

**West Wyalong High School**

# **Stage 5**

*(Year 8 into Year 9 2025 & Year 9 into Year 10 2025)*

# **Subject Selection Handbook**

***For Students and Parents***

***Year 9 – 2025***

***Year 10 - 2025***



# Mandatory Courses

Mandatory courses – these are studied for **two** Years (Years 9 and 10)

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

## **English**

The aim of English in Stage 5 is to enable students to understand and use language effectively. They appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors.

As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems.

Students engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and the literary heritage of Aboriginal and Torres Strait Islander peoples.

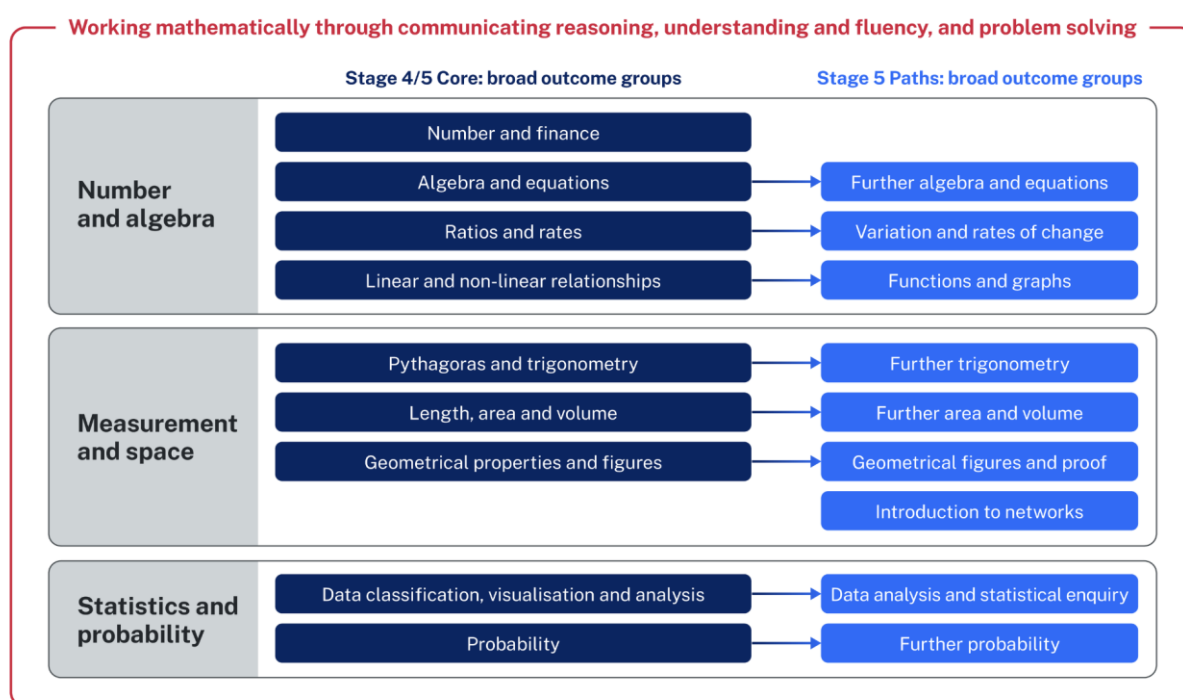
By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing. They will develop their understanding of language forms and features, as well as the structures of texts.

## Mathematics

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

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

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



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

The Core-Paths structure provides students with the foundation for Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 in Stage 6. The Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5.

## Science

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 actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, 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.

Science 7 – 10 is structured in five strands; Working Scientifically, Physical World, Living World, Earth and Space and Chemical World. These strands contain the skills, knowledge and understanding for the study of Science in Years 7 – 10.

<b>Strand</b>	<b>Description</b>
Working Scientifically	Students develop skills in questioning and predicting, planning investigations, conducting investigations, processing and analysing data and information, problem solving and communication within the context of the four following content strands.
Physical World	Students apply models, theories and laws to explain situations involving energy, force and motion and explain how scientific understanding about energy conservation, transfers and transformations are applied in systems.
Living World	Students analyse interactions between components and processes within biological systems and explain how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
Earth and Space	Students describe changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community and explain how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
Chemical World	Students explain how models, theories and laws about matter have been refined as new scientific evidence becomes available and discuss the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

**MATERIALS /EQUIPMENT REQUIRED:** Students must have sturdy fully enclosed leather upper shoes. Long hair restrained.

## **Mandatory Geography**

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.

### **Topics**

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

## **Mandatory History**

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.

- The Making of the Modern World
- Depth Study 1 – Making a Better World
- Depth Study 2 – Australia and Asia
- Core Study/ Depth Study 3 - Australia at War – World War I and World War II
- The Modern World and Australia
- Core Study/ Depth Study 4 – Rights and Freedoms
- Depth Study 5 – The Globalising World

## **Personal Development, Health and Physical Education (PDHPE)**

### **Course description**

The Personal Development, Health and Physical Education (PDHPE) provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts.

### **What students learn**

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

- **Health, Wellbeing and Relationships**  
Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.
- **Movement Skill and Performance**  
Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- **Healthy, Safe and Active Lifestyles**  
Students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.



# Elective Courses

- Agricultural Technology
- Big History
- Commerce
- Design and Technology
- Drama
- Extension History
- Food Technology
- Industrial Technology – Farm Maintenance
- Industrial Technology – Metal
- Industrial Technology – Timber
- Music (Elective)
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Arts

## **Agricultural Technology**

In this course, students will develop an understanding of the dynamic and interactive nature of Australian Agriculture and the significant part it plays in our economy.

Students will investigate agricultural enterprises and the practices and skills required to produce a range of plant and animal products. Enterprises will include those produced locally and also those found across the wide array of climatic regions in Australia. Both commercial and alternative enterprises may be studied.

Students will develop an awareness of sustainable production and marketing practices that are both environmentally and socially responsible. Technology and its ever increasing role in daily activities will also feature heavily in enterprise case studies.

Students will also be given the opportunity to develop a range of skills essential to working in modern agriculture including:

- Effective communication
- Safe and cooperative work practices
- Problem solving and independent thinking
- Data collection and record keeping
- Time management and work planning

**MATERIALS/EQUIPMENT REQUIRED** - Sturdy fully enclosed leather upper shoes. Long hair restrained. Hat.

**COST: \$60.00 per year.**

## **Big History**

This course is designed for students curious about seeking answers to big questions regarding the history and development of our universe, including the origin of our species. It promotes reasoned predictions of future events. Collaboration amongst students, teachers, scholars and scientists is the foundation of Big History. It places human history in the broader context of the universe's history.

Throughout history, humans have collaborated in creative endeavours leading to a dynamic body of knowledge which is continually refined and contested as evidence evolves. This knowledge provides explanations for various phenomena and enables sense to be made of the development of human society.

In Big History, students will develop deep knowledge, understanding and skills that will allow them to create new ideas and translate their ideas into practical applications. Through engaging with varying sources and perspectives, students will develop problem-solving, research and critical thinking skills, and demonstrate respect for differing viewpoints. Through the integrated study of the cosmos, life and humanity, students will use empirical evidence to develop a deeper appreciation of the evolution of knowledge systems and the complex relationship between evidence and ideas.

Big History addresses the need for students to use interdisciplinary understanding to solve problems and develop critical thinking skills to assess the validity of claims of knowledge. The course will build upon the learning across the curriculum content, including the general capabilities priorities from the NSW syllabus documents, that encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

<b>Topic</b>	<b>Hours</b>
What is Big History?	20
Big Bang	10
Stars and galaxies	10
New chemicals	10
Planetary bodies	20
Life	30
Humans	30
Agriculture and civilisations	30
Our connected world	30
The future	10

## Commerce

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

Commerce promotes critical thinking and the opportunity to participate in the community. Students are involved in practical projects, such as running a business and operating a mock court, to identify, research and evaluate options that will prepare students for life beyond school. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

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

Commerce 1 (delivered 2025)	Commerce 2 (delivered 2026)
<ul style="list-style-type: none"><li>• Consumer and Financial Decisions (core)</li><li>• Law, Society and Political Involvement (core)</li><li>• Running a Business (option)</li><li>• Travel (option)</li></ul>	<ul style="list-style-type: none"><li>• The Economic and Business Environment (core)</li><li>• Employment and Work Futures (core)</li><li>• Law in Action (option)</li><li>• Promoting and Selling (option)</li></ul>

\* Note. Options are selected at the discretion of the teacher, but it may be possible that these options are changed to include either of the other following options in the delivery of these courses.

1. Our Economy
2. Investing
3. Towards Independence
4. School-developed option

**Note** Commerce 1 will operate in 2025 and if numbers permit, the second course of Commerce 2 may also be offered.

## **Design and Technology**

Students learn about the design, production and evaluation of quality designed solutions and processes. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work, Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Students complete a range of practical experiences, designing and creating effective solutions to problems throughout the subject.

**MATERIALS /EQUIPMENT REQUIRED:** Students must have sturdy fully enclosed leather shoes and have long hair restrained. A project folder is required when completing portfolio tasks.

**COST: \$50.00 per year.**

## **Drama**

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

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

## Extension History

The Extension History course consists of three topics which include a range of options for study.

The topics include:

- **Topic 1:** History, Heritage and Archaeology
- **Topic 2:** Ancient, Medieval and Modern Societies
- **Topic 3:** Thematic Studies

Courses are structured in the following ways:

- **100 hours:** ONE option from each of Topics 1, 2 and 3 must be studied
- **200 hours:** ONE option from each of Topics 1, 2 and 3 and at least TWO other options from any of the topics.

By the end of Stage 5, students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

## **Food Technology**

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

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

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

Students learn about food through the following focus areas:

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

**MATERIALS/EQUIPMENT REQUIRED** - Sturdy fully enclosed leather shoes and have long hair restrained. Students will be required to supplement some practical work with ingredients from home.

**COST: \$90.00 per year.**



## **Industrial Technology – Farm Maintenance**

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

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

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

**MATERIALS/EQUIPMENT REQUIRED** - Sturdy fully enclosed leather shoes, have long hair restrained and a hat.

**COST: \$50.00 per year.**

## **Industrial Technology - Metal**

Students will be introduced to design skills, practical skills in the use of hand and power tools and technical knowledge throughout the creation of metal projects. WHS (Work, Health & Safety) will be emphasised throughout all stages of production. In this course students will learn to interpret working drawings and materials lists, construct, assemble and finish projects, demonstrate safe work practices, understand general technology, perform required skills and complete projects to an increasingly high standard. As students build their knowledge and confidence in the course they will have the opportunity to design and create a personal choice project which will be accompanied by a design portfolio.

Example projects include: Galvanised sheet toolbox, camp BBQ, camp shovel, centre punch, geometric stool, and rocket stove.

**MATERIALS /EQUIPMENT REQUIRED:** Students must have sturdy fully enclosed leather shoes and have long hair restrained. Students will also provide some of their own materials for the construction of their personal choice project. A project folder is required.

**COST: \$70.00 per year.**

## **Industrial Technology - Timber**

Students will develop skills through the construction of a range of timber projects. Including an introduction to woodturning, machining as well as hand and power tool use. Students will be able to interpret and complete working drawings with cutting lists, demonstrate safe work practices and gain an appreciation of quality workmanship by completing projects to an acceptable standard. WHS (Work, Health & Safety) will be emphasised throughout all stages of production.

Students who participate in this class will be subjected to fine dust particles, which will cause issues for students who are asthmatic or suffer from respiratory issues.

Project examples include cutting boards, small boxes, tables and cabinets.

**MATERIALS/EQUIPMENT REQUIRED:** Students will also provide their own materials for the construction of their personal choice project. Students must have sturdy fully enclosed leather shoes and have long hair restrained.

**Cost: \$60.00 per year.**

## **Music (Elective)**

In the Music elective course, students are required to develop further knowledge, understanding and skills in listening, performing and composing in a range of musical contexts through the study of a compulsory topic and additional topics.

Students undertaking a 100-hour course in Music must study the compulsory topic, Australian Music and at least one topic from each of the groups of topics below.

Students undertaking a 200-hour course in Music must study the compulsory topic, Australian Music and at least two topics from each of the groups of topics below.

### **Group A**

- Baroque music
- Classical music
- Nineteenth-century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20<sup>th</sup> and 21<sup>st</sup> Century
- Music of a culture
- Music for small ensemble (Group 1)
- Music for large ensemble (Group 2)

### **Group B**

- Popular Music
- Jazz
- Music for radio, film, television and multimedia
- Theatre Music
- Music of a Culture (different to Group 1)
- Music for small ensemble (Group 2)
- Music for large ensemble (Group 2)
- Rock Music
- Music and Technology

## **Physical Activity and Sports Studies**

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

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

### **Foundations of Physical Activity**

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

### **Physical Activity and Sport in Society**

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

### **Enhancing Participation and Performance**

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

Throughout the course, students develop knowledge, understanding and skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

## **Textiles Technology**

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel.

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study – Design, Properties and Performance of Textiles, Textiles and Society – are covered.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

**MATERIALS/EQUIPMENT REQUIRED** - Sturdy fully enclosed leather shoes and have long hair restrained. Students will also provide their own materials for the fabrication of their personal choice project.

**COST: \$30.00 per year.**

## **Visual Arts**

In Visual Arts students explore a variety of drawing and painting mediums, including graphite, conte crayon, charcoal, ink, pastels, acrylics and watercolours. Students will also learn to organise and compose a painting and discover a variety of techniques for applying paint. Experimentation in a variety of mediums will be undertaken to create 2D artworks.

Students will develop an understanding of the concepts, styles and techniques of artworks working in relief and 3D. They will use the fundamental principles of design to construct, carve and model materials into 3D forms. Students will be introduced to a range of traditional and non-traditional materials used to create art.

Art history and critical studies exercises focusing on the conceptual framework and the frames, exploring a wide range of artists and artworks will also be undertaken.

The focus of this course is to create bodies of work reflecting contemporary trends in art making. They will develop both individual and collaborative art pieces across the spectrum of art mediums.

Students will work in their Visual Arts Process Diary to undertake investigative exercises in a range of mediums using a variety of techniques. After completing these exercises students will engage in producing a body of work.

**MATERIALS /EQUIPMENT REQUIRED:** Students must have fully enclosed leather upper shoes.

**COST: \$50.00 per year.**