Denison College
OF SECONDARY EDUCATION
BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

STAGE 5 SUBJECT SELECTIONS
2026-2027

FUTURE PATHWAYS

A MESSAGE FROM THE CAMPUS PRINCIPAL

It is truly an exciting time for Stage 4 students as they consider their subject elective choices for Stage 5. This booklet contains vital information which will assist students in making important elective decisions. Our school offers an exceptional curriculum, with well-established learning support structures to ensure that all students are monitored as they strive to reach their academic potential.

At Bathurst High we are committed to delivering a quality educational experience for all students. We endeavour to support students through curriculum choice to create a generation of confident, innovative, creative and inspired learners who are responsible and productive global citizens.

Please take the time to read this information carefully and to make well-informed decisions as you explore the wide range of subjects on offer. If you have any questions, please talk to your teachers about these electives. Further advice can be obtained from Year Advisors, Careers Advisor, Deputy Principal or myself.

Ken Barwick OAM
Principal, Bathurst High Campus
Denison College of Secondary Education

TABLE OF CONTENTS

DENISON COLLEGE STRUCTURE

Denison College of Secondary Education is a multi-campus college consisting of the Bathurst High and Kelso High Campuses.

The College is the largest provider of secondary education in the Central West - with over 1800 students, and a combined staff of over 140 teachers and support staff. Our staff are highly-trained and dedicated, with a strong focus on the individual needs of our students.

Both campuses provide a modern learning environment, with comprehensive use of technology embedded throughout the curriculum.

The college structure enables extensive opportunities for students through the provision of shared curriculum. To maximise subject choice for students, there may be opportunities for students to travel to their sister campus to study one subject in Stage 5.

Denison College offers an outstanding range of co-curricular activities in all years, made possible by our extensive staff and facilities. As well as academic opportunities, students at both campuses enjoy a long tradition of success on the sporting field and in the creative and performing arts.

College and campus staff work collaboratively to develop and enhance educational experiences for all students. Both campuses are welcoming and maintain their own identities. They maintain strong links within the Bathurst community, Charles Sturt University, TAFE and other external providers, to support our students.

The college is focused on delivering excellence and innovation - maximising opportunities for students to achieve success.

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IMPORTANT INFORMATION

All students entering Stage 5 at Denison College are required to study English, Mathematics, Science, History, Geography, Personal Development,Health and Physical Education and Work Education.

At Denison College students will study three 200-hour electives in Stage 5.

We cannot guarantee that all elective subjects listed will actually run as this is dependent on sufficient students wanting to study a particular subject. We therefore ask students to **list their first SIX (6) preferences for the 200-hour electives.** Best efforts will be made to place students in one of these subjects. Which subjects run will depend on student preferences and resource availability.

Parents/carers are urged to discuss the subject offering with their child. Students should choose subjects which they are interested in.

It is important to know that students need not limit their elective choices in Years 9 and 10 to areas which they think they might wish to pursue in senior years. All subjects elected in Years 11 and 12 do not need to have been studied in Stage 5.

Please note:

- These course expectations are set by the NSW Education Standards Authority (NESA) and the NSW Department of Education.
- Satisfactory participation in electives is required for these subjects to be listed on the Record of School Achievement. Students should ensure that they choose carefully and wisely as there will be little or no opportunity to make changes to selections.
- International Studies and iSTEM are courses developed by the NSW Department of Education. They have not been developed or endorsed by NESA so will **not be listed on the RoSA.**
- Some electives have associated fees to pay for materials. **These elective costs are compulsory**, as there is no government funding provided to schools to run these subjects.

Please be prepared to change your subject choices.
Line structures are formed based on student preferences and although we aim to meet the needs of all students, sometimes this is not possible.

HSC MINIMUM STANDARDS

From 2020, all Year 12 students in NSW must reach the minimum standard of literacy and numeracy to receive an HSC. The HSC Minimum Standards are no longer linked to Year 9 NAPLAN Bands.

SET FOR SUCCESS IN EVERYDAY LIFE

The standard is mapped against the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed standard of functional literacy and numeracy.

The minimum standard is part of a broader NSW Government strategy to support students to succeed in life and work. The minimum standard complements a new cross-sectoral, state-wide strategy to boost literacy and numeracy.

Students at risk of not demonstrating the standard will be identified early and supported to improve their reading, writing and numeracy skills.

MULTIPLE OPPORTUNITIES TO PASS

Students can demonstrate they meet the standard by passing the online reading, writing and numeracy tests, which will be available for students to sit in:

- Year 10, Year 11 or Year 12
- for up to five years after beginning their first HSC course.

Students can access a demonstration test to find out the level of skills required for these tests. No students will be ineligible to sit for the HSC on the basis of their Year 9 NAPLAN results.

WHY HAVE A MINIMUM STANDARD?

The best indicators of success (employment, higher salaries and good health) rely on a student's literacy and numeracy skills.

Without targeted intervention and support to reach the standard, some students risk missing out on skills necessary for everyday life. These skills allow students to:

- compare prices and understand percentages
- understand interest rates and lending offers
- work out quantities and measurements
- manage personal budgets
- understand and write routine workplace instructions
- navigate websites
- take meeting notes and complete official documents

For more information, see:

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard

ASSESSMENT

Students are assessed in all subjects by the school and receive A to E grades from the NSW Education Standards Authority (NESA in their RoSA.

Please note that grades for Epic Science: From Atoms to AI, iSTEM, and International Studies are not provided to NESA as these subjects are not listed on the RoSA. Grades for these subjects will be recorded in the student's biannual school report.

Students need to satisfactorily complete English, Mathematics, Science, History, Geography and PDHPE to be granted the RoSA. Students who fail to complete these compulsory RoSA subjects may not be able to continue as a candidate for the Higher School Certificate (HSC).

CREDENTIALS FOR SCHOOL LEAVERS

Record of School Achievement (RoSA)

NESA issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records courses and grades completed Stage 5 (Year 10), Preliminary Stage 6 (Year 11), HSC (Year 12) results, and where applicable, participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

More information can be found at the New South Wales Education Standards Authority site:

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

WORK EDUCATION YEARS 9 and 10

In Year 9 and 10, students at both campuses will have the opportunity to study Work Education (Careers Education) and may take part in work experience in the community, through the Careers's Connection Academy (CCA) program.

Students will research a range of employment and further education options, including TAFE and University courses, and learn more about the world of employment.

The Careers Advisor at each campus has information about employment and education options, and students are encouraged to speak with the Careers Advisor during careers lessons.

FEES & PROTECTIVE CLOTHING

Participation in some elective subjects will involve a financial contribution to meet the costs of materials used in class.

Parents or carers who are concerned about the cost of elective fees are encouraged to contact the Principal or Deputy Principals to discuss options for payment.

Some subjects in TAS (Technology and Applied Studies) areas require students to have appropriate footwear to enable students to take part in practical activities. If your student wishes to study a TAS subject, please ensure they have fully enclosed shoes with leather or heavy vinyl upper material.

Appropriate footwear is essential in workshops, kitchens and agricultural areas, to ensure student safety.

HOW TO CHOOSE YOUR STAGE 5 COURSES OR 'SUBJECT SELECTION'

You should choose courses that you are good at, are interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example:

- Do you enjoy this type of subject or course?
- Are you interested in this course?
- What are the course outcomes?
- What skills will you learn?
- How might this course help you in senior study?

Talk with your teachers about your strengths and areas for development, as well as considering individual course requirements before making your selections.

To maximise subject choice for students there may be opportunities for students to travel to their sister campus to study one subject.

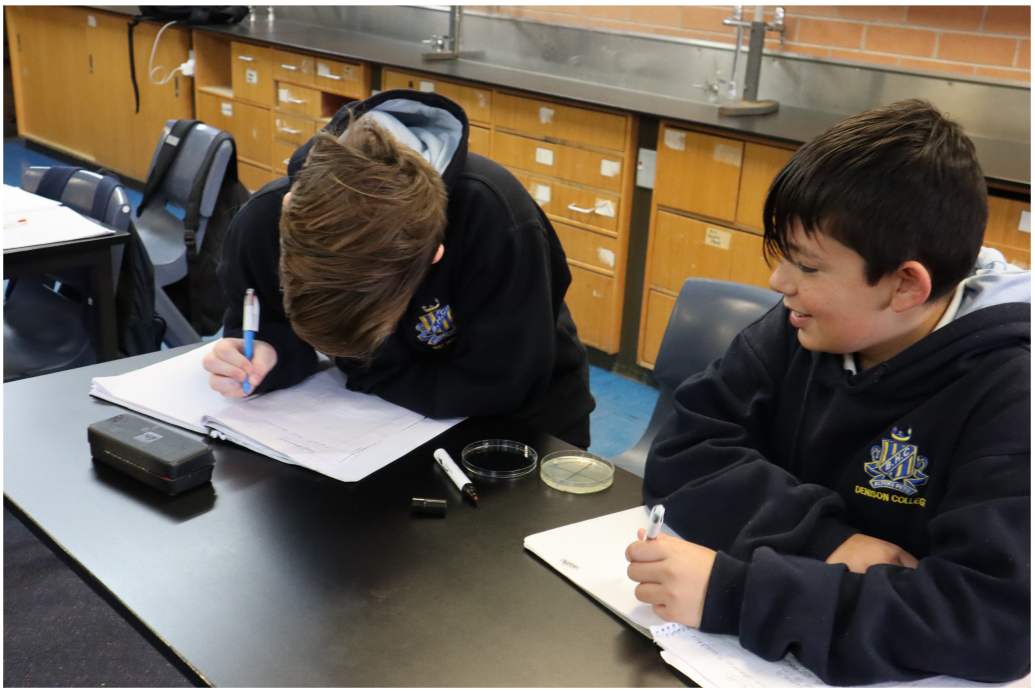
SUBJECT SELECTION TIMELINE

This Denison College Stage 5 Subject Selections booklet provides details of the courses offered at Denison College. It is published for Year 9 2026 students.

Subject Selection Information Day on - Tuesday 12th August 2025

- Students issued with booklet.
- Students attend information session.
- Visit Future Pathways Website for further information. The link to this website has been emailed to students.
- https://sites.google.com/education.nsw.gov.au/bhcfuturepathways /home

- Students and parents attend the **Future Pathways Interviews on: Thursday 28th August 2025** where you have an opportunity to discuss career and educational pathways with Denison College staff.



Students at Denison College will be well supported in their subject selections through the Future Pathways process. Students are encouraged to ask for help and clarification as needed.

WHERE DO I GO FOR HELP?

- The Careers Advisor on each campus will help with advice on careers, work education and pathways.
- Subject Teachers, Year Advisors and Head Teachers on each campus can also help with advice about the content of particular subjects.
- Deputy Principal responsible for Year 9 2026, Nicholas Williams.
- Talk to your parents or carers.
- JobJump
  www.jobjump.com.au
- The Careers Department
  www.thecareersdepartment.com.au
- Talk to students already studying the courses you are considering.
- NESA - Liaison Officer on 02 6334 8048 or
  www.educationstandards.nsw.edu.au
- School A to Z Practical Help for Parents
  https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/
- BHC Future Pathways Website
  https://sites.google.com/education.nsw.gov.au/bhcfuturepathways/home

Connor Milliss

Year Advisor
Bathurst High Campus

Shannon Foley

Year Advisor
Bathurst High Campus

Nicholas Williams

Deputy Principal
Bathurst High Campus

Brett Hartmann
Careers Advisor
Bathurst High Campus

Craig Luccarda

Principal

Denison College

Matthew Baillie

Head Teacher
Teaching and
Learning (Rel)
Denison College

Geoff Childs

Head Teacher
Teaching and
Learning
Denison College

ELECTIVE COURSES 2026

SUBJECT	PAGE	HEAD TEACHER	COURSE FEE PER YEAR
Aboriginal Studies	13	Ilisa Newell	$0 *excursions as advised*
Agricultural Technology	13	Patrick Ford	$30
Aquaculture Technology	14	Patrick Ford	$30
Child Studies	15	Daisy Morrissey	$15
Commerce	15	Ilisa Newell	$0 *excursions as advised*
Computing Technology	16	Pat Ford	$20
Dance	17	Veronica Manock	$20
Design & Technology	17	Patrick Ford	$60
Drama	18	Veronica Manock	$20
Elective Geography	18	Ilisa Newell	$0 *excursions as advised*
Elective History	19	Ilisa Newell	$0 *excursions as advised*
Epic Science: From Atoms to AI *KHC Delivered*	19	Jeanine Lawler	$20 *excursions as advised*
Food Technology	20	Patrick Ford	$120
Graphics Technology *KHC Delivered*	21	Will Maloney	$40
Industrial Technology: Automotive	21	Patrick Ford	$60
Industrial Technology: Engineering	22	Patrick Ford	$60
Industrial Technology: Metal	22	Patrick Ford	$60
Industrial Technology: Timber	23	Patrick Ford	$60
iSTEM	24	Patrick Ford	$60
International Studies	24	Ilisa Newell	$0 *excursions as advised*
Japanese	25	Eleanor Cloherty (Rel)	$30 *excursions as advised*
Marine Studies	25	Rosie Weithaler	$35 *excursions as advised*
Music	26	Veronica Manock	$20
Photography & Digital Imaging & Film	27	Veronica Manock	$60
PASS: Coaching and Sports Management*	28	Daisy Morrissey	$15
PASS: Sport & Fitness Studies*	29	Daisy Morrissey	$15
Textiles Technology	29	Patrick Ford	$40
Visual Arts	30	Veronica Manock	$60
Visual Design	30	Veronica Manock	$60

* Please read course information carefully for eligibility regarding PASS Subjects

NEW CURRICULUM ENGLISH AND MATHEMATICS 2025

The NSW education system is reforming the curriculum which will be taught in all classrooms from Kindergarten to Year 12. The new curriculum, as a result of the NSW Curriculum Reform, will give students more time to focus on key learning areas so that they can acquire a deeper understanding of central concepts. It will ensure students develop strong foundations for learning, life and work in a complex and fast-changing world.

This reform has been informed by extensive consultation with teachers, parents and education experts, and is underpinned by extensive research. Curriculum reform involves change that spans many aspects of schooling, including teaching, learning, assessment and reporting to parents. New syllabuses provide schools with a unique opportunity to re-focus and place curriculum at the heart of school planning. Key curriculum changes include:

•an entirely new curriculum from 2022 with new syllabuses focused on what is essential to know and do in early and middle years of schooling, and key learning areas in the senior years.

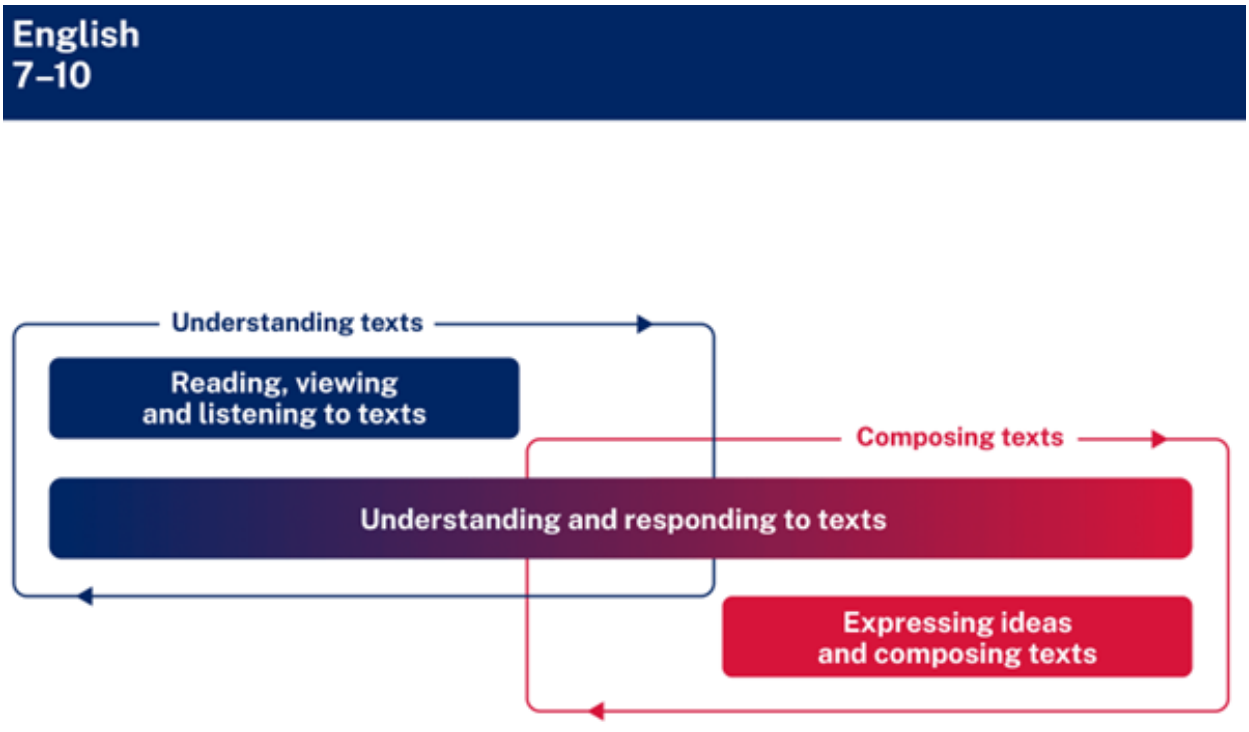
•strengthening post- school pathways with, new learning areas for Years 11 and 12 that clearly link learning to future employment and study options.

The new curriculum will ensure every student develops strong foundations for learning, life and work. The reforms are vital for the young people in our schools today, and for those who will arrive in the years to come.
In 2025, the new curriculum will be taught in English and Mathematics in Years 7 to 10.

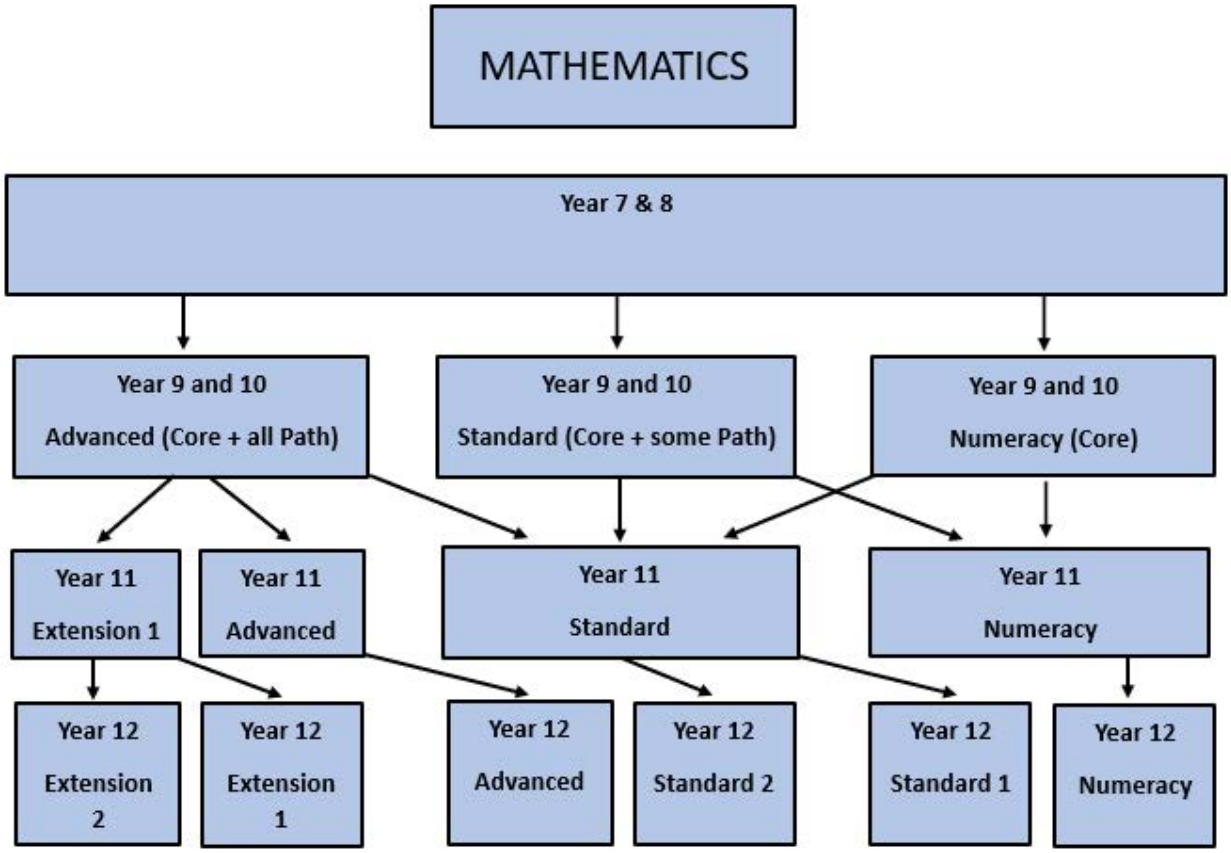
ENGLISH

The importance of language in English

Students' knowledge and understanding about language will grow and deepen as they engage with increasingly complex texts across a range of modes. Students continue to develop their understanding of how language use at word, sentence, paragraph and whole text-level, is determined by context, audience and purpose. Students' knowledge of their first language will support this development.
The development of students' vocabulary and background knowledge can be supported by their teachers engaging them in rich discussion and analysis of a range of texts, including those widely regarded as quality literature. This can support students' comprehension and has the potential to expand their ideas and experience of both their own world and the world of others. As students deepen their knowledge of language, they can apply new understanding to purposefully communicate their ideas, with increasing confidence and efficacy. Through knowledge and understanding of language, students can appreciate, reflect on and enjoy texts that are widely regarded as quality literature.

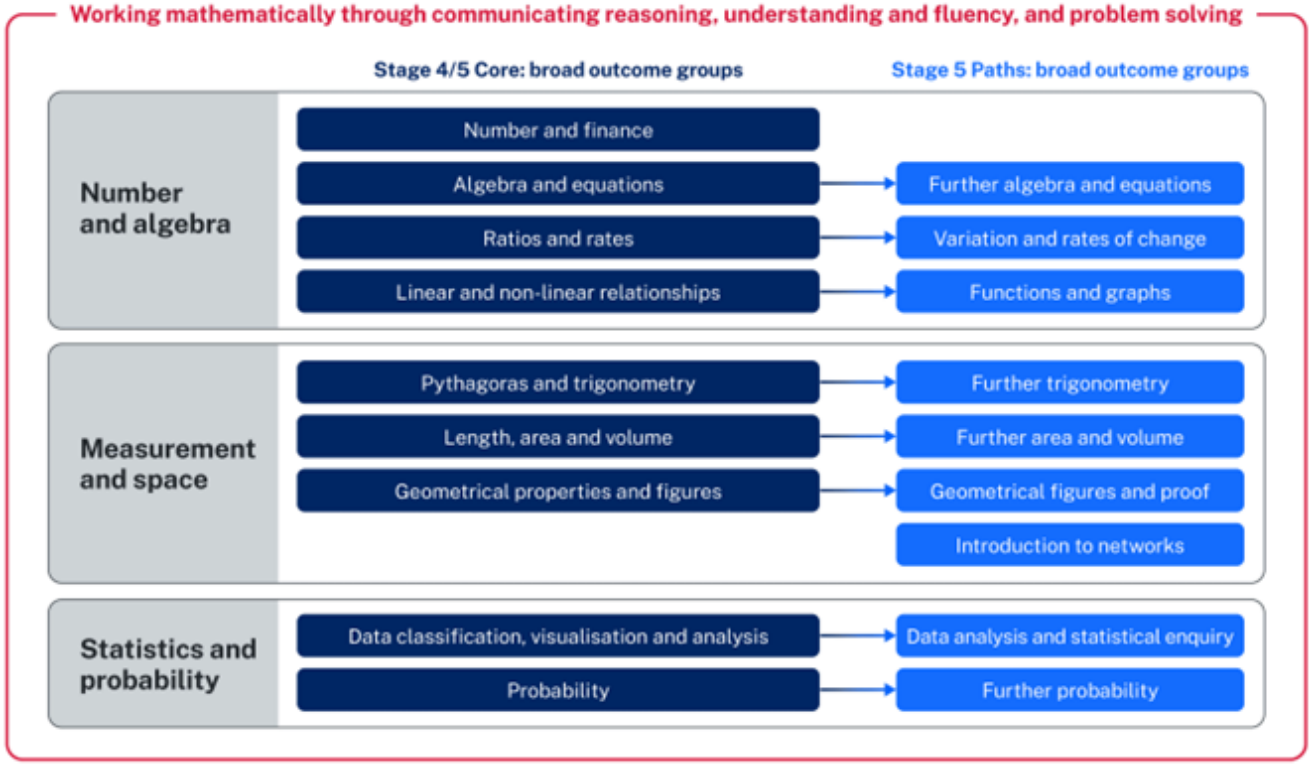


MATHEMATICS



COURSE DESCRIPTIONS

Mathematics 7–10



ABORIGINAL STUDIES

COURSE DESCRIPTION:

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal people of Australia, their cultures and lifestyles. Students learn about the contributions and significance of Aboriginal people and their cultural expressions, including visual and performing arts, language and spirituality. Students also study the interactions between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity.

ASSESSMENT:

Task 1:

- *Core One: Aboriginal identities. Research and Content Analysis. 20%*

Task 2:

- *Aboriginal Art. Prac and Research 20%*

Task 3:

- *Aboriginal People in Sport Research and presentation 20%*
  Participation in Semester One 10%

Task 4:

- *Aboriginal People in Film and Television Comparative Study 20%*

Task 5:

- *Participation in Semester Two 10%*

SPECIAL REQUIREMENTS:

Students will undertake practical work as well as research assignments and projects.

WHO SHOULD DO THIS COURSE?

This course is designed for all students and is valuable to Aboriginal and non-Aboriginal students.

EMPLOYMENT/FURTHER STUDY:

This course is advantageous for students considering Aboriginal Studies for Years 11 and 12.

FEES: $0 *excursions as advised*

HEAD TEACHER: Ilisa Newell

AGRICULTURAL TECHNOLOGY

COURSE DESCRIPTION:

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies. Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

ASSESSMENT:

There are four (4) assessment tasks for each year of the course. Students will be assessed on practical skills, as well as theory. Assessment tasks will take the form of enterprise assignments, practical tasks, and exams. Assessments will be in line with Animal and Plant Production course content.

SPECIAL REQUIREMENTS:

Appropriate covered footwear must be worn, please see TAS footwear guidelines in this booklet. Students will undertake practical work (50%) as well as research assignments and projects. Students should be prepared to get dirty and work outdoors in all types of weather.

WHO SHOULD DO THIS COURSE?

Students who are interested in practical animal and plant care and production, fieldwork and experimental work. Advantageous for students considering Agriculture or Primary Industries in Years 11/12.

EMPLOYMENT/FURTHER STUDY:

Students may study in the Agricultural Industry at TAFE or University, or work in the Agricultural Industry. Employment opportunities in Agriculture are vast and demand for workers in Agriculture is high.

FEES: $30 per year

HEAD TEACHER: Patrick Ford

AQUACULTURE TECHNOLOGY

COURSE DESCRIPTION:

Students will examine the impact of technology and human activity on the marine environment. Students will develop their technological and scientific literacy. They will increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. Through Aquaculture Technology, students are exposed to Biology, Chemistry, Physiology, Water Quality, Mathematics, Anatomy and Engineering. In addition to these academic skills, students develop life skills related to team work, problem solving, responsibility and animal care.

Students are responsible for the care and management of the school's Commercial Aquaculture Farm. Responsibilities include stock management, feeding, harvesting, marketing and sales. Volunteering at the local weekend farmers markets.

Fieldwork includes fishing at the schools stocked dam and on the Macquarie River.

ASSESSMENT:

As required.

SPECIAL REQUIREMENTS:

Appropriate covered footwear must be worn. Please see TAS footwear guidelines in this booklet. Students will undertake practical work and some research work. Students should be prepared to get dirty and work outdoors in all types of weather. **Students may only study one of Marine Studies and Aquaculture, but not both.**

WHO SHOULD DO THIS COURSE?

Students who are interested in practical animal and plant care and production, including fishing and fieldwork and experimental work.

EMPLOYMENT/FURTHER STUDY:

Students may study in the Aquaculture Industry at TAFE or University, or work in the Aquaculture Industry.

FEES: $30 per year

Photo: AQUACULTURE TECHNOLOGY

HEAD TEACHER: Patrick Ford

CHILD STUDIES

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.

Modules will be chosen from study from the following list: 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.

ASSESSMENT:

Practical based assessments including visits to local daycare centres. Research Assignment.

SPECIAL REQUIREMENTS:

NIL

WHO SHOULD DO THIS COURSE?

Students interested in the Child Care Industry.

EMPLOYMENT/FURTHER STUDY:

This course would be an advantage for students considering Exploring Early Childhood in Years 11/12, or Child Care at TAFE.

FEES: $15 per year

HEAD TEACHER: Daisy Morrissey

COMMERCE

COURSE DESCRIPTION:

In Commerce we investigate the role of government, how to earn an income and the best ways to satisfy more of our wants.

It is about people as consumers and the dealings they have with the law, business, employment, finance and government.

Core Topics: Consumer and Financial Decisions; The Economic and Business Environment, Employment & Work Future; Law, Society and Political Involvement.

Options: Promoting and Selling; Running a Business; Law in Action; Travel; Towards Independence; Our Economy; Investing; School developed Option.

Every day we are bombarded with information about new taxes, interest rates, the cost of living, law reforms, government decisions and the changing role of work.

We will invest in the share market, start a business, look into the experiences of leaving home, design logos and advertisements, consider electronic banking, study current newspaper articles and current affairs television shows and role play court cases.

ASSESSMENT:

Class tests and examinations, research assignments, class participation, written reports and oral presentations could be used.

SPECIAL REQUIREMENTS:

To enhance student understanding there are numerous integrated excursions within Bathurst to businesses, the courthouse and the shopping centre, as well as activities using the computer and internet to prepare brochures and business plans and to play the share market game.

WHO SHOULD DO THIS COURSE?

Commerce provides a range of experiences that suit the interests and needs of all students. It develops an understanding of commercial and legal processes and skill for personal financial management.

EMPLOYMENT/FURTHER STUDY:

This subject will assist students who are considering Legal Studies, Business Studies, Economics, Business Services or Retail Studies in Years 11 & 12.

FEES: $0 *excursions as advised*

HEAD TEACHER: Ilisa Newell

COMPUTING TECHNOLOGY

COURSE DESCRIPTION:

The study of Computing Technology in Years 7-10 enables students to:

•Become safe and responsible users of computing technologies, and developers of innovative digital solutions.

•Develop an understanding of the interrelationships between technical knowledge, social awareness and project management.

•Develop their ability to think creatively to produce and evaluate products.

•Develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Topics may include:

•Enterprise information systems: Modelling networks and social connections

•Enterprise information systems: Designing for user experience

•Enterprise information systems: Analysing data

•Software development: Building mechatronic and automated systems

•Software development: Creating games and simulations

•Software development: Developing apps and web software

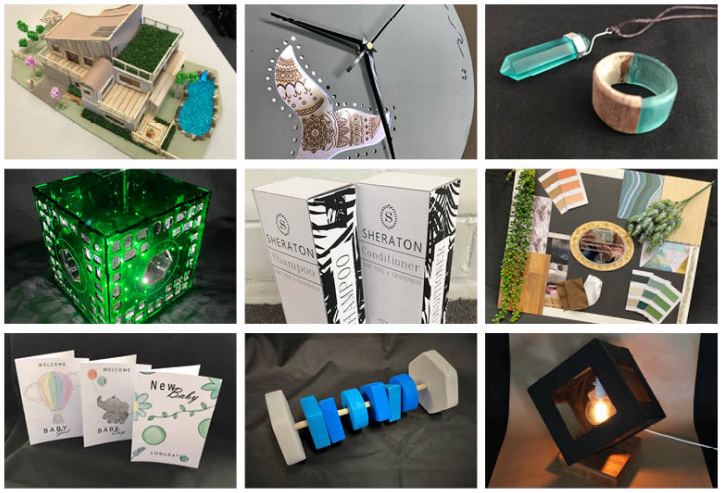


PHOTO: DESIGN AND TECHNOLOGY

ASSESSMENT:

Assessment will consist of tests, class project work & portfolio.

SPECIAL REQUIREMENTS: NIL

WHO SHOULD DO THIS COURSE?

This course is designed primarily as a two year course of study and provides a valuable stepping stone to later Preliminary and HSC courses in Multimedia and Software Engineering IDT

EMPLOYMENT/FURTHER STUDY

This course will assist students who would like to study Industrial Technology Multimedia, Graphics, VET Information & Digital Technology and Software Engineering in Year 11.

FEES: $20 per year

HEAD TEACHER: Pat Ford

DANCE

COURSE DESCRIPTION:

Dance involves the development of physical skill, expression and cultural understanding of Dance as an art form. Learning through dance enables students to apply their own experiences to performances. They are required to choreograph, perform and analyse the dances of others.

This course will cover a combination of theoretical and practical work in three areas of dance; performance, composition and appreciation. The emphasis is on performance and developing each student's abilities within their own capabilities and limitations.

- **Dance performance** as a means of developing dance technique and performance quality to communicate ideas.
- **Dance composition** as a means of creating and structuring movement to express and communicate ideas.
- **Dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Students will develop confidence in a number of dance styles through participation in dance class and performance. Classical Ballet, Modern Dance, Jazz and various ethnic styles of dance will be explored as well as musical theatre skills.

There will also be an ICT component which focuses on studying dance in technological and digital forms including the study of dance films.

ASSESSMENT:

Practical work, performance, composition, study of styles, practices, choroegraphers and the elements of dance.

SPECIAL REQUIREMENTS:

Students taking this course may be required to perform at Bathurst Eisteddfod, Regional Dance Festival and School Performance showcases.

WHO SHOULD DO THIS COURSE?

This course is designed for students who are interested in Dance with varied experience and for those willing to perform for an audience.

EMPLOYMENT/FURTHER STUDY:

The study of Dance provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

FEES: $20 per year

HEAD TEACHER: Veronica Manock

DESIGN & TECHNOLOGY

COURSE DESCRIPTION:

This course is for students who are interested in learning how to design, create and innovate. Students complete a range of practical activities to gain skills and knowledge in designing across several design fields. Students design and produce several projects and record their development in a design portfolio. These projects may teach skills and knowledge in graphic design, communication, packaging design, product development, interior design, architectural design, furniture design, jewellery design, fashion design and landscape design. Students learn about the impact of their designs on the individual, society and the environment while developing the skills necessary to work safely with a wide range of materials and a variety of technologies during the production of their design projects. This course supports students to develop an understanding of the work of designers across a range of context areas.

ASSESSMENT:

Practical experiences centred on design project and portfolios.

SPECIAL REQUIREMENTS:

Students will be required to wear appropriate clothing, including full leather shoes or boots as part of the WHS requirements for working within a materials workshop. Added to this, students must be prepared to adhere to all WHS requirements, including safe and disciplined conduct as a legislative and reasonable requirement. To assist, the provision and wearing of Personal Protective Equipment is compulsory.

WHO SHOULD DO THIS COURSE?

Students who are interested in becoming a designer of any kind. Students who are willing to examine the design process in greater depth and who have a genuine interest in new and emerging technologies and associated processes.

EMPLOYMENT/FURTHER STUDY:

Opportunities exist in a range of different industries for further study at TAFE and University, as well as employment in places where innovation and development are required.

FEES: $60 per year

HEAD TEACHER: Patrick Ford

DRAMA

COURSE DESCRIPTION:

Drama is an artform where students learn about themselves and others by creating characters, situations and exploring the world around them through the eyes of the theatre. The subject is collaborative, practical, creative and academic. The course develops and promotes knowledge and practice in Making, Performing and Appreciating Drama.

Drama encourages a cooperative and self-disciplined approach to collaboration and creativity in both individual and group tasks. In collaboration with peers, students are required to devise original pieces of theatre using a range of ideas and concepts. These creative processes – writing, workshopping, rehearsing, performing and evaluating performances are valued and enjoyed equally throughout the course. Through both theoretical and practical tasks, students will develop an appreciation of different forms of theatre and performance styles including: Mime, Melodrama, Commedia dell'Arte, Political Theatre, Verbatim, Black Comedy, and Australian Contemporary Theatre. Students also learn about aspects of technical production and theatrical design for the stage. Students will have the opportunity to attend professional productions over the course of the subject. The cost of these performances is subject to change. Viewing and analysing contemporary theatre productions allows students to extend their skills in interpretation, reflection and analysis of the art form.

ASSESSMENT:

Practical work: performing and creating Individual & Group Performances

SPECIAL REQUIREMENTS:

Students will be expected to complete regular log book entries reviewing their own work and that of others, projects and be involved in a variety of productions and performances.

WHO SHOULD DO THIS COURSE?

Students willing to participate, who are flexible, creative and able to work in a variety of group situations.

EMPLOYMENT/FURTHER STUDY:

A number of universities including CSU offer courses in theatre, drama and theatre production. TAFE also offers a variety of related technical production courses

FEES: $20 per year

HEAD TEACHER: Veronica Manock

ELECTIVE GEOGRAPHY

COURSE DESCRIPTION:

Elective Geography is the study of interactions between people, places and environments. Students will look at the dynamic nature of the world and the varying perspectives of people of geographical issues. They will learn about the importance of sustainability and inter-cultural understanding as well as the role of being informed, responsible and active citizens. Topics include Physical Geography, Oceanography, Primary Production, Global Citizenship, Australia's Neighbours, Political Geography, Interactions & Patterns along a Transcontinental Transect and a school-developed option which enables students to chose an area of study. There is also a range of fieldwork integrated throughout the course.

ASSESSMENT:

Class tests and examinations, research assignments, class participation, written reports and oral presentations could be used.

SPECIAL REQUIREMENTS:

NIL

WHO SHOULD DO THIS COURSE?

Students who are interested in the physical and/or social aspects of Geography and the functioning of the contemporary world.

EMPLOYMENT/FURTHER STUDY:

This course provides students with transferable knowledge and skills in other subjects. It is a great path into Senior Geography and University level education.

FEES: $0 *excursions as advised*

HEAD TEACHER: Ilisa Newell

ELECTIVE HISTORY

COURSE DESCRIPTION:

Studying Elective History will be beneficial for students who have a passion for studying the past. Students will be able to focus their interest through studying their chosen topics and through field work. The study of Elective History will help students develop research skills and foster an interest in current topics. The Elective History course is broken up into 3 sections:
Topic 1:

- *History Heritage and Archaeology*

Topic 2:

- *Ancient, Medieval and Early Modern Societies*

Topic 3:

- *Thematic Studies*

Students will be given the opportunity to study units such as: Family History, Film as History, Museum and/or Archives Studies, Archaeology of the Ancient World, The Ottoman Empire, Heroes and Villains, World Myths and Legends, Crime and Punishment, Sport and Recreation in History, plus many more.

ASSESSMENT:

Class tests & examinations, research assignments, class participation, written reports & oral presentations could be used.

SPECIAL REQUIREMENTS:

A major part of this course is an extensive individual research project on a topic of the student's choice.

WHO SHOULD DO THIS COURSE?

This course will be beneficial for students who have a passion for studying the past. Students will be able to focus their interest through studying their chosen topics and through field work.

EMPLOYMENT/FURTHER STUDY:

This course will help students to develop research skills and foster an interest in current topics. Skills developed in this course are transferable to many different courses at school and tertiary level.

FEES: $0 *excursions as advised*

HEAD TEACHER: Ilisa Newell

EPIC SCIENCE: FROM ATOMS TO AI

Delivered at Kelso High Campus only

COURSE DESCRIPTION:

Epic Science from Atoms to AI tells the story of humanity's place in the universe from the 'Big Bang' to the modern day and beyond. This course helps students better understand people, civilisations, and the world we live. Epic Science Atoms to AI encourages students to think across scales, from the massive expanse of the universe to the smallest atoms.

STUDENTS WILL DEVELOP:

•Deep knowledge, understanding, and skills to create and apply new ideas
•Problem-solving, research and critical thinking skills by engaging with diverse sources and perspectives
•Respect for differing viewpoints
•A deeper appreciation of the evolution of knowledge systems and the relationship between evidence and ideas through integrated study of the cosmos, life, and humanity using empirical evidence.

ASSESSMENT:

Class work and assessment tasks will involve group work, written responses, research tasks and presentations. There will also be opportunities for students to 'branch off' and focus their interests into one area of their choice.

SPECIAL REQUIREMENTS:

Epic Science Atoms to AI will not be listed on the RoSA, however, A to E grades will be recorded in the students' biannual report.

WHO SHOULD DO THIS COURSE?

Students who are interested in topics such as astronomy, chemistry, evolution, geology, society and culture, history and generally interested in the impact and contributions of humans on the Earth and exploring future possibilities will enjoy this course.

EMPLOYMENT/FURTHER STUDY

This course provides students with transferable knowledge and skills in other subjects. Students build and develop their ability to communicate effectively in written and creative formats and to make judgements about theories and ideas using evidence.

It is an ideal precursor to studying Biology, Investigating Science, Earth and Environmental Science, Science Extension and/or Society and Culture in Stage 6.

FEES: $20 per year (excursions as advised)

HEAD TEACHER: Jeanine Lawler

PHOTO: *3 FOR THE HSC* Year 11 Bathurst High Campus Hospitality students

FOOD TECHNOLOGY

COURSE DESCRIPTION:

This course aims to challenge all students through the study of food and food technologies in an enjoyable and relevant way. Students who undertake this course will gain a valuable insight into the role of food in the lives of all Australians. Students will be completing at least 4 units over a 2 year period. Food Selection and Health, Food in Australia, Food for Special Needs, and Foods for Special Occasions. Practical activities are included in each unit of work. This course actively engages students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food. This course will provide students with:

- *Practical food preparation experiences and cooking demonstrations*
- *Knowledge of wise food choices for a healthy lifestyle*
- *Experiences which will create an awareness of the impact of technology*
- *Development of a variety of cooking skills*

ASSESSMENT:

Practical experiences - food preparation and presentation skills; Portfolios; Research projects and written reports; presentations; practical and written tests.

SPECIAL REQUIREMENTS:

Appropriate covered footwear must be worn. Containers to take food home or purchase a container from teacher.

WHO SHOULD DO THIS COURSE?

Students who are interested in the many areas of the food industry including Food Service and Catering, Food Trends and Food Selection and Health.

EMPLOYMENT/FURTHER STUDY:

The study of Food Technology will assist students to develop an understanding of work and employment within the Australian Food Industry. Food handling in all practical activities is transferable to vocational contexts particularly those in the tourism industry.

FEES: $120 per year

HEAD TEACHER: Patrick Ford

GRAPHICS TECHNOLOGY

Delivered at Kelso High Campus only

COURSE DESCRIPTION:

Graphics Technology will develop students understanding of the significance of graphical communication. Students engage in both manual and computer-based forms of image generation and manipulation to draw in 2D and 3D formats. Practical experiences occupy the majority of course time. Graphics Technology has two core modules, including Instrumental Drawing and Computer Aided Design that students will study in the first year and up to 6 of the 10 option modules throughout the remainder of the course. The options are as follows:

- Architectural Drawing
- Australian Architecture
- Cabinet & Furniture Drawing
- Computer Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project

ASSESSMENT:

Project work; various classwork

SPECIAL REQUIREMENTS: None

WHO SHOULD DO THIS COURSE?

Students who are interested in being actively involved in the planning, development and production of quality graphical presentations. It supports work in other Industrial Technology courses. Highly recommended for students doing other Industrial Technology subjects in Years 9-12.

EMPLOYMENT/FURTHER STUDY

Graphics Technology can lead to further study in Architecture, Engineering, Drafting and Graphics Design. This course will be extremely useful for those planning a career in a trade where plans are widely used (e.g. building)

FEES: $40 per year

(Students supplied with drawing instrument kit) Students will need a folder and drawing instruments including compass, squares, pencils and eraser. This will cost approximately $40 and will remain the property of the student. These can be purchased from the school at the beginning of the year. It is encouraged that students have access to a computer at home in order to undertake drawing activities as required.

HEAD TEACHER: Will Maloney

INDUSTRIAL TECHNOLOGY: AUTOMOTIVE

COURSE DESCRIPTION:

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

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

- *maintenance and repair of small engines*
- *automotive restorations*
- *building a small powered vehicle*
- *work undertaken on isolated automotive components.*

Students will learn about engines through the practical task of creating a sectional motor. This will provide students with a variety of practical experiences with metal working tools and machinery to produce the engine section.

ASSESSMENT:

Practical projects, research task, knowledge testing, design folio.

SPECIAL REQUIREMENTS:

Students must be prepared to adhere to all safety rules, wear appropriate clothing and behave in a disciplined and safe manner. The provision and wearing of Personal Protective Equipment is compulsory.

Note that students can only study a maximum of two Industrial Technology courses.

WHO SHOULD DO THIS COURSE?

Students who have an interest in cars, engines, enjoy problem solving and project based learning.

EMPLOYMENT/FURTHER STUDY:

The Industrial Technology Automotive course can lead to a number of job opportunities; from fixing up cars as a mechanic, to making extensive repairs as an automotive electrician. It provides the fundamental skills to prepare students for Stage 6 Industrial Technology courses or other Vocational Qualifications related to the Automotive industry.

FEES: $60 per year

HEAD TEACHER: Patrick Ford

INDUSTRIAL TECHNOLOGY: ENGINEERING

COURSE DESCRIPTION:

This course aims to introduce students to the world of engineering materials and engineering principles and processes. This is a highly practical subject with most of the content being delivered through project work. Exposure to computer applications and CAD drafting software is guaranteed. Students displaying organization and self-discipline will have the opportunity to pursue areas of personal interest. Students will be introduced to a wide variety of materials used in engineering, and investigate their application through the research and construction of a variety of practical projects. Materials considered include metals and alloys, polymers, ceramics and concretes, and composite materials. These are enhanced and further developed through the study of specialist modules in

- *Control Systems and*
- *Alternative Energy*

Practical projects will provide students with opportunities to develop specific knowledge, understanding and skills related to engineering. These may include:

- *Small Structures*
- *Aquaponic Systems*
- *Electronic & Mechanical Control Systems*

ASSESSMENT:

Practical; research tests; knowledge testing; design folio

SPECIAL REQUIREMENTS:

Appropriate covered footwear must be worn. Students who choose this course are expected to enter and participate in competitions throughout the course, e.g. Solar Car Competition. Students must accept the need for safe and disciplined behaviour and be prepared to accept all workshop safety rules. The provision and wearing of Personal Protective Equipment is compulsory.

Note that students can only study a maximum of two Industrial Technology courses.

WHO SHOULD DO THIS COURSE?

Any student considering a career in Engineering.

EMPLOYMENT/FURTHER STUDY:

The study of Industrial Technology in Stage 5 provides a foundation for learning in Design & Technology and Industrial Technology in Stage 6. It is helpful to students seeking careers in trades such as building, carpentry and metalworking.

FEES: $60 per year

HEAD TEACHER: Patrick Ford

INDUSTRIAL TECHNOLOGY: METAL

COURSE DESCRIPTION:

This course will introduce students to common metalworking processes and procedures used extensively in manufacturing and automotive fields. Students will become proficient in the use of metal lathes, thread cutting, the safe use of oxy/acetylene equipment, cutting, bending, shaping and assembly of metal projects, sheet metal work and the development and reading of plans. This challenging but interesting course is becoming popular for students as they see the demand for skilled metal trades persons and engineers grow. Students will be introduced to the above skills through a range of small projects in Year 9. In Year 10 a standard project will be completed, and students may have the opportunity to undertake a project of their choice to finish the course. Skills encountered will include the use of hand and power tools, fabrication and fitting, machining (including lathe and milling work) and welding and brazing.

ASSESSMENT:

Practical project; research task; knowledge testing; design folio, project report.

SPECIAL REQUIREMENTS:

Students must wear appropriate clothing and be prepared to adhere to all safety regulations and behave in a disciplined and safe manner. The provision and wearing of Personal Protective Equipment is compulsory. Students are to provide overalls and leather work boots.

Note that students can only study a maximum of two Industrial Technology courses.

WHO SHOULD DO THIS COURSE?

Students who have an interest in the practical aspects of technology and like to plan, create and make.

EMPLOYMENT/FURTHER STUDY:

The study of Technology in Stage 5 provides a foundation for learning in the areas of Metal & Engineering Design & Technology and Industrial Technology in Stage 6. It is helpful to students seeking careers in trades such as building, carpentry, metal working and automotive.

FEES: $60 per year

HEAD TEACHER: Patrick Ford

INDUSTRIAL TECHNOLOGY: TIMBER

COURSE DESCRIPTION:

This course will introduce students to the world of woodworking including basic cabinetwork, woodturning and woodcraft. Students will also learn about the application of a variety of wood finishes. By producing a series of skills based timber projects, students will become proficient in designing, planning and producing quality timber projects, This very popular course can lead to a wide range of trade and allied occupations. It will also serve as an introduction to the Construction course in Years 11-12, which will gain the students trade and TAFE accreditation. It also provides a good background to the HSC course Industrial Technology Timber. Students will construct a range of small projects in Year 9 and may undertake a major project in Year 10 which will cater for individual needs and interests.

ASSESSMENT:

Practical projects, research task, knowledge testing, design folio.

SPECIAL REQUIREMENTS:

Students must wear leather work boots. Students must be prepared to adhere to all safety rules, wear appropriate clothing and behave in a disciplined and safe manner. The provision and wearing of Personal Protective Equipment is compulsory.

Note that students can only study a maximum of two Industrial Technology courses.

WHO SHOULD DO THIS COURSE?

Students who have an interest in the practical aspects of technology and like to plan, create and make.

EMPLOYMENT/FURTHER STUDY:

The study of technology in Stage 5 provides a foundation for learning in the areas of Design & Technology and Industrial Technology in Stage 6. It is helpful to students seeking careers in trades such as building, carpentry and metalworking.

FEES: $60 per year

PHOTO: TIMBER TECHNOLOGY

HEAD TEACHER: Patrick Ford

iSTEM

COURSE DESCRIPTION:

iSTEM is a student-centred subject for students in Years 9 and 10 that delivers Science, Technology, Engineering and Mathematics in an integrated way. iSTEM is currently a School Developed Board Endorsed Course (SDBEC) which being reviewed. Incorporating Robotics, Aerodynamics, Software, Coding, Engineering, 3D CAD/CAM and Motion modules. STEM presents maths and sciences to students in ways that challenge not only their understanding of these key subjects but also their ability to manage projects and work in teams.

ASSESSMENT:

To satisfy the requirements of the course students must undertake a range of problem solving and inquiry-based and project-based learning activities which occupy the majority of course time. This assists students to actively pursue and apply technological knowledge to find solutions to authentic problems in our world.

SPECIAL REQUIREMENTS:

iSTEM will not be listed on the RoSA, however A to E grades will be recorded in the student's biannual report.

WHO SHOULD DO THIS COURSE?

Students would be suited to this course who have an interest in Science, Technology, Engineering and Maths.

EMPLOYMENT/FURTHER STUDY:

The iSTEM course aims to increase the number of students studying Physics, Chemistry, Engineering, Design and Technology, Computing and Mathematics subjects at the HSC school level. This is to be achieved through an integrative course structure, providing practical relevance and exposure to the connectivity between scientific, technological, engineering and mathematical concepts.

FEES: $60

HEAD TEACHER: Patrick Ford

INTERNATIONAL STUDIES

COURSE DESCRIPTION:

This course gives students understanding of and skills for cultural diversity in the modern world. Students study the complexity and diversity of cultures and the different beliefs that underpin them through recognition and challenge of stereotypes. They identify factors that promote stability and change in human societies. Students learn to recognise the increasing interdependence and interconnectedness of different people and cultures in the contemporary world. Students learn to communicate successfully in cross cultural contexts by engaging positively with people from diverse cultural backgrounds in Australia and beyond.

All students study the Core Module "Understanding Culture & Diversity in Today's World". Other topic options include:

- *Culture and the Media*
- *Culture and Food*
- *Culture and Travel*

ASSESSMENT:

Case study

SPECIAL REQUIREMENTS:

International Studies will not be listed on the RoSA, however A to E grades will be recorded in the student's biannual report.

WHO SHOULD DO THIS COURSE?

Students who are interested in all aspects of HSIE. This is an excellent introductory subject for studies in Ancient History, Modern History, Geography, Aboriginal Studies, Society & Culture, Studies of Religion, Legal Studies, Business Studies, Economics, Community & Family Studies, Music and Art.

EMPLOYMENT/FURTHER STUDY:

Further study can be undertaken in Law, International Studies, Media, Communications, History, Social Justice & Politics

FEES: $0 *excursions as advised*

HEAD TEACHER: Ilisa Newell

JAPANESE

COURSE DESCRIPTION:

Studying Japanese will connect you with a fascinating culture and open up many career opportunities. Through language you will rehearse communication, collaboration and team building skills in an enjoyable environment. After all, no other subject has an outcome called 'socialise with peers'!

Our aim is to empower students to become effective communicators by developing linguistic competence and intercultural capability. Students will learn to:

- interact, understand and create texts in the target language
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning

Immersive excursions to Sydney and incursions with Japanese presenters enhance students' appreciation of Japan and provides opportunities to apply their language skills in a relevant setting.

Opportunities also exist to visit Japan. This subject caters to all learning styles and is wonderful for those who love being able to witness themselves learn a brand new skill.

ASSESSMENT:

Interacting, understanding text and creating text.

SPECIAL REQUIREMENTS:

Nil

WHO SHOULD DO THIS COURSE?

Any student who is willing to have a go and loves learning new things!

EMPLOYMENT/FURTHER STUDY:

Careers in any job that requires communication skills, memorising, coding or interacting. Plus, the added bonus of standing out from the crowd because you are multi-lingual!

FEES: $30 per year (BHC only)

$30 covers the Education Perfect Online Subscription at Bathurst High Campus. Excursions and other optional activities will require additional minimal charges.

HEAD TEACHER: Eleanor Cloherty (Rel)

MARINE STUDIES

COURSE DESCRIPTION:

This course enables students to study marine systems from a wide variety of focus areas, including Biology, Ecology, Management, Employment and Leisure. A core module and five option modules will be selected from various focus areas and may include Shipwrecks and Salvage, Dangerous Marine Creatures, Marine Mammals, Marine Disasters, Saving Water Environments, Fish Biology, the Abyss and Tourism. Students will participate in various practical experiments, field work and care for fish tanks in the laboratory. This is an enquiry-based subject that promotes independent learning and critical thinking. Excursions will be held, such as Sydney Aquarium and the Australian National Maritime Museum.

ASSESSMENT:

Personal Interest Project, Journal Task, Water Survival Skills, First Aid

SPECIAL REQUIREMENTS:

Appropriate footwear must be worn in the science laboratories. Completion of the core module includes a swimming practical at the local pool involving water survival skills and snorkelling. Students may still study this course if they are not confident swimmers. Students should be prepared to do practical work and field work within the Sydney area. **Students maybut not both.**

WHO SHOULD DO THIS COURSE?

This course is suited to students who are interested in all aspects of the marine environment including its science, history, recreation, management, conservation and ecology.

EMPLOYMENT/FURTHER STUDY:

Study at University (Marine Biology, Tourism), Australian Maritime College, TAFE (Maritime Operations, Marine First Aid, Marine Mechanical Technology, Marine Craft Construction, Tourism) multiple government agencies such as National Parks & Wildlife Services, Dept of Fisheries, Tourism and Tour Guide in areas such as the Great Barrier Reef.

FEES: $35 per year *excursions as advised*

HEAD TEACHER: Rosie Weithaler

MUSIC

COURSE DESCRIPTION:

Students will study a wide range of musical styles and develop their musical knowledge and skills through performance, aural, composition and musicology. Students are encouraged to join one of the many music ensembles that are offered in the school. Students will study one compulsory topic, Australian Music, as well as a diverse range of musical styles including Jazz, Rock, World Music and Classical Music. By the end of the course the students will be able to read and write musical notation, respond musically to different styles of music, perform a repertoire of differing styles of music and show understanding of the history and makeup of the different styles. This course is seen as the foundation for further study in Years 11-12, but also stands alone as a course which broadens a student's cultural horizons.

ASSESSMENT:

Practical skills: performance and composition. Aural & musicology written skills.

SPECIAL REQUIREMENTS:

Students will be expected to study an instrument of their choice and be committed to daily practice. All students will be expected to perform at a variety of concerts and recitals.

PHOTOS: Blockfest

WHO SHOULD DO THIS COURSE?

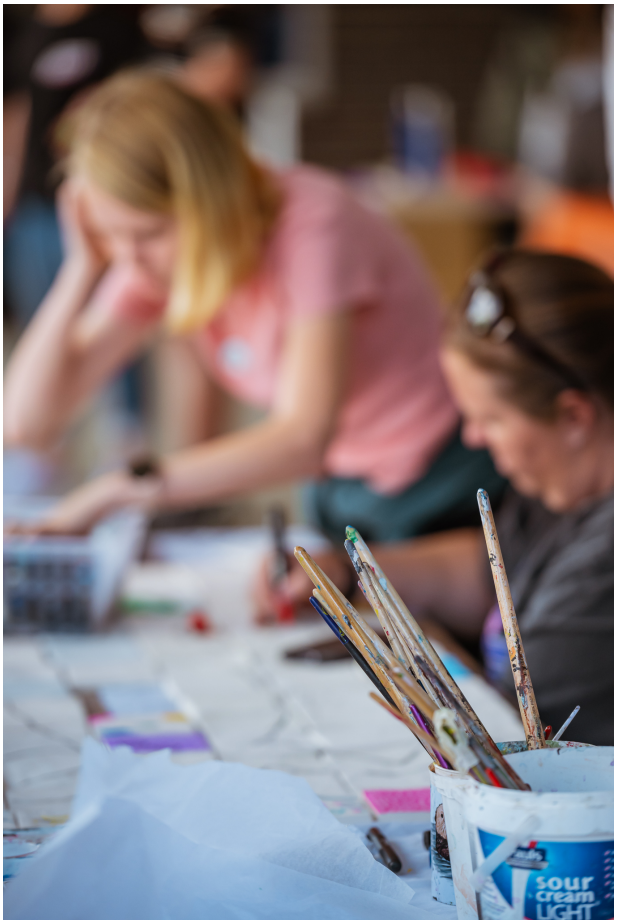
Students interested in broadening their musical knowledge and developing their instrumental and performing skills.

EMPLOYMENT/FURTHER STUDY:

A number of Universities offer courses for Classical, Jazz or Contemporary musicians. TAFE also offers courses in Contemporary Music and Music Production. Graduates of these courses find employment as musicians, teachers, production technicians or music retailers.

FEES: $60 per year

HEAD TEACHER: Veronica Manock



PHOTOGRAPHY, DIGITAL IMAGING & FILM

COURSE DESCRIPTION:

This course enables students to explore a range of Photographic and Video techniques through a variety of media. Students will explore traditional forms of photography including manipulation of film, photographic papers and chemicals.

Students will also study digital manipulation of images using digital imaging and editing software. Students will undertake practical work as well as research assignments and projects. This course may include, but is not limited to, the following Photographic and Digital Media areas: wet photography (darkroom), digital photography, manipulated images, installations, inter-actives, internet art, games, video and animation. As the course progresses, students will build a portfolio using a range of photographic and digital equipment and techniques and various investigations of the world.

In studying about photography and digital media, students will investigate relevant events, photographers, artists, designers agencies and critical accounts of photographic, digital media practice and a brief history of photography.

ASSESSMENT:

Practical skills; historical and critical study.

SPECIAL REQUIREMENTS:

Students should be prepared to work in the dark room with chemicals. Students will need to provide a Photography Diary to regularly record their progress. A memory stick of at least 8GB is also required. Students will have access to a digital camera; however, it would be beneficial if students had their own digital camera. Students are required to have their own SD card.

WHO SHOULD DO THIS COURSE?

Students who are interested in the practical and theoretical aspects of photography and film-making.

EMPLOYMENT/FURTHER STUDY:

A number of universities offer courses in photography and film making. TAFE also offers courses. Graduates of these courses find employment in a very diverse range of jobs in the arts and media.

FEES: $60 per year

HEAD TEACHER: Veronica Manock

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS) COACHING AND SPORTS MANAGEMENT

COURSE DESCRIPTION:

This course is designed for students with a genuine interest in physical activity, sports management, leadership roles in sport and the functioning of the human body. This course gives students the opportunity to study Physical Activity and Sport in greater depth. It is designed to supplement and enrich the students' core, practically based physical education program by:

(a)Providing students with the opportunity to learn the importance of physical activity, the role of sport in society, sporting event management and the biomechanical functioning of human movement. The course also encourages students towards lifelong participation in sporting, recreational, social, leisure and adventure activities

(b)In **Year 9**, students' study: the foundation skills required for coaching a group; how to participate in sport and physical activity safely, how to effectively organise and manage sporting events and to explore a range of aspects which encompass Australia's sporting identify.

(c)In **Year 10,** students' study: anatomy, body systems and the biomechanics involved in sport, sports medicine procedures and treatment for sport related injuries, advanced coaching development and analyse a broad range of contemporary issues impacting on sport and physical activity

(d)The material covered over the two years will be valuable for students entering **Year 11 and 12** Health and Movement Science and SLR as it gives them an insight into the content. This course allows students to develop the skills necessary to coach a group of other students in a constructive and safe manner.

ASSESSMENT:

Application of coaching a group, practical ability during sports lessons, practical and theory emergency care examination, planning, delivering and evaluating coaching sessions.

SPECIAL REQUIREMENTS:

Students are encouraged to have an interest and/or background as a participant in sport. They will need to be able to work collaboratively and independently in front of others and must be able to participate in a range of physical activities in a cooperative and positive manner.

WHO SHOULD DO THIS COURSE?

This course is suited for students with an interest in pursuing sporting goals other than as a passive participant. It provides extension work that is not possible within the 9-10 PDHPE program.

EMPLOYMENT/FURTHER STUDY:

It provides useful skills for students interested in pursuing careers in sports coaching and administration, recreation, the fitness industry, some health-related fields and education. This course provides foundation knowledge and skills helpful for Stage 6 Health and Movement Science and Sport, Lifestyle and Recreation courses.

NOTE:

A maximum of 200 Hours of Physical Activity and Sports Studies can be studied in Stage 5. You CAN NOT study both Physical Activity and sports Studies courses together. ie. You can not study Coaching and Sports Management and Sport and Fitness Studies together.

FEES: $15 per year

HEAD TEACHER: Daisy Morrissey

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS): SPORT & FITNESS STUDIES

COURSE DESCRIPTION:

This course promotes learning about movement, games and fitness. It provides students with opportunities to develop their movement skills, analyse movement performance. Physical Activity and Sports Studies (PASS) is a course that provides opportunities for students to develop and expand their knowledge, understanding and skills in relation to sport and physical activity concepts that have been developed through PDHPE. The Sports Fitness course involves both theory and practical work and should only be chosen by students who are willing to contribute to all aspects of the course. Students will be given the opportunity to participate in a number of practical experiences and excursions to further their understanding of key concepts taught in the classroom. There will be common modules throughout the course. These include: Body systems and energy for physical activity; measurement and testing; nutrition and physical activity; lifestyle and recreation; issues in physical activity and sport.

ASSESSMENT:

Research tasks, formal examinations, group tasks and presentations, observation of practical skills and performance.

SPECIAL REQUIREMENTS:

Students should be aware active participation and engagement in activities is required to maximise the benefits of this course.

WHO SHOULD DO THIS COURSE?

Students who are interested in participation in physical activity, gaining a more in-depth understanding of a range of sports and physical activity options available to them within the Bathurst High Campus and our surrounding community.

EMPLOYMENT/FURTHER STUDY:

It provides useful skills for students interested in pursuing careers in sports coaching and administration, recreation, the fitness industry, some health related fields and education. This course provides foundation knowledge and skills helpful for Stage 6 PDHPE and Sport Lifestyle and Recreation courses.

NOTE:

A maximum of 200 Hours of Physical Activity and Sports Studies can be studied in Stage 5. You CAN NOT study both Physical Activity and sports Studies courses together. ie. You can not study Coaching and Sports Management and Sport and Fitness Studies together.

FEES: $15 per year

HEAD TEACHER: Daisy Morrissey

TEXTILES TECHNOLOGY

COURSE DESCRIPTION:

This course aims to develop in students, proficiency in the design, production and evaluation of textile items through the manufacture of practical projects and study of the Properties and Performance of Textiles, Design and the Role of Textiles in Society. Project work forms the basis of the course. This includes the manufacture of practical items and the production of supporting documentation. Project work has two components: Development of practical skills to produce a textile item & documentation of work which may include a digital folio, design folio, diary, journal or any other method. Students will gain the skills and knowledge necessary to design and make a variety of quality and creative textile items such as clothing, furnishings, costume and textile arts over the two-year course. Study of Design includes the practice of textile designers, design elements and creative processes, factors affecting design and methods of applying colour and decoration to textiles. The Properties and Performance area of study focuses on the properties of textile items, fibres, yarns and fabrics and the ways in which they perform. The Textiles and Society area of the course examines textiles and design from a historical, cultural and contemporary perspective.

ASSESSMENT:

Textile projects, including design work and supporting documents, written texts, class work.

SPECIAL REQUIREMENTS:

Students must provide the majority of materials (e.g. fabrics, thread, and pattern) required for project work and will be notified of these requirements.

WHO SHOULD DO THIS COURSE?

Students who are interested in refining and enhancing their textiles skills and knowledge using a range of materials, tools and techniques.

EMPLOYMENT/FURTHER STUDY:

The study of Textiles technology will assist students to develop an understanding of various sectors within the textiles industry.

FEES: $40 per year

HEAD TEACHER: Patrick Ford

VISUAL ARTS

COURSE DESCRIPTION:

The course aims to encourage students to be aware of the many forms of art which surround them in their everyday life through observation of artists at work and through experimentation with various media. It builds on and extends the skills and experiences gained in Years 7 & 8 through the exploration and interpretation of ideas and experimentation with a variety of media and techniques related to the making of 2D, 3D and 4D art forms. This course also includes the study of artworks from historical and cultural contexts. Course content involves a diversity of art forms including sculpture, drawing, painting, printmaking, photography, ceramics, and may include such areas as art wearables, animation, computer graphics and jewellery. Students will explore artworks from different cultures and the importance art plays to these cultures. Students will have the opportunity to develop their own artistic point of view and express their own individual personality. Students will be expected to keep a Visual Arts Process Diary as a record of their experimentation with different media and techniques towards the development of their own ideas.

ASSESSMENT:

Practical skills 60%;
Historical & Critical studies 40%

SPECIAL REQUIREMENTS:

NIL

WHO SHOULD DO THIS COURSE?

Students who are self-motivated and have an interest in exploring their ideas in a visual form. This course is also suited to those students who are interested in pursuing a career which involves creative problem solving such as architecture, graphic arts and film & video.

EMPLOYMENT/FURTHER STUDY:

This course would be of value to those students who intend studying Visual Art in their HSC as well as those students interested in studying Fine Arts, Architecture, Graphic Design or a great many other arts related courses at tertiary level.

FEES: $60 per year

HEAD TEACHER: Veronica Manock

VISUAL DESIGN

COURSE DESCRIPTION:

This course can be considered similar to Visual Arts; however, the design aspects of art making are predominately studied in this course. The following are some of the practical areas which may be experienced: Print – multimedia, visual image in advertising, conventions and application of illustration / cartooning, visual semiotics (text, font, lettering), the application of visual images in print (posters, post cards). Object – the body as site for visual design (jewellery, wearables), iconic symbols, ceramic ware, fabric, theatrical applications of visual design, containers as a site for visual design. Space – time – interactive visual design artworks, video / animation, architectural considerations of interior and exterior spaces, site-specific installations and exhibitions, the environment as a stimulus for visual design. Students will build a portfolio of work and investigate a range of visual design concepts within the forms of printmaking, computer graphics, photographic techniques and the design of objects. Students will be required to document their process and keep a design journal to explore and record their investigations.

ASSESSMENT:

Practical skills 60%;
Historical & Critical studies 40%

SPECIAL REQUIREMENTS:

NIL

WHO SHOULD DO THIS COURSE?

Students who are interested in building a learning basis to take them into one of the many and growing areas of design based careers such as computer graphics, theatre design, architecture, fashion design, furniture and interior design and all forms of visual advertising.

EMPLOYMENT/FURTHER STUDY:

This course would be of value to those students who intend studying Visual Art in their HSC as well as those students interested in studying Fine Arts, Architecture, Graphic Design or a great many other arts related courses at tertiary level.

FEES: $60 per year

HEAD TEACHER: Veronica Manock

Please use the space here to write your 3 main choices and 3 reserve choices. There is also space to note any questions you may have in preparation of the Future Pathways interviews

SUBJECT SELECTIONS	NOTES
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2.	
3.	
4.	
5 .	
6 .	

Denison College
OF SECONDARY EDUCATION
BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

FUTURE PATHWAYS STUDENT INTERVIEWS

Frequently Asked Questions

What are the Future Pathways interviews?

The Future Pathways interviews give students the opportunity to discuss their Year 9 and 10 elective choices with an experienced staff member. Teachers will provide guidance and advice to students in relation to their pattern of study, as well as ensuring that the pattern of study is compliant with NESA guidelines. This ensures that the student is eligible to achieve the ROSA credential at the completion of their Year 10 studies. Students, staff and parents will discuss student strengths, areas for improvement, interests and future aspirations during the interview. At the conclusion of the interview, students will choose 3 electives that they wish to study in 2026/27 in priority order, as well as 3 reserve choices.

When are they held?

For 2025, **Bathurst High Campus** Future Pathways Interviews will be held on Thursday 28th August 2025.

Interview times were distributed to students at the beginning of Term 3. Interview information will also emailed to parents.

How long is the interview?

The length of the interview may vary due to the individual circumstances of each student, so there is not a specific time limit set. The majority of interviews will usually go for 5 to 10 minutes.

Can parent/carers attend the Future Pathways interviews?

Parents are encouraged to attend the interview with their child where possible. If parents are not able to attend, they may request to be called during the interview so that they are involved in the course selection process. If a parent is unable to attend, the interview will be conducted between the student and a campus staff member.

Where are the interviews held?

At **Bathurst High Campus**, the interviews will be held in the Performing Arts Foyer. Access can be gained via the Piper Street entrance, which will be signposted on the day. Parents can also gain access via the front office.

What is the process if my child is sick on the day of their scheduled interview?

If your child is sick or not able to attend their scheduled interview time, please contact the College Support Administration Officer, Alisha Hutchinson, on 0436 695 751 or alisha.hutchinson3@det.nsw.edu.au . Catch-up interviews will be held for students who are unable to attend their scheduled interview time.

How does my child check their interview time if they have lost their invitation?

Interview times are posted outside the Deputy Principal's office at both campuses. Students can also check their timeslot with the Deputy Principal, Year Adviser or College staff member of their campus.

What is recommended to best prepare for my child's interview?

Students and families should first refer to the Future Pathways booklet that was provided to students. This contains all relevant information in relation to Stage 5 electives, patterns of study and the various courses that are offered across both campuses. A copy of the booklet can also be found on the Denison College website

https://denison-s.schools.nsw.gov.au/school-transitions/year-8-to-9.html

It is helpful if a student has put some time and thought into their selections before the interview. There is a section at the end of the Future Pathways booklet that allows students to create a draft list of possible choices.

Students should discuss their course options with their classroom teachers and the Head Teachers of the different faculties to help inform their decisions around course selection. Specialist staff members such as the Campus Deputy Principal, Careers Adviser and Year Adviser are also available for students to discuss their course selections before the Future Pathways interviews occur.

Why do students have to choose 6 courses?

Students will be asked to select 3 courses and 3 reserves, or backups, that they are interested in. We ask students to select 6 courses as they may not get all their top 3 selections. This provides students with courses that they are still interested in studying, rather than a random allocation. Denison College works to ensure that students get as many of their top 3 courses as possible. However, this may not always be logistically possible due to course numbers, line clashes etc.

Will students get all their selected 3 course choices?

As mentioned, Denison College works to match as many students as possible to their top 3 course selections, however, this is not always possible, and students may be allocated one or more of their reserve course selections.

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FUTURE PATHWAYS WEBSITE

https://sites.google.com/education.nsw.gov.au/bhcfuturepathways/home

STAGE 5 SUBJECT SELECTIONS 2026-2027

FUTURE PATHWAYS