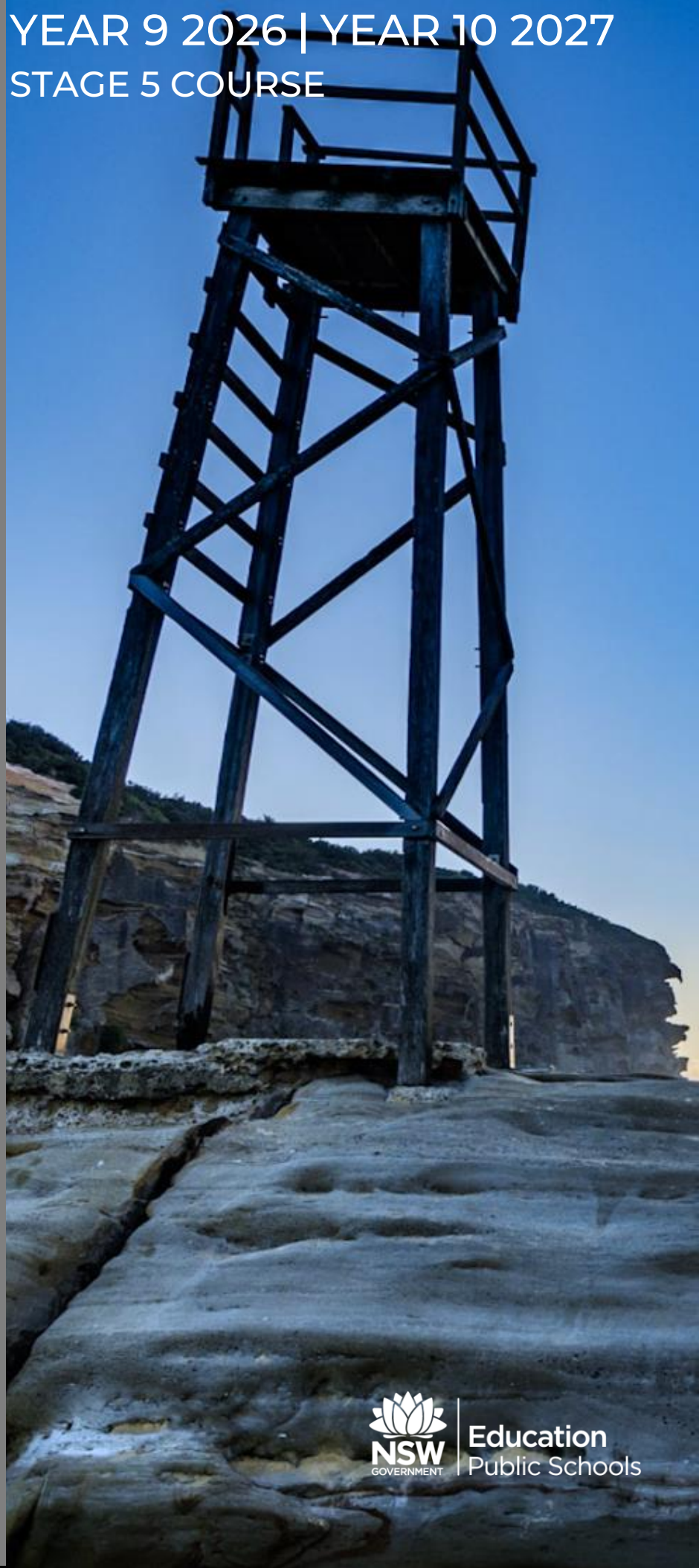




COURSE INFORMATION BOOKLET

YEAR 9 2026 | YEAR 10 2027

STAGE 5 COURSE



Education
Public Schools

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INFORMATION FOR STUDENTS AND PARENTS/CARERS

This booklet has been prepared to give information on courses offered to students entering Year 9 at Whitebridge High School. There are two categories of subjects, the “Core” and “Elective” subjects. Both categories must be studied to fulfil the requirements of Stage 5.

CORE SUBJECTS AND ELECTIVE SUBJECTS

The subjects that are compulsory in Year 9 and 10 are the CORE subjects. These contain knowledge and develop skills and aptitudes which are considered essential learning for young adults in today’s world.

Compulsory **CORE Subjects** which all students must study include:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development/Health/Physical Education
- Sport

ELECTIVE subjects make important contributions to a young person’s education and social development. There is a great variety of Elective Subjects that provide for a large range of interests, abilities and needs.

Student will also choose ONE 200 hour elective over Yr 9 and 10 years plus ONE 100 hour elective to study in Yr 9. The electives on offer are:

- | | |
|--------------------------------|---|
| • Commerce | • Dance |
| • Psychology | • Music |
| • Japanese | • Physical Activity & Sports Studies |
| • Computer Technology | • Industrial Technology - Timber |
| • Marine & Aquaculture Studies | • Industrial Technology - Metal |
| • Food Technology | • Industrial Technology – Engineering and Electronics |
| • Textiles/Fashion | • Visual Design |
| • Child Studies | • Tourism (Cert 1) |
| • Drama | |
| • Visual Arts | |

These elective subjects will later be divided into two groups named as the X and Y electives. The composition of the TWO elective groups is determined by accommodating the greatest number of students in their first and second choices. This division may cause some students not to gain either or both their first three choices. To help us in this we ask that students choose FIVE subjects they would like to study in their order of preference (i.e., 1-2-3-4-5).

The third, fourth and fifth nomination allows us to give them a preference if one of their first two is not available or not offered.

Parents and students are welcome to discuss elective subjects with the Head Teachers to clarify course demands before making their final subject choices.

Once you have made the final selection of your subject students will be placed in courses and notified in Term 4, 2025. Students are advised to choose carefully as changes to student’s electives may not be possible. Students can only change their elective in special circumstances through an application to the relevant Deputy Principal by the end of **Week 3, T1, 2026.**

Please be aware that if a course does not attract sufficient students, it will not be offered and the students who made that choice must be given another subject. This booklet contains comprehensive details of Elective Subjects offered at Whitebridge High School, so that students and parents are fully aware of what is offered and can make informed choices.

PLEASE NOTE: Vocational Education & Training (VET) STAGE 6 Early Commencement

There will be an opportunity for students entering Year 10 in 2026 to elect to study a VET course. The 100hr elective line will finish and be replaced with a VET line. All students will study a Stage 6 VET course which will contribute towards their HSC. Information on the courses available and the application process will be made available to students from Term 3 of 2026.

As places for these courses are competitive, students will be required to apply where their application will be assessed by a panel to determine placement in the course.

GENERAL CONTRIBUTION AND COSTS

The general contribution is \$70.00. Cost for Electives varies according to the subject chosen. Parents are asked to be aware of costs for materials and other costs when Electives are being chosen. Please see Index of Elective Subjects and individual subject entries for details of costs.

WORKPLACE HEALTH and SAFETY (WHS) ACT REQUIREMENTS

All students in practical classes are required to meet WHS regulations. In practical terms, this means wearing appropriate clothing and personal protective equipment (e.g., an apron, safety glasses, hair net etc.). **Covered leather footwear** is required and no jewellery or clothing accessories which are deemed unsafe are to be worn. Students who do not meet WHS requirements may be excluded from classrooms and/or activities.

SELECTING SUBJECTS FOR YEARS 9 AND 10, 2026 AND 2026

There are several factors to consider when making subject choices for years 9 and 10.

(1) PUPIL INTEREST AND ABILITY:

Students should be selecting a course of study which caters to their interest and ability. While clearly vocational issues should be considered, many students will be unsure as to what occupation they wish to pursue. Students should select subjects which they like and where they succeed. They should not select a subject just because their friends have selected it. They should follow their own interests and ability in order to maximise their educational experience.

(2) VOCATIONAL CONSIDERATIONS:

Some students may be considering leaving school when they turn 17. Students may have some occupational goals in mind in which case they need to check with the Careers Adviser about TAFE courses and occupation requirements.

In addition, it is worth noting that few subjects in the Senior School have prerequisite requirements in the Junior School. However, students wanting to study Japanese at 2 Unit Continuers in Year 11 will have to elect Japanese in the Junior School.

(3) BALANCED PROGRAM:

Years 9 and 10 provide a good opportunity to follow a balanced program before many students begin to specialise in Years 11 and 12. Students should consider the diversity of educational experiences that the Junior Curriculum offers. This time allows students to choose subjects which address the technological, humanities and cultural aspects of education.

(4) BE INFORMED:

Parents are asked to discuss subject choices carefully with their children and ensure that students understand that:

- a) Electives are studied for either 1 or 2 years in length and changes are not normally possible.
- b) Students can only change their elective through an application to the relevant Deputy before the end of Week 3, Term 1, 2026 and this is only due to exceptional circumstances.
- c) Subjects will be considered as part of the Stage 5 program.

(5) COST:

Some subjects being offered have costs associated with their enrolment. They have been highlighted on the selection sheet on the last page.

THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is a credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

A cumulative credential – recognising all your academic achievements;

- Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC continue to complete some further courses.
- The RoSA will show your Stage 5 grades (Years 9 and 10), as well as any grades for Stage 6 Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

A credential for school leavers;

- The RoSA will be awarded to all eligible students when they leave school. If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at this time.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving and if you are eligible, your RoSA credential will be sent directly to you.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

RoSA Grades;

- Your RoSA grades will be determined by your teachers using established guidelines and processes to ensure consistency of judgement.
- Grades for all your courses in Year 10 and 11 will be based on your results in assessment tasks that you do throughout the year. Assessment tasks may include a range of different formats developed and used in school.
- Minimum Literacy and numeracy standards - from 2020 students must meet a minimum literacy and numeracy standard to gain their HSC.
- Students will have a number of opportunities to demonstrate the minimum standard including in Year 9 through NAPLAN or passing NESA online literacy and numeracy tests in Years 10, 11 or 12.

Recording extra-curricular achievements

- The NESA is working on a new online package that will allow students to collect evidence of their extra-curricular achievements such as first-aid qualifications or volunteer work.

INDUSTRIAL TECHNOLOGY (TIMBER)

Contact Person: Mr Shane Lloyd, HT TAS

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Timber core modules 1 & 2 develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules 3 & 4 that may include the areas of:

- Cabinetwork
- Wood Machining.

Practical projects undertaken will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items
- decorative timber products
- storage and transportation products
- display units.

Cost: \$100 for both Years 9 and 10 respectively

INDUSTRIAL TECHNOLOGY (METAL)

Contact Person: Mr Shane Lloyd, HT TAS

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Core modules 1 & 2 develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of specialist modules 3 & 4 in:

- Metal Machining
- Fabrication

Practical projects reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:

- sheet metal products
- metal machining projects
- fabricated projects
- artistic metal projects

Cost: \$100 for both Years 9 and 10 respectively

INDUSTRIAL TECHNOLOGY (ENGINEERING & ELECTRONICS)

Contact Person: Mr Shane Lloyd, HT TAS

This combined focus area provides opportunities for students to develop knowledge, understanding and skills in relation to both engineering and electronics and their associated industries.

Core modules will develop student skills in the use of materials, tools and techniques related to structures, mechanisms, and electronic technologies. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy
- Electronic Devices & Applications

Practical projects will reflect the nature of both the engineering and electronics focus areas. Students will have the opportunity to work with small structures and mechanisms, electronic circuits and kits, and robotic or automated systems. They will also access advanced manufacturing technologies including 3D printing, laser cutting, and CNC machining to support project work.

Projects will promote the development of practical and problem-solving skills and provide students with increasing autonomy as they progress through the course.

Cost: \$100 for both Years 9 and 10 respectively

FOOD TECHNOLOGY

Contact Person: Mr Shane Lloyd, HT TAS

Course description

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 work 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 to explore the richness, pleasure and variety that food adds to life and how it contributes to both vocational and general life experiences.

What students learn

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

Students learn about food through the following focus areas:

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

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Uniform requirements – Apron & hat can be purchased for \$15 from the front office, leather enclosed shoes and food container for practical lessons only.

Cost \$120

TEXTILES TECHNOLOGY

Contact Person: Mr Shane Lloyd, HT TAS

Course description

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. The Textiles Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

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.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Cost: \$70 for both Year 9 and 10 respectively - *Students will also be expected to purchase fabrics and related equipment for major works.*

CHILD STUDIES

Contact Person: Mr Shane Lloyd, HT TAS

Course description

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.

The Child Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students.

The syllabus modules are:

- 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
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

Throughout the course students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Cost: \$20 per year

CAPA

(CREATIVE AND PERFORMING ARTS)

VISUAL ARTS

Contact Person: Mr Brent Budden, HT CAPA

Course Description

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

What will students learn about?

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

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

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary. They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Cost: \$25 per year

VISUAL DESIGN

Contact Person: Mr Brent Budden, HT CAPA

Course Description

Visual Design is a primarily practical subject in which students design and create objects and graphics. The course provides students with opportunities to explore the links between art and design by making products with aesthetic qualities. Students learn to make visual design artworks using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio of work overtime. They will also learn to represent their ideas and interests, develop their research skills, make informed personal choices and judgements, and learn to record procedures and activities about their making practice in their Visual Design journal.

What will students learn to do?

You could design and create:

- Logos
- Posters
- Stickers
- Shoe designs
- Album covers
- Typography designs
- Product photographs
- Photoshopped images

Cost: \$25 per year

DANCE

Contact Person: Mr Brent Budden, HT CAPA

Course Description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance.

Costs: \$20

DRAMA

Contact Person: Mr Brent Budden, HT CAPA

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

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.

What will students learn to do?

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.

Cost: \$20 per year

MUSIC

Contact Person: Mr Brent Budden, HT CAPA

Course Description

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

What will students learn about?

In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Cost: \$20

HSIE

(HUMAN SOCIETY IN ITS ENVIRONMENT)

ABORIGINAL STUDIES

Contact person: Ms Nunn, HT HSIE

Course Description:

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal Peoples, histories, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

What will students learn about?

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression, and the maintenance of Aboriginal identities and cultures. They also develop understanding of the importance of self-determination and autonomy for the ongoing contribution and success of Aboriginal Peoples and communities. Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions. They learn about the range of interactions and relationships between Aboriginal Peoples and non-Aboriginal people, and the continued roles of Aboriginal Peoples and communities locally, regionally, nationally and internationally.

Students develop understanding of community consultation protocols that enable them to engage respectfully and responsibly with their local Aboriginal community and other Aboriginal communities. They learn about the importance of Indigenous Cultural and Intellectual Property (ICIP), and ethical research practices to gather, protect and interpret data. In their research, students develop skills in the use of a range of research techniques and technologies to locate, select, organise and communicate information and findings.

What will students learn to do?

Through their study of core and option topics, case studies and research, students develop knowledge, understanding, skills, values and attitudes that are of value to their personal, social, cultural, academic and professional development, and enable them to become active and informed advocates for a just and inclusive world.

Cost: Nil

COMMERCE

Contact person: Ms Nunn, HT HSIE

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.

What will students learn about?

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

What will students learn to do?

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Cost: Nil

ELECTIVE HISTORY

Contact person: Ms Nunn, HT HSIE

Course description

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

What students learn?

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Cost : Nil

PSYCHOLOGY

Contact person: Ms Nunn, HT HSIE

Course Description:

Students learn to appreciate how people perceive the world around them, how human learning develops, and how human beings relate to each other.

What will students learn about?

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.

What will students learn to do?

Students will identify psychology as a scientific discipline which studies mental processes and human behaviour, the world of the psychologist, the history of psychology and present-day theories of psychology.

Students will learn how the knowledge gained by research psychologists is used by applied psychologists in their dealings with individuals and groups.

Other topics may include:

- Forensic psychology
- Intelligence and creativity
- Personality and self

Cost: Nil

JAPANESE

Contact Person: Ms Nunn, HT HSIE

Course Description:

Japanese is a practical, interesting and fun subject choice. Japan is one of Australia's major trading partners and Australia has a very strong relationship with Japan. In addition, Australia is a very popular destination for Japanese tourists and many Australians travel to Japan for business or leisure. The ability to communicate in Japanese, together with other skills, can enhance job opportunities in many areas such as trade, tourism, diplomacy, banking, retail, technology and education.

What will students learn about?

In Year 9 Japanese students will develop their reading, writing, speaking and listening skills through the study of a series of interesting topics including daily routines, schooling, sport, food, technology, travel and festivals. Students will also further their knowledge of Japan. The course is based on the textbooks Oberto Supreme 1 and 2, supplemented by an activity book and other materials.

What will students learn to do?

Students will learn hiragana, katakana and kanji.

They will learn about sumo, pachinko, anime, manga, Harajuku, samurai, robots and more. They will experience many different activities such as:

Preparing a Japanese meal

Creating their own manga and anime

Celebrating Japanese festivals

Taking a virtual trip to Japan

Playing Japanese computer games

Students will use digital media to create presentations and their very own Japanese speaking avatar. They will become skilled in typing Japanese script. Learning Japanese will be useful AND fun!

Cost: - Activity Book \$45

SCIENCE

MARINE AND AQUACULTURE TECHNOLOGY

Contact Person: Mr Steven Edwards, HT Science

Course Description

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest.

The Marine and Aquaculture Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn?

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Cost: \$15 per year plus cost of excursions, field trips and additional independent certifications.

PDHPE

(PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION)

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Contact Person: Mr Harradine, HT PDHPE

Course description

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.

What students learn

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.

The movement applications are European handball, golf, table tennis, badminton, lifesaving, orienteering, tennis and archery.

Cost: \$Nil ***This course involves excursions/camps that will involve cost.***

2026 Tourism (Australian Indigenous Culture) Course Descriptor SIT10122 Certificate I in Tourism (Australian Indigenous Culture)

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain a nationally recognised vocational qualification.

Course: **Tourism (Australian Indigenous Culture)**
Board Endorsed Course (100 hour)

Stage 5:
Accredited for the Record of Achievement RoSA

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide a pathway toward your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT10122 Certificate I in Tourism (Australian Indigenous Culture) <https://training.gov.au/training/details/SIT10122>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and the NESA. To gain the full qualification you must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.

Entry Requirements

You must complete the VET induction process, supply your USI and be assessed for student support (e.g. LLN Robot) before the commencement of any training and assessment. When selecting this course, you should be interested in working in a tourist environment and be able to use a personal digital device including a personal computer or laptop.

Transferrable industry skills gained in this course

- communication skills
- teamwork
- time management
- customer service

Examples of jobs roles relevant to this qualification

This qualification provides a pathway to work in a range of job roles in the tourism industry in organisations with an Australian Indigenous focus. These include tour operators or operators of a site, cultural or heritage centre. Individuals may have a very specific role, as an Australian Indigenous person or other individual approved of by local elders to share aspects of their culture with visitors in a formal or informal way.

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to meet the assessment requirements for the performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals Guidelines and Complaints Guidelines.

Consumable Costs: \$

Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

Exclusions: Students undertaking this course, and another VET course should choose different units of competency to meet the requirements of this course and qualification (ie a unit of competency being undertaken in another VET course cannot contribute to meeting course indicative hour requirements of this course).

VET course exclusions can be found on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/tourism-australian-indigenous-culture>

Subject Selection Planning Sheet Year 9 2026 and Year 10 2027

- Open the email that has been sent to your school email, titled: **Edval Timetables Stage 5 Electives** and follow the instructions.
- You will have to make **five** choices for your electives for next year. You will only study **two** electives in 2026/2027 but we may need to use your reserves if you miss out on one of your first 2 choices. Your selections must be in order of your preference.
- The sheet below can be used as a **planning sheet only**. The actual selections will be made online. Place a **1** (first choice), **2** (second choice), **3** (third choice), **4** (fourth choice) and **5** (fifth choice) next to the subjects to indicate your preference.
- It is very important that you choose carefully for all of your choices as you may get any of your 5 choices.
- If there are insufficient numbers, the class will not be timetabled and those who choose that class will be allocated their next choice. There is no guarantee that you will get your 1st or 2nd choice.
- If demand for a course exceeds the number of classes possible, class allocation will be made on the order of priority given, late returns may miss popular subjects. All selections made by the due date will be treated equally.
- REMEMBER THAT SOME SUBJECTS HAVE COST ASSOCIATED WITH THEM.

Once you have submitted your selections and enrolled in the classes formed at the school, you cannot make changes except under special circumstances through application to the relevant Deputy by Friday Week 3, Term 1 2026.



Whitebridge High School Subject Selection Planning Sheet

Subject	Cost (Due T1, 2026)	Preference	Subject	Cost (Due T1, 2026)	Preference
Aboriginal Studies	Nil		Japanese	\$40	
Child Studies	\$20		Marine & Aquaculture Studies	\$15	
Commerce	Nil		Music	\$20	
Dance	\$20		Physical Activity & Sports Studies (PASS)	Nil	
Drama	\$20		Psychology	Nil	
Elective History	Nil		Textiles Technology	\$70	
Food Technology	\$120		Visual Arts	\$25	
Industrial Technology – (Engineering and Electronics)	\$100		Visual Design	\$25	
Industrial Technology - Metal	\$100		Tourism (Cert 1)		
Industrial Technology - Timber	\$100				

Please complete the online selection by **Friday 25 July**. Details on how to complete this online form has been emailed to you. Please see Mr Mulhearn if you did not receive an email.