KOTARA HIGH SCHOOL

We Aim High

YEAR 9

ELECTIVE CHOICES

2026

OVERVIEW YEAR 9 2026

In Year 8 students had limited choice as to which courses, they studied. In Years 9 and 10 this is expanded into a wide choice of courses grouped into elective lines.

The purpose of the elective lines is to enable each student to select a combination of courses which is best suited to them.

This booklet outlines the courses available and a careful study of it is required.

If further advice is required, please contact any of the following staff.

Key contact	Email
Principal: Mr Mark Snedden	mark.snedden@det.nsw.edu.au
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CURRICULUM STRUCTURE

Students in Year 9 2026 will follow the pattern of study indicated below:

1. English
2. Mathematics
3. Science
4. HSIE
5. PDHPE
6. Mentoring
7. Sport
8. Two Electives

This booklet provides information regarding the available options for students to satisfy requirements of point 8 above.

Parents and students are advised that:

- Each student will be emailed an individual access code to make their selections online at https://spring.edval.education/login.
- Kotara High School offers Year 9 students a choice of **two Elective Courses.** Descriptions of these courses are on pages 7-17 in this booklet. A summary of all elective courses can be found on page 6.
- Students are advised to choose their Elective courses carefully. The number of classes allocated to particular courses and staffing result from these choices. Changes to selections after the closing date cannot be guaranteed.
- Once selections are made, students will be enrolled in two elective courses for 2026. This means that students who are currently in Year 8 **must choose two main preferences from those on offer in this booklet**. The nature of the selection process is such that we cannot guarantee that all the options will run in 2026. For this reason, we ask students to choose **two reserve options**.
- Whilst every attempt is made to give students their **first** preferences, in some cases, this is not possible. Some students may find that the structure of curriculum results in a clash of courses, with two or more of a student's choices being allocated to the same line of the timetable. In

other cases, if insufficient students choose a particular course, the course may not run. Students involved will then be allocated their reserve selections in order of preference.

- Students will only be able to apply to change courses in the last two weeks of this school year or the first two weeks of next year. In applying to change courses, **students should <u>not</u> assume that the application will be granted**. Any change will depend upon vacancies in the course to which the student wishes to change, whether the change will result in a course clash and whether the student's course pattern still complies with NESA requirements. Changes will only be considered if an application is made after completing a form available from the foyer of the administration building or the Deputy Principal.

- Parents and students are advised that **some** elective courses **involve a cost.** Where applicable, these costs are indicated at the course descriptions from pages 7-17 in this booklet. Parents are requested **to meet these costs as early as possible in the semester**. If there is difficulty in meeting the contribution, **assistance** is available through the Student Assistance Scheme. Application forms are available from the school office.

MAKING SELECTIONS

Opens: **Monday 23rd June 2025 (Week 9, Term 2) at 9.00am**

Closes: **Friday 25th July 2025 (Week 1, Term 3) at 3.00pm**

Instructions

1. Visit the website https://spring.edval.education/login
2. Use your unique access code to login and make your selections.
3. Choose 2 courses from the Electives group.
4. You will also choose two reserve preferences from the Electives group.
5. NO subject can appear twice in your selections.
6. If a subject is important for you, then select it before any less important subjects.
7. The number of classes to be run in a subject will depend upon the number of students who select that subject in their preferences.
8. If the school decides not to run a subject that you have selected, then it may be replaced by one of your reserve subjects.
9. Consult with Mr Fellas or Mr McCord if necessary for any concerns.

OVERVIEW OF ELECTIVE COURSES 2026

ELECTIVE COURSE DESCRIPTIONS

FROM THE ALPACA FACULTY

DRAMA

The course involves participation in whole class exercises such as games, warm-ups, improvisation, mime, mask work, playbuilding, and workshops on skills such as circus or clowning, script work and performance.

Emphasis is on the development of confidence in taking creative risks. The gradual introduction of more demanding tasks over the course is part of this development. Students will perform in-class exercises, on the classroom stage, on film, and for invited audiences.

Students will acquire an understanding of the nature of dramatic art and its forms and should be able, by the end of the course, to think and talk about drama through participating, watching, reading, and discussing a large variety of dramatic forms.

Assessment will cover the making, performing, and evaluating of different types of theatre such as improvisation, clowning, melodrama, Shakespeare, and most importantly, play building.

This course can lead to a study of HSC Drama in Years 11 and 12.

Contribution - $10

FILM AND MULTI-MEDIA

This course is a practical course for students interested in film, journalism, web-based applications, and advertising. As part of this course students will learn about the terms and techniques used in making films. The study of films and film makers will assist this understanding.

Students will learn about storytelling devices used by photographers, filmmakers, how to use cameras to practice various camera shots and techniques, and computer editing software to enhance the images. The combination of the theoretical study of photography, films, and the practical knowledge with cameras and editing software will be combined when students produce their own portfolios for exhibition.

This course will also develop knowledge, understanding and skills in relation to multimedia. Students have the opportunity to: create advertisements, use digital cameras, write articles for the newspaper, create animations, explore cinema techniques, create and edit photographic images and desktop publishing.

The course is about being creative, developing technical expertise in camera work, understanding and skills to make digital works and preparing for a multimedia working environment.

Contribution - $10

JAPANESE

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. It has become an important language in Australia due to our strengthening trade, tourism, business, and cultural links. It is an important language in the Newcastle area due to our connection with our sister city, Ube.

The Stage 5 Japanese course is centered on the student's personal world and encourages students to express ideas about themselves, their friends and family while learning about the lives of students in Japan.

Areas of Emphasis

Communication is the central goal in language learning. Students will learn through the 3 focus areas of interacting, understanding texts and creating texts. They will gain knowledge of the Japanese language system and intercultural capabilities through the study of these focus areas. Within the Year 9 Japanese course, there are many opportunities for students to use Japanese in authentic tasks designed in collaboration with our sister school, Ube High School. Students in Year 9 will have the opportunity to travel to Sydney for a day at the Japan Foundation. **Students will also be priority participants on future Kotara High School Study Tours of Japan.**

Please note students who complete Year 8, Year 9 and Year 10 Japanese at Kotara High School are eligible for the Stage 6 Japanese Continuers Course. They are not eligible for the Stage 6 Japanese Beginners Course.

Contribution - $30

MUSIC

Students will experience the opportunity to perform, compose and listen to a wide variety of musical styles. While no previous knowledge is required, a willingness to learn to play an instrument or sing is essential.

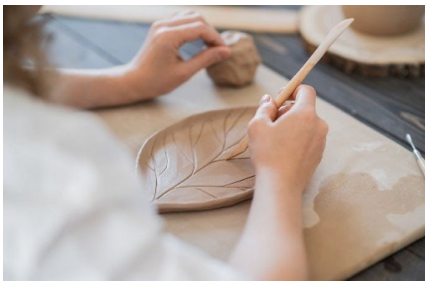
Students can elect to study the course for one or two years and will cover topics such as: Pop Music, Music of a Culture, Rock Music, Music for Radio, Film TV and Multimedia, Music of the 20th & 21st Centuries & Jazz Music.

This course will prepare students well for moving into the HSC Music course, where Kotara High School has a strong record of achievement.

Contribution - $10

Students can participate a wide range of extra-curricular activities and events, such as the Big Day Out, Big Night In, and Performing Arts Tours.

CREATIVE CLAY



Get your hands messy and unleash your creativity with our Creative Clay elective for Year 9 students! In this elective course, you will learn how to mold clay into beautiful and unique artworks. From pinch pots to sculptures, you'll discover a variety of techniques to create functional and decorative objects that reflect your personal style.

You'll also learn how to glaze and fire your pieces, giving them a professional finish. This elective is the perfect opportunity to let your imagination soar and create something truly special.

Students in this elective are also eligible to participate in exclusive art events, excursions, and workshops that extend learning beyond the classroom.

Contribution - $60 (materials and equipment for artworks)

VISUAL ARTS

Unlock your creative potential through hands-on exploration in Visual Arts. This course offers an exciting opportunity to experiment across a wide range of art forms, including drawing, painting, sculpture, printmaking, ceramics, and digital media. Through practical experiences, students will deepen their understanding of the artmaking process while developing their own unique visual style.

Students will also investigate and respond to a variety of artists and artworks, gaining insight into different cultural and historical contexts. Assessment includes artworks, a Visual Arts Process Diary, research assignments, and critical studies of artists and their work.

Students in this elective are also eligible to participate in exclusive art events, excursions, and workshops that extend learning beyond the classroom**.**
Requirements: A4 Visual Arts Process Diary
Contribution - $60 (materials and equipment for artworks)

FROM THE HSIE FACULTY

COMMERCE

There is no escaping commerce – whether you study it or not, every day you are faced with decisions about buying goods. Each time we access the internet, buy our lunch or stop at a red traffic light we are playing a part in the commercial environment, whether we know it or not.

The study of commerce is about preparing people to make the best decisions they can in our commercial environment. It enables us to understand our rights and responsibilities, and how we can manage our personal and financial resources to everyone's benefit.

The course is divided into mandatory and elective topics. The

mandatory topics over two years are:

- Being a wise consumer
- Finance for the individual

Options commonly studied include the following:

- How to play the stock market
- Travel
- E-commerce
- Crime doesn't pay
- Running your own business

Students go on excursions such as Maitland Gaol to gain an understanding of how these institutions work.

Contribution – Nil

MARINE AND AQUACULTURE TECHNOLOGY

Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community.

This elective is designed for students who have an interest and passion in areas related to the marine environment (i.e. surfing, fishing, sailing, boating, coral reefs).

MARINE and AQUACULTURE TECHNOLOGY is comprised of 4 key areas:

- **WATER SAFETY and GENERAL FIRST AID**

Introduction to water safety and general first aid procedures.
Marine survival test at Charlestown Pool as a priority in February / March.

- **THE MARINE ENVIRONMENT**

Biological, ecological and economic importance, use and misuse, problems, sustainability and management of our marine environment.

- **FOCUS MODULES**

Options can include aquarium design and maintenance, shipwrecks, marine disasters, coral reef ecosystems, dangerous marine creatures, food from the sea, recreational and commercial fishing.

- **PRACTICAL / FIELDWORK**

Many potential practical and fieldwork opportunities exist. Cost and transport will determine the extent of this. Previous examples undertaken include Irukandji Shark and Ray Centre, fishing in the Lake and Harbour, fieldwork at locations such as Newcastle's beaches and Nelson Bay, attendance at the Sydney Boat Show and tours of Swansea Fisheries.

Contribution: $25 and there will be costs involved for transport and equipment on practical excursions.

FROM THE PDHPE FACULTY

PHYSICAL ACTIVITY AND SPORTS STUDIES

This course is an extension of the Personal Development, Health and Physical Education course. It focuses on providing students with the opportunity to investigate the effect of their lifestyle on their health. This is achieved through participation in a broad range of physical activities and sports. The emphasis in this course is on participation and effort and students should only choose this course if they are keen to be ACTIVE across a variety of sports. Although many of the theoretical and practical units are integrated together some of the practical topics which may be covered in this course are listed below and may include:

Indoor and Outdoor Games, Coaching and team play and Individual activities. There will also be excursions and some of these activities involve costs for transport and/or participation.
Topics Covered:

- Body Systems
- Nutrition in Sport
- Issues in Physical Activity and Sport

- Opportunities and Pathways in Sport and Physical Activity

Further Study/Possible Career Interest: Vet Sports Coaching, Senior PDHPE (HMS) and SLR, Career Paths in health-related courses include Coaching, Sports Medicine, Sport Administration, Personal Trainer, Paramedic, Sport Exercisology and Fitness Industry.

Contribution - NIL

OUTDOOR RECREACTION: ADVENTURE & CHALLENGE SKILLS FOR LIFE

This dynamic year-long course empowers students to step beyond the classroom and into nature, developing resilience, leadership and lifelong adventure skills through real-world challenges. The course invites Year 9 students to explore outdoor settings, learn practical survival and teamwork strategies, and reflect on personal growth in both solo and group experiences. From day hikes and camp preparation skills to overnight camps, students will build confidence, environmental awareness, and the physical and mental agility to navigate life's terrains - both literal and metaphorical.

With a hands-on, experimental approach, students will learn navigation, first aid, campcraft, and environmental responsibility while pushing personal boundaries and reflecting on their growth. This course equips students with real-world skills they can apply throughout life - whether in nature or in everyday challenges.

Topics which may be covered in this course are listed below and may include:

- Module 1 – Foundations of Outdoor Adventure
- Module 2 – Challenge and Team Dynamics
- Module 3 – Wilderness Living and Survival
- Module 4 – Reflection, Responsibility, and the Natural World

Contribution - NIL

FROM THE TAS FACULTY

FOOD TECHNOLOGY – EAT TO LIVE – 100 hours

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 and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

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

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.

Contribution - $95

INDUSTRIAL TECHNOLOGY - METALS

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

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

What students learn

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences. Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning and potential vocational pathways. The design and production of practical projects is communicated using a range of technologies.

Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Record of School Achievement

Course combinations that contribute to the award of the RoSA in Industrial Technology Years 7–10 may include:

- 1 x 100-hour course
- 1 x 200-hour course
- 2 x 100-hour courses
- 2 x 200-hour courses
- 1 x 100-hour course and 1 x 200-hour course.

Contribution - $70

INDUSTRIAL TECHNOLOGY - TIMBER

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

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed

in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn

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

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

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Record of School Achievement

Course combinations that contribute to the award of the RoSA in Industrial Technology Years 7–10 may include:

- 1 x 100-hour course
- 1 x 200-hour course
- 2 x 100-hour courses
- 2 x 200-hour courses
- 1 x 100-hour course and 1 x 200-hour course.

Contribution - $75

FASHION DESIGN

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. 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 will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects

- Apparel
- Furnishing
- Costume
- Textile arts
- Non-apparel

Project work will enable 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.

What will students learn to do?

By examining the work of designers students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Contribution - $40

COMPUTING TECHNOLOGY

Studying Computing Technology 7–10 enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

Computing Technology 7–10 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

When studying Computing Technology 7–10, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Students engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment.

Core learning for Computing Technology consists of:

- Development of thinking skills
- Expansion of social and cultural awareness
- Advancement of technical knowledge and skills
- Skills in project management.

Contribution: $20

CHILD STUDIES

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.

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
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- The diverse needs of children
- 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.

Course requirements

Students may undertake either 100 or 200 hours of study in Child Studies in Stage 4 and/or Stage 5. The outcomes and content have been designed at a Stage 5 level.

Contribution - $60

FROM THE ENGLISH FACULTY

PODCASTING

Ready to speak your mind, tell your story, or share your obsessions with the world? Podcasting is one of the most powerful ways to get your voice out there, and this course is your backstage pass. You'll be producing your own show, recording, editing and publishing (if you want to!) while researching the methods used by other podcasters.

What you'll learn

- How to hook people in and keep them listening
- How to bend reality with sound (and why that's a big deal)
- How to talk so people feel like you're speaking right to them
- How to make your podcast sound professional and packed with your personality

By the end, you'll have your own podcast series - whether it's just for fun, for school, or for the whole world to hear. It's an excellent opportunity for anyone hoping to work in social or mass media.

Key skills you will be learning include:

→ How to use podcasting equipment
→ How to create an engaging podcast
→ Elocution skills
→ Researching
→ Creating a podcast series on a topic of your choice
→ Editing skills
→ Use of sound effects and music

Topics Covered

- What makes a podcast great?
- Planning, recording & editing like the creators you listen to
- Social justice and how podcasts can change minds and influence people
- Co-hosting, interviews, and interactive ideas
- A personal interest project based on something *you* care about

Contribution: $25

FROM THE SCIENCE FACULTY

LIFE ON MARS

In 1969 humanity took its first steps onto the surface of the moon. Many at the time wondered just how long it would be before we were able to achieve the same feat on the surface of another planet. Many years have passed since, so what happened to those grand plans? In this elective we will investigate the current state of mankind's plans. In particular we will review:

- The structure of our solar system.
- The Planet Mars itself. Its geography, climate and environment.
- The success achieved so far in developing our knowledge about Mars.
- The reasons for attempting to place a colony on Mars and the reasons against.
- The science of rockets; their design and operation.
- The technical challenges involved in the substantial journey between the Earth and Mars.
- The challenges that face the first arrives in establishing a self-sustaining colony on Mars involving the sciences of biology, chemistry and physics.

Students will work towards a final term 4 project where they will build a model of the first colony on Mars. A model that describes the challenges and solutions faced by those first astronauts. These modelswill be displayed to the school community along with a portfolio of the students work covering all aspects of the course.

Contribution – Nil