prior stage outcomes and content in that particular course once a decision to access Life Skills has been made. Students accessing Life Skills outcomes and content must continue studying Life Skills outcomes and content in current and subsequent stages of schooling.

Students Ineligible for a RoSA

Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA, for a Transcript of Study.

Nominated students may download a Transcript of Study in Students Online from the end of Year 10.

The Transcript of Study outlines a student's:

- completed 7 – 10 mandatory curriculum requirements
- results for completed Stage 5 and/or Stage 6 courses, and
- current enrolments in courses not yet completed

Getting the RoSA without a HSC

Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA. Upon signing out of school, they will be provided with some information on how to access their RoSA. It will not be provided to them by the school, students will need to access it through their schools online account, which will only remain active for six months after they leave High School.

Receiving The RoSA

Schools are responsible for nominating a student for a RoSA through the enrolments section in Schools Online.

Once schools have finalised the requests, the student can download the RoSA from their Students Online account.

Students cannot make a request for a RoSA, it must come from their school.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. Students can use the eRecord as an interim result report until the formal RoSA credential is available for download from their Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord via their Students Online account. They can show the online eRecord to potential employers when seeking casual work or enrolling in training courses.

Students who remain at school to complete their HSC will not receive a RoSA.

Vocational Education and Training (VET)

Vocational Education and Training (VET) courses contribute to the broad education of students. They have the capacity to engage and challenge students to maximise their individual talents and capabilities for further education and training and lifelong learning.

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers.

Students in Years 9 and 10 may access VET courses through two curriculum pathways:

- Stage 5 VET endorsed courses
- Commencement of Stage 6 VET courses.

VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.
For NSW school students in Years 9-12 VET is 'dual-accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment)

NSW Education Standards Authority (NESA) – Minimum Standards

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to ensure students have the reading, writing and numeracy skills needed for everyday life, work and further study. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

What this means for students

Students need to meet the HSC minimum standard to receive the HSC. To show they meet this standard, students need to achieve Level 3 in short online reading, writing and numeracy tests of skills for everyday life. Schools will help students to decide when they are ready to take each test. Students get two chances a year to sit each test, from Year 10 up to five years after starting their first HSC course.

Only students who meet the HSC minimum standard will receive an HSC certificate.

Demonstrating the HSC minimum standard

- Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.
- To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.
- Students may demonstrate the HSC minimum standard at any time during their valid enrolment in Years 10 to 12, but before their enrolment ceases.
- Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they still have a valid enrolment.

Demonstrating the HSC Minimum standard using alternative evidence

In exceptional circumstances, a student may demonstrate the HSC minimum standard using alternative evidence if:

- the student is unable to demonstrate these skills in a minimum standard test, and
- the student has the required literacy and/or numeracy skills, and
- the student is enrolled in Year 12, and
- the student has met all other eligibility criteria for the HSC.

Students exempt from demonstrating the HSC minimum standard

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.
- To be exempt, students must undertake Life Skills courses to the completion of Year 12.
- Students who are eligible for an exemption may choose to attempt the minimum standard tests.

What is involved in the Minimum Standards Test?

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.
Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Further Information NSW Education Standards Authority
(NESA) https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard

Big Picture Learning

Big Picture Education is an alternate learning pathway offered at Ulladulla High School. The Big Picture design for learning is based on research that shows that we learn best when we are personally motivated. Putting students at the centre of decisions around what, how and when they learn is the key to nurturing the next generations of engaged, independent learners.

While each student is unique with their own set of passions and capabilities, they are not alone. They are supported by a network of peers, advisory teachers, expert mentors and family.

The Big Picture design prepares students for opportunities beyond school with an emphasis on relevance and real-world learning. Our students combine academic work with regular learning on internships and courses outside school. This approach is stimulating ideas for future careers, building networks, and equipping students with skills and qualifications that will put them a step ahead upon graduation.

Subject Assessment: Year 9 and 10 Big Picture Learning develops the skills required for Year 11 and 12 Big Picture Leaning where they are assessed against learning outcomes that will form 'The International Big Picture Learning Credential.' This credential is recognised by over 40 universities across Australia.

Year 9

During Year 9, your specific requirements are:

- Explore up to 4 interests in depth, both inside and outside school.
- Plan and participate in at least 10 out-learning experiences in the community that are connected to your interests and passions.
- Consider if there are any school subjects or external courses that you'd be interested in doing.
- Do as many Informational Interviews and Shadow Days as you can.
- Seek out and organise at least one internship (LTI).
- Design and do an LTI project while on internship.
- Complete reports (sometimes called 'anthropologies') about your Shadow Days and internships.
- Check how well your Learning Plan addresses each of the Learning Goals.
- Read a book a term, including an autobiography.
- Update your digital Portfolio.
- Produce a 1-minute Video Profile about you and your interests.

Year 10

Year 10 is your gateway to senior school. It's your opportunity to make your learning both deep and wide as you pursue interests, practice with experts and build relationships. It's a big opportunity and requires a big commitment. During Year 10, your specific requirements are:

- Seek out and organise several internships (LTI's).
- Complete an in-depth LTI project each term.
- Continue to do Shadow Days and Informational Interviews.
- Address each Learning Goal in depth one or more times.
- Read at least 4-6 books during the year, including a biography.
- Present a Gateway Exhibition during the second semester.
- Begin to visit universities, TAFE or other training colleges and look at entry requirements.
- Update your Portfolio.
- Produce a 2-3 minute Video Profile about an LTI that you really enjoyed.

Course Adviser: Mrs J Morgan

Choosing your Electives

To make well informed decisions, you need to consider your choices and do your research. You should make choices that suit your interests and strengths, not be influenced by your peers. The selection of electives for Stage 5 is an important decision which should only be made after considering the following points:

To help you choose courses, answer the following questions:

- **Why** am I choosing this course?
- **Do I know** all about the course?
- Am I **interested** in the course?
- Am **I currently succeeding** in the Subject?
- If it is a new subject, do I have the **application to succeed** in the subject?
- Does the course provide me with a balanced program offering **interest and variety**?
- Am I **willing to apply myself consistently** to achieve the best results I can in this subject for two years?
- What **advice** do my current teachers have?

Who can help you?

The most important people to ask about elective choices include the Deputy Principal in charge of your year group, the Careers Adviser, your Year Adviser, the Head Teaches in each Key Learning Area, student currently studying the Stage 5 elective courses and of course your parents/carers.
These people are available to provide detailed course information and help you make good decisions about your elective choices.

- Deputy Principal – Mrs Barry and Mr Littlejohns
- Head Teacher English – Mr Ramsden
- Head Teacher Mathematics – Mrs Day
- Head Teacher Science – Mrs Kneeshaw
- Head Teacher PD/Health/PE – Mr Pearson
- Head Teacher Creative & Performing Arts – Mr Hart
- Head Teacher Languages – Mrs Ommundsen
- Head Teacher HSIE – Mr Barry
- Head Teacher TAS – Ms Meacham
- Head Teacher Support Education Milumba – Mrs Watene
- Careers Adviser – Mrs Ingold
- Transition Adviser- Mrs Gough
- Year Adviser – Mr Stephen

Board Developed Mandatory Courses

English

English is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

The study of English in Stage 5 fosters in students critical and creative thinking through the study of language and quality literature. Students will experience a wide range of texts and develop skills in crafting their own texts by responding to and critically evaluating the ideas represented by others. Emphasis will be placed on developing skills in reading, writing, listening, speaking and visual literacy. Students will be assessed using a range of measures. These include written, spoken, visual representation, creative and analytical writing, and contextual research. Students are given a detailed schedule of the assessment tasks at the start of the year.

Subject Assessment: Students are assessed throughout the course

Year 9
Semester One and Semester Two Reports are based on whole year assessment and teacher appraisal of student's demonstrated performance as indicated by the course performance descriptors issued by NESA (NSW Education Standards Authority).

Year 10
Semester One and Semester Two Reports are based on whole year assessments including an Examination towards the end the year and teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by NESA (NSW Education Standards Authority).

Course Adviser: Mr M Ramsden

Geography

Geography is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

By the end of 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. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Subject Assessment: Students are assessed within the course

Year 9 and 10
In Years 9 and 10 include classwork, research activities, literacy tasks and tests together with teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).

Course Adviser: Mr B Barry

History

History is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source

Subject Assessment: Students are assessed within the course

Year 9 and 10
In Years 9 and 10 include classwork, research activities, literacy tasks and tests together with teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).

Course Adviser: Mr B Barry

Mathematics

Mathematics is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

In Mathematics, we follow a flexible Core-Paths structure to meet students' needs and encourage student aspirations, while preparing for Stage 6 Mathematics, as well as post-school skills and pathways. 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 classes will be created to prepare for each of the Stage 6 Mathematics courses as follows:

- Preparation for Extension/Advanced
- Preparation for Advanced/Standard
- Preparation for Standard
- Preparation for Standard/Numeracy

It is important to note that Stage 6 course eligibility will not be determined at the beginning of Stage 5.

The core content will be taught at all levels and all classes will have an explicit focus on 'working mathematically' where students communicate reasoning, understanding and fluency, and engage in problem solving. There will be opportunities to extend students with pathway content at all levels.

Subject Assessment: Students are assessed within the course

Year 9
Assessment will be based on tasks common to the pathway the students are studying. Assessment tasks include research, investigation and project-based tasks, as well as tests. Report grades will be based on the assessment tasks, with individual outcomes that come from the tasks.

Year 10
Report grades will be based on the Assessment Tasks listed in the Year 10 Assessment Booklet. Individual outcomes may come from individual class tasks.

Should you have any further inquiries about Mathematics courses please feel free to contact the Mathematics Faculty.

Course Adviser: Mrs L Day

Personal Development/Health/Physical Education

PDHPE is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Knowledge and Understanding
In PDHPE, students will:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity.

Skills
In PDHPE, students will:

- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts.

Values and Attitudes
In PDHPE, students will:

- value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities

Subject Assessment: Students are assessed within the course

Year 9 and 10
Students are assessed both theoretically and practically. Students must complete assignments, class tests, homework and class work. Students need to demonstrate skills in a variety of practical activities and sports.

Course Adviser: Mr C Pearson

Science

Science is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

Students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

Subject Assessment: Students are assessed within the course on a range of content and skill outcomes covering the key syllabus components of Knowing and Understanding, Questioning and Predicting, Planning and Conducting Investigations, Processing and Analysing data and Information, Problem-solving and Communicating.

Year 9
Assessment will be based on the student's performance in both classroom and common assessment tasks. Common assessment tasks include essays, projects and exams. Working scientifically skills are also assessed throughout the course. A progressive picture of a student's ability will also be developed through a range of class-based assessment tasks.

Year 10
Assessment will be based on the student's performance in both classroom and common assessment tasks. Common RoSA assessment tasks include an individual Student Research Project (SRP) in Term 2 and Genetics Essay. Students will also take part in VALID, a state-wide online assessment of Stage 5 Science outcomes, as a part of their RoSA assessment tasks. A progressive picture of a student's ability will also be developed through a range of class-based assessment tasks and working scientifically skills.

Assessment strategies will include:

- Classroom observations
- Unit tests
- Written work
- Projects
- Assignments
- Practical activities

Course Adviser: Dr S Kneeshaw

Ulladulla High School
Mandatory Courses

Careers

Careers is part of the school curriculum
Course details are not included on RoSA
Course details are not included on School Report

Ulladulla High School aim is to provide Year 10 students with all the latest information that will help them make decisions about their future career and life beyond school. Students in Year 10 will be given 20 hours of instructed career education at Ulladulla High School as well as additional opportunities for career development.

Students will have the opportunity to take part in various activities including Work Experience, White Card Training, career specific course information sessions, including Defence and exposure to many other work-related opportunities.

The career module competencies include:

- Build and maintain a positive self-concept
- Interact positively and effectively with others
- Change and grow throughout life
- Participate in lifelong learning supportive of careers goals
- Locate and effectively use careers information
- Understand the relationship between work, society and the economy
- Secure/create and maintain work
- Make career enhancing decisions
- Maintain balanced life and work roles
- Understand the changing nature of life and work roles
- Understand, engage in and manage the career building process

Subject Assessment: The are no assessment activities for this course

Carers and Transition Adviser: Mrs K Ingold and Mrs Gough

School Sport

School Sport is part of the school curriculum
Course details are not included on RoSA
Course details are not included on School Report

School sport is a compulsory subject for students in years 7 – 10. During School Sport, students participate in planned moderate activity with some vigorous physical activity across the school week. This time includes planned weekly sport, which occurs twice in a timetable cycle (140 minutes). School sport differs to Practical PDHPE in that it is aimed at improving student's engagement in weekly structured physical activity and does not include assessable outcomes.

Students complete school sport in their designated house groups which remain the same from year 7-10. These houses are Bara, Gawura, Daringyan and Guruwin. Sport captains are elected from each sport group. Students are awarded Most Valuable Player each Sport session for effort, sportsmanship and skill. Sport groups compete each week to gain points for their team. Finals are held each term. An overall winning team for each cohort is awarded at the School Sports Assembly.

Sports include a range of mainstream sports such as touch, soccer, basketball as well as modified sports to suit varying abilities and promote participation, such as capture the flag, long ball and golden child.

Participation in the School Athletics and Swimming Carnivals is highly encouraged for all students at Ulladulla High School.

Subject Assessment: The are no assessment activities for this course

Course Adviser: Mr C Pearson

Elective Courses

To meet NESA requirements, student choice must include:

- At least **ONE** Board Developed Course **or** Content Endorsed Course
- **TWO** choices from any of the three categories – Board Developed, Content Endorsed or School Developed Board Endorsed Course

Board Developed Elective Courses

At least **ONE** Board Developed Course **or** Content Endorsed Course must be selected to meet NESA requirements

Aboriginal Studies

Aboriginal Studies is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Aboriginal Studies provides students with the opportunity to develop knowledge and understanding of Aboriginal Peoples, histories and cultures. This syllabus is designed to be inclusive of all students in NSW schools and of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

Aboriginal students are empowered through the exploration and celebration of their cultural and social heritage, continuity and resilience. Cultural affirmation through the study of their local/regional community(ies) and Aboriginal cultural diversity can contribute to personal and cultural wellbeing.

Non-Aboriginal students are provided with opportunities to recognise and respect the knowledges and practices of Aboriginal Peoples as the most sustained globally. The study of Aboriginal identity and lived experiences of Aboriginal Peoples benefits non-Aboriginal students by providing deeper insights that can enable more respectful and reciprocal engagement with Aboriginal Peoples and communities.

Aboriginal Studies students develop an appreciation of Aboriginal identity and experiences, which acknowledges and addresses racism existing in Australian society, and promotes inclusiveness. Students have the opportunity to develop an appreciation of Aboriginal Peoples' identities, which are interconnected with Country, culture and community. They recognise the fundamental importance of Country/Place and spirituality to Aboriginal Peoples and Torres Strait Islander Peoples, respectively. Students develop knowledge about historical and contemporary issues affecting Aboriginal and Torres Strait Islander communities. The study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal Peoples and communities. Students develop an understanding of Aboriginal Peoples' roles locally, regionally, nationally and internationally, and the importance of self-determination and autonomy to Aboriginal Peoples' ongoing contribution and success.

Knowledge about the historical and contemporary experiences of Aboriginal Peoples, and the range of relationships with non-Aboriginal people, contributes to ethical and empathetic understandings that are of value to students' personal, social, cultural, academic and professional development. In these ways, students can become active and informed advocates for a just and inclusive world.

Subject Assessment: In this course, there is an assessment as learning approach. This involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understandings and work towards learning goals.

Course Adviser: Mr B Barry

Agricultural Technology

Agricultural Technology is a Board Developed Course

Students will learn how to grow food crops and raise animals in a range of environments through sustainably managing agricultural enterprises and marketing products.

Most of the enterprises to be managed will be on the School Farm, including Horticultural enterprises such as vegetables, herbs, fruit trees, vines, hydroponics, glasshouse /greenhouse production, raising vegetables, herbs, native plants for landscaping, amenity plants for indoor and outdoor landscaping.

Animal enterprises which students manage include layer & show poultry, wool/meat sheep, pigs, dairy and beef cattle, honeybees and worm farms. Practical work makes up 50% of the course.

The syllabus also provides the opportunity for students to explore the changes to the Australian environment brought about by land management practices before and after 1788. They will study both enterprises important to their local environment and region and some examples that will extend their knowledge about Australian agriculture in a broader context.

A small number of Year 9 and 10 students will have the opportunity to participate in the South Coast Steer Spectacular competition which involves training, managing, parading and preparing steers. This takes place throughout Term 1 in preparation for the competition at the beginning of Term 2.

Students doing Agriculture have excellent facilities on the farm. This is well equipped and although small in area, contains many different learning areas for students to use.

In the classroom students will be expected to maintain a neat record of all their theory and practical work. This course provides an excellent introduction to senior Agriculture in Years 11 and 12.

Subject Assessment: For Year 10 a grade will be awarded in Agriculture based on the subject specific descriptors issued by NESA (NSW Education Standards Authority) and the assessment of student performance in projects, tests, assignments, practical and class work over the year.

Course Adviser: Mr P Gell, Mrs C Carden

Commerce

Commerce is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Do you want to be a Millionaire? This is course designed to teach you how to accumulate wealth and manage your financial and legal obligations. It is designed to be practical and entertaining as well as examining the many career opportunities open to students now and in the future using, where possible, case studies and interviews drawn from our local and wider communities.

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies. In examining these, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Students can expect to be involved in financial competitions such as the Stock Market Game and Money Stuff Challenge and excursions.

Over Years 9 and 10 students will also experience study in some of the following optional topics such as: E Commerce, Running a Business, Political and Community Involvement, Travel, Buying a Car, Investing, Promoting and Selling.

Subject Assessment: In this course, there is an assessment as learning approach. This involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understandings and work towards learning goals.

Course Advisers: Mr B Barry

Computing Technology

Computing Technology is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Computing Technology is an exciting and challenging course, designed to develop students' knowledge, confidence and creativity in designing, analysing, developing and evaluating information technology (hardware and software) solutions.

Computing Technology focuses on developing computer skills through the completion of a variety of projects which will occupy at least 60% of the allocated course time. Specialized peripherals, such as VR headsets, cameras and graphic tablets are available for projects.

The 'hands-on' projects will form the basis for assessment and will develop student's techniques and knowledge in areas such as:

- Coding
- Graphic Design
- 2D and 3D Game design and development
- Web site design and development
- App design and development
- Animation
- Virtual reality
- Computer Networks
- Software and hardware

Computing Technology aims to equip students with the ability to become 'COMPUTATIONAL THINKERS' - a 21st Century Skill.

Additional Content
Advanced project work will be given to gifted students with opportunities to broaden, deepen and extend their learning.

Subject Assessment: Consists of theory classwork, practical classwork, and other appropriate tests.

Course Adviser: Ms A Smith and Ms J Meacham

Dance

Dance is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

- Dance is a nonverbal communication that uses the body as an instrument and has existed as a vital part of every known culture throughout time.
- Dance involves the development of technique and physical skill as well as aesthetic, artistic and cultural understanding.
- Learning in dance and learning through dance allows students to learn to express ideas creatively as they make and perform dances, and analyse dance as works of art.
- They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.
- Students learn through the interrelated study of performance composition, appreciation and dance as an artform.

Performance
Dance is designed to be performed for an audience. A dance performance can be the informal or formal presentation of a classroom sequence, a student composition, a choreographed dance or an excerpt of a dance work of art which is based on the elements of dance, expresses a concept/intent, ideas and/or styles, and reflects the syllabus outcomes.
Students work towards building appropriate strength, flexibility, coordination, endurance and skill through 'dance technique'.
Performance opportunities: Whole school assemblies/ceremonies including, ANZAC, NAIDOC, Sports, Presentation, UHS musicals, end of year showcases, variety shows conducted within UHS. External performances can include Milton Show, Story fest, South Coast Regional Dance Festival, local festivals and events.

Composition
Dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition. Students problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to stimuli, creation of intent to communicate ideas/concepts and engage with an audience.

Appreciation
Students to gain an understanding of people, culture and society. Student's study and analyse dance works, they *observe and describe* performances, compositions and dance works of art through the elements of dance, reinforcing the students' understanding of their own dance performance and composition. In describing dance, students learn to read and interpret components of a work that communicates ideas. Students analyse dance works of art within a social, cultural or historical context as a reflection of the society from which it has emerged.

Subject Assessment: Consists of performances, theory classwork, practical classwork, logbooks and assignment work. The course will involve individual work as well as working in small and large ensemble performance groups.

Course Adviser: Mrs A Grady, Mr B Hart

Design and Technology

Design and Technology is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

A subject for creative problem-solving **thinkers**, interested in:

- Designing and making things – mixed media
- Sustainability
- Presentation and marketing
- Learning about technology, decision making and expressing ideas in the real world.

The course is based around **project work** in areas which may include:

- Architecture
- Product design
- Marketing/promotional development
- Marine products
- Ecosystem management

Subject Assessment:

- Project work including folios
- Topic tests
- Presentations
- Research assignments

Course Adviser: Ms J Meacham

Drama

Drama is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

In one way or another, Drama touches every life. It can be a source of learning and entertainment, a point of contact with others, a career, a medium that we watch and enjoy or an outlet for creative energies.

The Stage 5 Drama course aims to develop student's ability to communicate with skills and confidence, to work cooperatively and creatively in performance situations, to observe actively and accurately real and enacted situations, to know how to engage an audience and to reflect on and evaluate their creative work.

Students will gain knowledge and understanding of improvisation and play-building, scripted and unscripted drama, varieties of dramatic style, performance techniques and technical aspects of theatre. Throughout this process they will learn how to collaborate effectively in large and small groups through a shared objective.

The Year 9 course will introduce students to the basics of Improvisation through a Theatre Sports unit, before moving into the Greek Theatre, Mask and Puppetry.

The Year 10 course will build on existing skills and consist of Monologue/Duologues, Melodrama, Design and culminate in a Theatre in Education performance.

A key element of the Stage 4 Drama course is the ability to engage an audience, a life skill in any career. As such students will be exposed to authentic audiences throughout the course, performing to junior students within the school, pre-school students for the puppetry unit, public installations, evening performances for friends and family and finally spend a week touring our local primary schools. They will also participate in the Canberra Theatre Festival and the Drama Festival at Wollongong Theatre and other events as they arise.

This course may lead to further study of Drama in Years 11 & 12.

The course will involve individual work as well as working in groups.

Subject Assessment: This consists of written/course work and practical/performance work. The weightings for assessment are 60% practical and 40% theory. The practical component will consist of a variety of tasks including; improvisation, performance, costume design, promotion design, script writing. The theory component will consist of a reflection journal and research tasks.

Course Adviser: Ms. V Jauncey, Ms McCutcheon, Mr B Hart

Food Technology

Food Technology is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Food Technology is an interesting and creative subject, which is designed to cater for students who enjoy practical work and completing a wide range of varying activities.

This course has a major practical component and students will be given an opportunity to participate in a variety of practical cookery and catering activities.

Students will complete a wide range of topics including:

- Food Trends
- Food Service and Catering
- Food in Australia
- Food for Special Needs
- Food for Special Occasions- including the cake decorating competition
- Food Product Development
- Food Equity

Food Technology impacts daily on people's lives and their state of health and is therefore an important curriculum area which all students can benefit from.

This subject involves a **compulsory course fee** to cover cost of consumable materials used.

In Food Technology **Subject Assessment** will include:

- Development of practical skills
- Topic tests
- Classwork and assignments appropriate to areas of study

Enclosed leather shoes must be worn for Food Technology practical lessons

Course Adviser: Ms J Meacham

French

French is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

French is an international language and is spoken in over 50 countries throughout the world. More than 220 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world!

The Stage 5 French course aims to:

- Teach students to understand, read, speak and write the type of French used in everyday situations through the use of songs, videos, role plays and games.

- Give students the valuable life skill of being able to communicate in a second language.

- Give students new insights and attitudes to other cultures and to compare other cultures to our own.

Topics

- Personal identification: name, address, phone, birthday, age etc.
- House and home: describe your home and its contents
- Entertainment: sport, dancing, hobbies etc.
- Travel: using public transport, getting accommodation etc.
- Health: going to a doctor/ dentist
- Shopping: going shopping, money etc.
- Food and drink: talk about and be able to order in a restaurant or shop
- Places: asking the way, giving directions
- Weather: discuss weather conditions
- Signs: understanding signs on roads, shops etc.

Ways of Learning French

- listen to music, songs
- reading articles, blogs, websites
- cooking
- listening to dialogues and repeating
- playing language games
- use of language learning apps/websites
- projects
- role play
- print textbook/interactive textbook tasks

Course Advisers: Mrs Ommundsen and Mrs T Smith

Geography Elective – Oceanography, Primary Production and Fieldwork

Geography Elective is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

This course is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

It emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

The study of this course enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Subject Assessment: In this course, there is an assessment as learning approach. This involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understandings and work towards learning goals.

Course Advisers: Mr B Barry

Graphics Technology

Graphics Technology is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

The aim of the course is to develop the ability to express ideas and present information in a graphic form. This course is suited to students who appreciate neat, tidy work, which can require a high degree of thinking skills. Most of course work is completed using Computer Assisted Drawing programs (CAD).

Content

- Basic Drafting - use of drawing instruments
- Learning to use computer graphics packages
- Pictorial Drawing - representing 3 dimensions in one drawing
- Using computers to generate 3D drawings (C.A.D.)
- Product design and development
- Introduction to 3D printing and cutting-edge design techniques utilizing world leading design software

It should be noted that Graphics is advantageous to those students who are planning on careers in Product Development and Design, Engineering and in Trade courses such as building, bricklaying, motor mechanics, fitting and turning.

Subject Assessment: Assignments, tests and set classwork is used to evaluate student's progress.

Course Adviser: Ms J Meacham

Industrial Technology

Industrial Technology is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Students cannot study more than two Industrial Technology subjects. There are 3 options:

1. **Industrial Technology - Electronics**

In this course students will learn to make electronic projects that will involve many practical experiences and at the same time give a good understanding of the principles involved in effective and safe working with electrical components.
There is a theoretical component which involves about 20% of class time and the rest of the time will be spent on Computer Aided Design to design and then photo etched printed Circuit boards. The following processes: - soldering, good board layout, wiring terminations and fault finding.

2. **Industrial Technology - Metal**

In this course all the techniques involved with producing metal projects from the designing stage through fabrication and machining to the finished product are learnt.
There is a theoretical component which involves about 20% of class time and the rest of the time may be occupied with the following processes: - soldering, welding, bench working, machining, fitting, painting, polishing and finishing.
Students also learn about engines, motor vehicles and machines and how to maintain and service them.

3. **Industrial Technology – Timber**

This is a course where students learn all about timber, timber products, working with timber, safe working practices and at the same time gain an appreciation of design. The course mainly involves making projects using a variety of hand and machining processes.
There is a theoretical component which involves about 20% of class time and the rest of the time will be spent on designing, constructing, machining, routing, sanding, wood turning and finishing.

Subject Assessment: Students are evaluated on their class projects, tests and theoretical records.
Please note- all Industrial technology courses have a theory content of approximately 20% of class time.

Enclosed leather shoes are required and must worn for all Industrial Technology courses.

Costs involved for Industrial Technology:
Any materials that students use for projects (students keep their projects) are not supplied by the Department of School Education. Fees for Industrial Technology projects are kept to an absolute minimum and are compulsory if you elect that subject.

Course Adviser: Mr M Macdonell, Mr J Hayes and Ms J Meacham

Japanese

Japanese is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Be Part of the "Global Conversation" and Be Ready for the Future: Sharpen Your Language Learning Skills. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools and Japan is a gateway to other Asian cultures. Knowing Japanese will set you apart from the crowd. The Japanese are innovators, designers, and creative engineers in cultural exports and Japan is one of Australia's favourite holiday destinations.

Japanese provides opportunities for students to engage with the linguistic and cultural diversity of the Japanese-speaking community. Through learning Japanese, students develop communication skills, gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Studying Japanese can increase conscientiousness, personal responsibility, and dependability - the ability to act in a principled, ethical fashion - skill in oral and written communication - interpersonal and team skills - skill in critical thinking and in solving complex problems - respect for people different from oneself - the ability to adapt to change - the ability and desire for lifelong learning.

Course content:
Students are provided with the opportunity to expand their active vocabulary to practice listening and speaking, to express their ideas in written form and to gain a greater understanding of the people and their culture. Students may have the opportunity to host a Japanese student to enrich their speaking skills.

Using Language
Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in the Asian Language.

Making Linguistic Connections
Students will explore the nature of languages as systems by making comparisons between the Japanese Language and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving Between Cultures
Students will develop knowledge of the culture of Japanese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Course Adviser: Mrs Ommundsen, Ms L Morgan

Music

Music is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

The elective music course aims to give the students more detailed understanding of music through as wide a range of music activities as possible. These activities include performing, composing and listening. Students will build on the skills they gained in Years 7 and 8 Music and their personal experiences and learning.

Stage 5 Music Course structure:

Concepts of Music

- Duration
- Pitch
- Dynamic and expressive techniques
- Tone colour
- Texture
- Structure

Learning Experiences

- Performance
- Composition
- Listening

Students will:

- Experience listening to a board range of styles of Music.
- Use various forms of Music notation to learn performance pieces.
- Choose some of the repertoire of Music that the class studies and performs.
- Perform Music as a class, gaining skills performing Music in an ensemble.
- Perform in small groups and solo.
- Learn to use and experience Music making using various forms of technology.
- Learn to notate and record their compositions using Music technology.
- Specialise performing with their chosen instrument or voice, but also experience performing using, percussion, guitar, keyboards and singing.

Subject Assessment. Students will be assessed in all three areas of the course.

Course Adviser: Mr B Hart

Photographic and Digital Media

Photographic and Digital Media is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

The course has been written to provide students with opportunity to explore the visual world of digital imaging, photography and film/video in a contemporary context. Students will specialize in the art of digital imaging and computer-generated forms of image making and specialist photographic techniques. The course is based upon foundational knowledge and skills of a Digital Single Lens Reflex Camera (DSLR), understanding of lenses and photographic and computer peripherals.

The course is both theory and practical with much emphasis on the development of skills and knowledge in the use of "photographic and movie editing programs" and industry-based computer software, design elements and studio photography.

Year 9

- Understanding the settings and equipment associated with a DSLR camera
- Introduction to the Adobe Creative Cloud including Photoshop, Lightroom and Premier
- History of photography and digital image making
- Technical, Composition and Design elements in digital image making
- Introduction to Drawing Tablets
- Topics covered: Landscapes, Commercial Product Photography, Introduction to Video/Filmmaking

Year 10

- Narrative and Portraiture photography using In-Camera special effects, lens choice and lens filters.
- Advanced Technical, Composition and Design Elements in digital image making and Video/Film
- Advanced skills using the Adobe Creative Cloud Suite
- Advanced projects based on skills and knowledge acquired.
- Advanced Film-making – music videos project exhibited at UHS Expo

Subject Assessment: will be based on:

- Practical tasks and projects
- Portfolio of work
- Practical and theoretical study of a broad range of photographic styles and techniques presented in written, aural and audio-visual forms.

Course Adviser: Ms C. McGrath and Mr B Hart

Textiles Technology

Textiles Technology is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

Textiles is a creative and enjoyable practical subject.

Students learn to develop skills and confidence in the use of a range of textiles materials, techniques and equipment to produce quality textiles items.

Focus areas include:

- Making apparel (clothing)- learning to read and follow conventional pattern instructions
- Textiles Art- learn a variety of decorative techniques and create an artwork made from fabric
- Costume- design and make a decorative costume that reflects a theme
- Furnishings- create a textiles furnishing item
- Pattern making and altering- design and make your very own garment
- Theory- learn about how fabric is made, how to draw fashion figures and put together a design portfolio

Students will be required to supply some resources and fabrics according to their own practical projects.

This year for year 9:

- Shorts inspired by a 'decade of design'
- Investigate Japanese Textiles to create a 'stitched Shibori' bag
- Experiment with natural dying to create a cushion cover

This year for year 10:

- Dress to impress – Apparel item of choice
- Upcycle project
- Costume corset

Subject Assessment:

- Practical skills and achievement -
- Assignments and folio work, tests and classwork which will involve theoretical application in relation to the practical work.

This subject involves a **compulsory course fee** to cover cost of consumable materials used.

Course Adviser: Mrs J Meacham

Visual Arts

Visual Arts is a Board Developed Course
Course details are included on RoSA
Course details are included on School Report

The elective Visual Arts Course gives students opportunities to explore a vast range of media - sculpture, painting, drawing, pottery design, silkscreen printing, print making, computer generated artworks.
Students are encouraged to develop visual perception, analytical skills and the creative manipulation of materials and understanding how works communicate meaning.
The course subject matter evolves from the student's world - (imaginary and real) and the world of Art, Craft and Design.

Year 9

- Surrealism
- Landscapes
- Social Issues and Street Art
- Objects and Still Life
- Mixed Media Sculpture

Year 10

- People and Events
- Places, Spaces and Architecture
- Ceramics and Design
- Modernist Painting and Abstraction
- The Physical and Psychological world of the artist.
- Investigating such concepts as beliefs, social and peer groups, mass media, gender, ethnic origins.

Students will be involved in both the Artmaking and Studying of Artworks.
A broad range of artworks from Australia and other cultures both past and present relevant to the student's own Artmaking are studies.

The skills they develop will form a foundation for life by providing recreation, as well as being an asset to many career paths, exhibitions as well as creative and cultural opportunities.

Subject Assessment: Year 9 and Year 10

Artmaking:
This is where the process of Exploring, Developing and Resolving of artworks takes place. The artwork is the culmination of the Practice of artmaking and used to document their perceptual, conceptual & evaluative involvement in the making and studying of artworks.

Historical/Critical studying of artworks:
This takes the form of studying and writing about artworks through an understanding of Practice, Conceptual Framework and the Frames. Each of these disciplines provides different opportunities and relationships in which to understand artworks throughout history. This study is also used to inform their artmaking practice.

Course Adviser: Mr B Hart

Content Endorsed Elective Courses

To meet NESA requirements, student choice must include:

- At least **ONE** Board Developed Course **or** Content Endorsed Course
- **TWO** choices from any of the three categories – Board Developed, Content Endorsed or School Developed Board Endorsed

Child Studies

Child Studies is a Content Endorsed Course
Course details are included on RoSA
Course details are included on School Report

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

Objectives

Students will develop:

- knowledge and understanding of child development from preconception through to and including the early years
- knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
- knowledge and understanding of external factors that support the growth, development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development.

Students will value and appreciate:

- the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing
- the positive impact that significant others play in the growth and development of children

Modules:

• Preparing for parenthood • Conception to birth • Family interactions • Newborn care • Growth and development • Play and the developing child • Health and safety in childhood • Food and nutrition in childhood	• The diverse needs of children • Children and culture • Media and technology in childhood • Aboriginal cultures and childhood • Childcare services and career opportunities

Subject Assessment:

In Years 9 and 10 include classwork, research activities, literacy tasks and tests together with teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).

Course Adviser: Mr C Pearson

Marine and Aquatic Technology

Marine and Aquatic Technology is a Content Endorsed Course
Course details are included on RoSA
Course details are included on School Report

Ulladulla is a coastal community and provides the ideal setting for Marine Studies. Choosing this topic provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

By studying Marine Studies students develop their capacity to think critically by calling upon a wide range of knowledge, procedure and develop solutions. They are required to examine the impact of human activity on the marine environment.

Students who are considering this subject should have an interest in the marine environment and be aware that the course does involve a level of scientific literacy and practical tasks involving coastal settings.

Whilst we do have the opportunity to occasionally go fishing, this IS NOT the subject of going fishing.

Year 9 Course

- Core 1: Introduction to Marine and Aquaculture Technology
- Water Chemistry and Quality
- Aquarium Design and Maintenance
- Fish Biology
- Marine Mammals
- Rock Platforms
- Ocean Plastics
- The Abyss

Year 10 Course

- Core 2: Skills Management and Employment
- Dangerous Marine Creatures
- Small Motorboats (If running with Roads and Maritime Services)
- Sharks
- Microscopic Aquatic Organisms
- Aquaponics
- Fish Harvesting and Biodiversity
- Marine and Aquatic Plants
- Snorkeling

Course Advisers: Mrs J Ford & Amy Tabone

Physical Activity and Sport Studies

Physical Activity and Sport Studies is a Content Endorsed Course
Course details are included on RoSA
Course details are included on School Report

The aim of the Physical Activity and Sports Studies course is to enhance students' capacity to participate effectively in physical activity, leading to improved quality of life for themselves and others.
Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment
- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society

The course is organised into three areas of study of which one or more modules from each area must be completed.

AREAS OF STUDY	Foundations of Physical activity	Physical activity and Sport in Society	Participation and Performance
MODULES	▪ Body systems and energy for physical activity ▪ Physical activity for health ▪ Physical fitness ▪ Fundamentals of motor skill development ▪ Nutrition and physical activity ▪ Participating with safety	▪ Australia's sporting identity ▪ Lifestyle, leisure and recreation ▪ Physical activity and sport for specific groups ▪ Opportunities and pathways in physical activity ▪ Issues in physical activity and sport	▪ Promoting active lifestyles ▪ Coaching and leading ▪ Enhancing performance – strategies and techniques ▪ Technology, participation and performance ▪ Event management

MOVEMENT APPLICATION	Aerobics and fitness Games Self-defense	Aquatics Dance Outdoor education	Athletics Gymnastics Recreation pursuits

Subject Assessment: Year 9 and Year 10
Topic Tests & Assignments
Practical Units
Carnival Participation - Swimming, Cross Country, Athletics
Students who are considering choosing this topic should have a keen interest in Physical Education.

Course Adviser: Mr C Pearson

Physical Activity and Sports Studies – Surfing Industry

Physical Activity and Sport Studies – Surfing Industry is a Content Endorsed course
Course details are included on RoSA
Course details are included on School Report

Rationale

Surfing Studies has been developed in response to demand in the local area and in conjunction with industry experts. It will provide students with the opportunity to participate in surfing in a way that brings them knowledge and understanding, skills, health, enjoyment, wellbeing and invaluable industry experience. This course builds upon students' knowledge, understanding and skills through further in-depth study of the surfing industry. It incorporates a wide range of valuable industry, lifestyle and leisure experiences. The aim of this course is to develop skills that allow students to participate in the surfing industry in a variety of contexts and to appreciate the culturally diverse, yet interconnected world in which they live. This course is for any student with an interest in the surfing industry and wanting to improve their knowledge, understanding and practical skills.

Course Structure Overview

Compulsory activities

- Yr 9 & Yr 10 Compulsory Core Study
- Year 10 Work Experience Internship
- Students will Surf at least 20 times in a Year.
- Surfing for all levels ranging from beginner to advanced will be provided.

Course Optional Activities

- Over years 9 and 10 students will complete two depth study from each Depth Study group (1,2,3)
- The Work Experience (4.1) Internship is compulsory for Year 10 in Term 3/4.
- The class will study only one depth study per term. Depth studies will be selected in consultation with the teacher.

Depth Study Modules (teacher selects)

- 1.1 Surfing as a Popular Culture
- 1.2 Surf, Tourism and Travel
- 2.1 Surfing and The Body
- 2.2 Stand Up Paddle Boarding
- 3.1 Sport Events
- 3.2 Film and Photography
- 3.3 Surfing Technology and Skills
- 3.4 Surf Industry and Employment
- 4.1 Internship

Notes on Surfing Practical

- Students will be required to be able to swim 200m, (4 Laps), in under 5 mins to participate in this course.
- Full support for learners i.e. boards, wetsuits and transport will be provided. Students may use their own equipment.
- Course fee of $270 provides all students will access to surf school equipment and transport to surf locations.

Course Adviser: Mr C Pearson

School Developed Board Endorsed Courses (SDBEC)

To meet NESA requirements, student choice must include:

- At these **ONE** Board Developed Course **or** Content Endorsed Course
- **TWO** choices from any of the three categories – Board Developed, Content Endorsed or School Developed Board Endorsed Courses

Performance Skills

Performance Skills is a School Developed Board Endorsed Course
Course details are not included on RoSA
Course details are included on School Report

Performance Skills (formally known as Circus Skills) is an art form with a distinct body of knowledge including conventions, history, skills and method of creating. It is a vital part of our society and is celebrated worldwide as an expression of culture and belief as diverse as the values found in Australian culture.

Performance Skills (formally known as Circus Skills) will provide students both individually and in groups with the opportunity to blend specialist physical activities with theatrical performance skills. Performance Skills encourages students to work collaboratively and co-operatively throughout the process of creating and performing circus

In Performance Skills students are provided with a medium for personal expression. This enables the sharing of ideas, feelings and experiences whilst providing a valuable and unique means of enriching the physical, athletic, emotional, intellectual and social development for all students.

This course is designed to complement and enhance both the Board developed Drama and Dance course, while utilising the distinct physical stylizations and theatrical elements that exist in the practice of circus.

The course provides for the study of core content, and elective options. A minimum of 4 elective themes would be chosen from the following:

	ELECTIVE modules	**Hours**
1	Research Australian Companies and Performers	15
2	Circus Techniques: Manipulation/Clown	35
3	Research O/S Companies & Performers	15
4	Circus Techniques: Equibristics/Aerials	35
5	Research Circus Manipulation & Clown	15
6	Majors 1 & 2: Train, devise & perform	35
7	Research: Equibristics & Aerials	15
8	Majors 3 & 4: Train, devise and perform	35

Course Adviser: Ms McCutheon, Mr B Hart

Equine Studies

Equine Studies is a School Developed Board Endorsed Course
Course details are not included on RoSA
Course details are included on School Report

Equine Studies is a course for students interested in horses. Students will handle and work with horses at local horse establishments and there will be opportunities to groom or compete at local competitions. There is also the potential to complete the Introductory Horse Management Certificate with Equestrian Australia. This is not a how to ride course and there will not be regular horse-riding sessions.

Due to the nature of the practical components in Equine Studies these opportunities will be held off-site and **additional costs will be incurred.**

There are a wide range of opportunities presented through Equine Studies, some examples include:

- **WHS Induction -** Stable and Farm safety induction. Introduction to safe handling of horses.
- **Horse Handling and Grooming -** Students will become familiar with different equipment and gear relevant to the management of a horse in various situations.
- **Introduction to Feeding Horses -** Students will begin to understand different feeding and watering requirements of horses kept intensively. They will learn about the horse's digestive system, types and purposes of feeds available.
- **Diseases of Horses -** Students will be able to identify, help prevent and manage common horse diseases and illnesses.

Course Advisers: Ms A Grady / Ms H Hewitson

Exploring Science (Critical Thinking)

Exploring Science (Critical Thinking) is a School Developed Board Endorsed Course
Course details are not included on RoSA
Course details are included on School Report

Do you want skills that will prepare you for any future career?

- Are you open-minded and love solving problems?
- Do you want to understand how your mind and the world around you work?
- Do you like to delve deeper into issues?
- Would you like to do research and laboratory work on things you are passionate about?

Exploring Science (Critical Thinking) delves deeper into real-life Science and provides students with the skills, tools, and opportunities to improve their problem-solving and higher order thinking skills. Students will conduct laboratory and project work that provides opportunities to engage with Scientists in Industry/Research, develop practical skills, think critically, build creatively, and write/report for an audience.

Sample Lessons:
CSI – Bring criminals to justice through analysing crime scene evidence
Identify animal predators in bushland using "chew cards"
Zoom Q&A with UNSW Neuroscientist
Design, build & race solar cars
Test the psychology of sports "trash talking"

The course aims to engage and encourage students to develop their scientific reasoning and critical thinking skills as well as recognise the key aspects of a critical thinking mind. They will develop the essential skills to plan and conduct first-hand investigations, literature reviews and evaluate the vast and diverse amount of information they encounter in their daily lives. This will help them face future challenges in a continually evolving world.

Course components

- Core 1 (Year 9): History and development of scientific thought - Critical thinking in action
- Core 2 (Year 10): Research skills to support the critical scientific mind

*Options (minimum of **four** options will be completed throughout Year 9 and 10):*

- Forensic Science - Blind justice: You've been selected for jury duty.
- Neuroscience - Recreating the human mind: The future of artificial intelligence (AI).
- Sports Science - Strategies and innovations in sports: The path to victory.
- Unearthing Science – Local ecosystem study partnering with the University of Sydney.
- Conspiracy theories: Where are the facts?
- Advertising: Have they got your attention?
- Solving problems of today and the future.
- Predicting the future: How certain can we be?
- Strategies used in business and war.

Subject Assessment: Practical and research-based assessments.

Course Advisers: S. Dubois and K. Buchan

International Studies

International Studies is a School Developed Board Endorsed Course
Course details are not included on RoSA
Course details are included on School Report

Elective History – International Studies is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present. It provides opportunities for students to explore human actions and achievements in a range of contexts. Students develop an understanding of the world from social, cultural and historical evidence.

The study of History Elective – International Studies enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members to local communities, expanding to national and world contexts. It introduces the idea that the social and cultural world contains many stories and that there is never only one uncontested version. The study of this course develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the experiences of different cultural groups within our society. This course encourages students to develop an understanding of significant concepts such as continuity and change, cause and effect, significance and contestability.

Subject Assessment: In this course, there is an assessment as learning approach. This involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understandings and work towards learning goals.

Course Advisers: Mr B Barry

iSTEM

iSTEM is a School Developed Board Endorsed Course
Course details are not included on RoSA
Course details are included on School Report

STEM education is the learning of science, technology, engineering and mathematics (STEM) in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic real-world context. The iSTEM NSW DoE Approved Elective Course covers a number of STEM based fields, including STEM Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Aerospace, Statistics, CAD/CAM and Biotechnology.

Individual modules provide specific content related to CNC, computer-controlled machining, computer integrated manufacture, 3D printing, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics. It may include inquiry, problem and project-based learning.

The iSTEM course utilises a practical integrated approach with engineering and technology being used to drive engagement in science and mathematics, through the development of technical skills and mechanical engineering knowledge. Its main purpose is to increase student STEM ability, engagement, participation and aspiration. This will lead to an increase in the number of students studying STEM based subjects in the senior years and ultimately the number of student matriculating to tertiary study in STEM and eventually STEM and Non-STEM based employment.

Class members have the option to participate in a variety of competitions and STEM based intervention programs during the course. Students will also study a variety of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry-based learning techniques.

STEM activities may include

- Science and Engineering Challenge
- F1 in Schools
- Excursions e.g. CSIRO, UOW etc
- RoboCUP and Robotics Challenge days
- Aeronautical Challenge
- 4x4 in schools
- Challenge days
- Major Research Projects
- FIRST Tech Challenge
- Velocity Challenge

This course aims to increase the number of students studying physics, chemistry, engineering studies, design and technology, computing and the higher levels of mathematics at the upper secondary school level. This is to be achieved through an integrative technology and engineering course structure, which gives practical relevance to scientific and mathematical concepts.

Subject Assessment: Students are evaluated on their class projects, tests and theoretical records.

Enclosed leather shoes are required to be worn for all iSTEM classes.

Course Adviser: Mr M Macdonell

Psychology

Psychology is a School Developed Board Endorsed Course
Course details are not included on RoSA
Course details are included on School Report

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

- **What is Psychology –** Students will learn about mental processes and human behaviour, the world of the psychologist, the history of psychology and present-day theories of psychology.

- **Research Methods -** Students will investigate the types of psychological research and examine the ethical principles that practices are required to adhere to when engaging participants in research studies.

- **Positive Psychology –** Three important positive psychology topics are gratitude, forgiveness, and humility. Explore positive psychology throughout the whole unit by focusing on meditation, walking in nature, visiting the Nan Tien Temple and enjoying nature.

- **Psychological Disorders** – Investigate mental disorders and psychological disturbances. Anxiety, dissociative, somatoform, mood, psychotic, personality disorders and disorders of childhood are examined. Create a stigma box while looking at the way disorders are viewed within society.

- **The Brain –** Study the human brain and nervous system, the nature of normal brain function. Explore the teenage brain and the impacts of sleep, exercise, diet, technology and music impact positive brain functioning. Explore the benefits of these activities on the brain by walking in nature, going on excursions out of the school – in the past these have included visits to Flip Out and Tree Tops.

- **Intelligence, Creativity, Personality and Self** – Learn about the 4 basic types of learning: classical conditioning, operant conditioning, social learning and cognitive learning. Investigate theories of personality including psychoanalytic, social psychoanalytic, behavioural, humanistic and trait theories are examined in detail.

- **Forensic Psychology** – Learn about the role of the forensic psychologist, characteristics of violent offenders, investigate stalkers and stalking, criminal profiling, assessing defendant for insanity or competency, assessing people for risk of violence, the forensic psychologist in the courtroom, confessions and eyewitness identification. Explore case studies including Jack the Ripper and Ivan Milat.

- **Gender and Society** – Explore the significant differences between sex as a biological tool of classification and gender as a social construct. Explore current and historical thinking that has contributed towards gender theory and allows students to explore how social thinking influences psychological thinking about gender over time.

Course Adviser: Mr B Barry

Outdoor Education

Outdoor Education is a School Developed Board Endorsed Course
Course details are not included on RoSA
Course details are included on School Report

This course is based on experiential learning and provides students with the opportunity to explore and gain a deeper understanding of their surroundings through participating in a wide range of outdoor experiences. Through studying outdoor education, students will develop personal wellbeing and a sense of place and connection as a result of a greater understanding and appreciation of the local natural environment.

Students will develop a range of interpersonal skills, self-management and specialised movement skills and work together to be active and safe in a variety of outdoor environments.

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

YEAR 9

- Explore up to 4 interests in depth, both inside and outside school.
- Connecting with the natural environment
- Exploring the ocean, our surrounding National Parks and the bushland in our area
- Experiencing snorkeling, kayaking, canoeing, fishing, SUP'ing, bushwalking, ocean swimming, rock climbing, abseiling, mountain biking, mindfulness in nature, beach activities
- Navigation and map reading skills
- High Ropes course
- Personal and social skills, growth and development

YEAR 10

- First Aid in outdoor environments
- Ocean safety and surf rescue skills
- Environmental awareness, conservation studies and sustainability
- Exploring and delving deeper into: snorkeling, MTB, bushwalking, fishing, rock climbing, beach activities, kayaking
- Survival in outdoor environments, shelter building
- expedition planning, camp craft, camp cooking
- Overnight camp, coastal hike

The course will prepare students for pathways into further high school studies and subsequent career pathways such as outdoor leadership and guiding, environmental planning and ecotourism.

Course Advisers: Mrs R Mergel and Mrs S Dubois

Course Fees

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BOARD DEVELOPED COURSES	Year 9	Year 10	CONTENT ENDORSED COURSES	Year 9	Year 10
Aboriginal Studies	$20.00	$20.00	Child Studies	$20.00	$20.00
Agricultural Technology	$30.00	$30.00	Marine and Aquaculture Technology	$30.00	$30.00
Commerce	$20.00	$20.00	Physical Activity and Sports Studies (PASS)	$20.00	$20.00
Dance	$30.00	$30.00	Physical Activity and Sports Studies – Surfing Industry	$270.00	$270.00
Design and Technology	$70.00	$70.00			
Drama	$30.00	$30.00			
Food Technology	$120.00	$120.00			
French	$20.00	$20.00			
Geography Elective – Oceanography, Primary Production and Fieldwork	$30.00	$30.00	**SCHOOL DEVELOPED BOARD ENDORSED COURSES**	**Year 9**	**Year 10**
Graphics Technology	$40.00	$40.00	Performance Skills	$30.00	$30.00
Industrial Technology - Electronics	$55.00	$50.00	Equine Studies	$25.00	$25.00
Industrial Technology - Metal	$80.00	$80.00	Exploring Science (Critical Thinking)	$30.00	$30.00
Industrial Technology - Timber	$100.00	$100.00	International Studies	$30.00	$30.00
Computing Technology	$50.00	$50.00	iSTEM	$75.00	$75.00
Japanese	$20.00	$20.00	Psychology	$30.00	$30.00
Music	$30.00	$30.00	Outdoor Education	$180.00	$180.00
Photographic and Digital Media	$60.00	$60.00			
Textiles Technology	$90.00	$90.00			
Visual Arts	$60.00	$60.00	**Big Picture Learning**	$60	$60