



TEST TRIAL EXPAND EXPERIMENT

INABURRA SCHOOL
SUBJECT SELECTIONS - YEAR 9 2026



INABURRA SCHOOL

Year 9 2026

Stage 5 Elective Selection

This booklet and the subject information videos are:

- for students and their parents to develop an understanding of how learning is structured in Year 9 and Year 10 at Inaburra
- for students and their parents to hear more information about the electives being offered
- to give parents the opportunity to ask questions of teachers in relation to electives and learning in Year 9 and Year 10.

This booklet is designed to be read in conjunction with viewing the videos.

Should parents or students have questions that are not addressed in either the subject selection videos or this booklet, they can be directed to the teachers listed on page 25 within the enquiry window of 18 June – 2 July.

The application form will be made active from: **Wednesday 6 August 2025**

The application form will be closed on: **Tuesday 12 August 2025 at 8:00am**

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The due date for online subject selection forms to be completed is **Tuesday 12 August 2025.**

How Student Learning is Structured in Year 9

In Year 9 students commence their studies for Stage 5 of schooling which includes Years 9 and 10. One key feature of this is that students will study some mandatory subjects and some elective subjects. At Inaburra we give students the opportunity to study three electives. From Year 10 to Year 12 they accrue a Record of School Achievement (RoSA) from the New South Wales Educational Standards Authority (NESA). This record includes the mandatory and elective subjects completed during Years 9 and 10 with a Grade for each subject.

Mandatory Subjects in Years 9 and 10

- English
- Mathematics
- Science
- Australian History
- Australian Geography
- PD/H/PE

All of these subjects are internally assessed. These assessments will provide information to teachers so that RoSA grades can be generated for each student. The elective subjects that students complete from the list below will also appear on the student's RoSA.

Elective Subjects (each student will be allocated 3 subjects)

- Chinese (Mandarin)
- Commerce
- Computing Technology
- Dance
- Drama
- Food Technology
- Environments, People and Power (Elective Geography)
- History Elective
- Indonesian
- Industrial Technology – students can study one or two of
 - Automotive
 - Engineering/Design Technology
 - Timber
- Literature (NEW)
- Music
- PASS (Physical Activity and Sports Studies)
- Photography and Digital Media (Media)
- Textiles Technology
- Visual Arts
- Work Education

Other compulsory areas of learning which are not formally part of the

RoSA

- Biblical Studies
- Home Group

Choosing Elective Subjects

- Guidance for making wise subject choices is given in the *Subject Selection* videos and subject-specific videos from each faculty. A link to these will be provided to you in the Student and Parent portals.
- Students need to choose 6 subjects IN ORDER OF PREFERENCE. i.e.: the subject the student wants to do most is their preference 1.
- We aim to provide students with their first 3 choices; however, this is not always possible. Some courses may be oversubscribed. Equally, some courses may not run if an insufficient number of students selects that course. Some combinations of courses may not be able to be accommodated.
- NOTE: Only two Industrial Technology courses can be studied from the 3 on offer:
 - Automotive
 - Engineering/Design Technology
 - TimberA student may select all 3 in their preferences but must take care to number them in order of preference as they will be offered the highest two that work once lines are created.
- Once preferences have been submitted, elective subject lines will be developed. There will be 3 lines of subjects with approximately 9 subjects per line. Each student will be allocated 1 subject from each line.
- Students should select their subjects by completing the online application that they will be given access to from **Wednesday 6 August**. The deadline for the completion of this form is **8:00am Tuesday 12 August**. Students will be sent an email from Web Preferences through their School account.
- Subject offers are scheduled for the end of Term 3. The offer email will include instructions about how to request a change of subject.

NOTE: Accelerating Mathematics students will drop one of their electives to allow time for Mathematics Extension 1 in Year 10. Where possible, the dropped elective will be the one that was their lowest preference among those in which they are enrolled.
- Literature is a new subject designed by experienced Inaburra English Extension teachers to foster student passion for English. As a school-developed course, it will not appear on a NESA Record of School Achievements.

Changing your mind

Timeline for requesting changes to subject preferences after submission.

| Time period | How | Final date |
|--|--|--|
| After submitting preferences electronically until the morning after Web Preferences close. | Collect a paper form from the Curriculum Office. Complete and return to the Curriculum office by the deadline. | 8:00am, Tuesday 12 August 2025 |
| Between Web Preferences closing and subject offer emails. | No requests for change can be made during this period. | NA |
| During Term 4 2025. | Use the Google Form that will be linked to your subject offer email. This is the only way to request a subject change. | 3:00pm, Thursday 11 December 2025 |
| First four weeks of Year 9. | Collect a purple paper form from the Curriculum Office. Complete and return to the Curriculum Office. | 3:00pm, Friday of Week 4, Term 1, 2026 |
| From the end of Week 4 of Year 9 | No requests for change can be made to subjects. | NA |

Subject Course Details

Chinese (Mandarin)

What is this subject about?

Using Language

Students will develop a knowledge and understanding of the listening, reading, speaking, and writing skills necessary for effective interaction in Chinese.

Making Linguistic Connections

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

Moving Between Cultures

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

Why study this subject?

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. A high-quality education in languages enables students to respond positively to the opportunities and challenges of our rapidly changing world.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Chinese is recognised as one of the fastest growing languages in New South Wales.

The study of Chinese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Students may also have opportunity to travel to China on a study tour during the course.

Learning experiences

Students are offered a wide range of experiences in speaking and listening activities, along with opportunities to engage in cultural activities. These are all provided to support the development of language skills.

Commerce

What is this subject about?

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

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

Why study this subject?

Commerce enables young people to make informed and responsible decisions as individuals and as part of the community through the development of knowledge, understanding and skills.

To help our students become active citizens in our democratic and pluralistic society, this subject will develop their ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework. Through acquiring necessary skills, the aim is to develop self-directed lifelong learners.

In addition, Commerce provides students the opportunity to study a variety of social sciences. Consequently, one of the benefits in having this experience is students may wish to undertake further study in one or several of these areas in Years 11 and 12. Subjects on offer in the senior years include Business Studies, Economics, Geography and Legal Studies.

Learning experiences

The course is organised into four 'Core Units' and further 'Optional Units' of study over the duration of Years 9 and 10.

The four **Core Units** of Study are:

1. Consumer and Financial Decisions
2. The Economics and Business Future
3. Employment and Work Futures
4. Law, Society and Political Involvement

The **Optional Units of Study** include a combination of the following areas: Our economy, Law in Action, Investing, Travel, Promoting and selling, Towards independence, Running a business and a School-developed option.

Computing Technology

What is this subject about?

Computing provides the opportunity for students to explore their digital world. It focuses on computational design and systems thinking and develops data analysis and programming (coding) skills. A variety of assessment tasks are worked on in class time. Topics studied across the two years include:

- Developing apps and web software
- Building mechatronic and automated systems
- Designing for user experience
- Creating games and simulations
- Analysing Data

Excursions include going to the Big Day In at UTS to meet companies within the industry. Previous companies include Adobe, Animal Logic (animators for Peter Rabbit 2, The LEGO movie 2, Captain Marvel), Wisetech Global (software engineering), Westpac Group (robotics).

Why study this subject?

Technology has become an integral part of our society with almost all forms of employment using computers. Computing will continue to impact the way that people work in the future. Many industries use 3D printing as standard practice for in-house tasks, to confirm the look and feel of all aspects before it is produced off-site. App and website design, robotics and the use of databases are being used more widely in numerous industries, and seen as beneficial skills for your CV.

Students who undertake this course could be better prepared for the study of technology courses in the Higher School Certificate such as Software Engineering. This subject is intensely practical. Students who enjoy creating something and practical work will find this course very satisfying.

Learning experiences

During this class students have the opportunity to use coding software (Game Lab, Python), Lego Spike Prime (Mechatronics), Cloud based software and 3D Printers.

Dance

What is this subject about?

Stage 5 Dance students can explore, understand, value, and enjoy dance as an art form. They can develop a wide variety of skills under the following three syllabus components:

- **Performance** – developing dance technique through classes and performance works by studying multiple dance styles. Students also learn how to communicate meaning through dance by developing quality performances.
- **Composition** – teaches the different methods and techniques used to create and compose dance movement. Students engage in problem-solving tasks and manipulate the elements of dance as they improvise, explore, select, refine, and structure movement in their own personal style to communicate ideas.
- **Appreciation** – this enables students to study and analyse dance in order to understand the meaning behind movement, to understand other choreographer's inspiration and construction methods, and to gain understanding of the influence of people, history, culture, and society on dance. Students learn to observe and describe performances, compositions, and dance works.

Why study this subject?

The study of Dance promotes the physical, creative and intellectual development of each student and encourages participation and enjoyment of dance. Dance education develops skills in self-expression, the communication of ideas, collaboration, creativity, problem solving, risk taking and higher-order thinking. It is a diverse course providing students with a range of universal skills that can be applied to a variety of industries and professions as well as fostering the specific skill set required by a student heading into a career in the dance industry. The Dance course caters for students with a high level of prior knowledge, skills and experience in dance as well as those with little or no experience.

Learning experiences

The **Performance** component is based on contemporary dance technique through which students will acquire appropriate strength, flexibility, coordination, endurance, and skill. The students will also study a variety of other dance styles such as Contemporary Jazz, Modern Dance and Musical Theatre. The study of safe dance practice develops a working knowledge of correct alignment of the body, correct technique of dance movement, an understanding of basic anatomy and how to apply this knowledge to become a stronger dancer.

Students will develop skills in **composition**, learning to choreograph their own dance work to express ideas, emotions, and moods through movement. They will learn the different methods and techniques used to create movement and how to structure a dance work to communicate an idea.

Students will learn to deconstruct and analyse various components of a dance through the **appreciation** component. They will learn to interpret body language, spatial awareness, and theatrical elements such as music, lighting, staging and costume design. Students will communicate their personal responses to dance in oral, written and physical forms.

Drama

What is this subject about?

The Stage 5 syllabus in Drama draws on the contemporary practices of making, performing, and appreciating drama. In their appreciation of drama and theatre, students experience the collaborative contribution of actors, directors, playwrights, designers, and technicians to productions. An investigation into a range of technologies including traditional, electronic, and digital applications may be used to achieve particular artistic intentions.

Course outcomes include:

- Making drama by manipulating the elements of drama in both individual and collaborative situations through improvisation and play-building activities to create belief, clarity and tension in character, role, situation, and action.
- Performing self-devised and scripted drama expressively and collaboratively which is appropriate to purpose and audience.
- Appreciating the function of drama by responding to, evaluating, and analysing the contribution of individuals and groups to dramatic processes and performances.

The Year 9 course involves an Introduction to Drama.

The Year 10 course is entitled 'Physical Theatre & Non-Naturalistic Movements'.

Why study this subject?

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in their society taking account of moral, ethical and spiritual considerations. The study of Drama engages and challenges students to maximise their individual talents through imaginative experiences created in cooperation with others. It assists students to develop positive self-concepts and to be self-motivated.

Learning experiences

Year 9 students create meaning in Drama by interacting physically, creatively, and imaginatively through improvised, spontaneous, and structured responses. They create meaning through their relationship with the audience. Experience of this engagement is essential in dramatic presentations. Both Years 9 and 10 Drama students produce evening showcases of scenes from contemporary Australian plays for an invited audience of family and friends.

Food Technology

What is this subject about?

Food Technology in Year 9 is about learning how to use various pieces of equipment in order to create delicious and nutritious meals. Students learn what to look for when buying foods as well as how to prepare food products safely. They will study basic nutrition and seek to understand what nutrients people require at different stages of life. Practical experiences occur on a weekly basis and always relate to the theory work being studied at the time. The excursion to the Botanic Gardens to study bush foods is a highlight.

Year 10 Food Technology begins with an excursion to North Beach Novotel to gain a first-hand experience of the hotel industry. They participate in several practical experiences, such as mocktail making. During this Food Service & Catering unit, students investigate different aspects of the hospitality industry such as the safe handling of food, WH&S issues, and menu planning. Following this, students learn about Food Product Development, and they create their own individual food product before taking a more global approach to food issues in the Food Equity unit. Finally, Year 10 investigate current food trend and develop their food presentation skills. These units of work are selected to support the Global Education Program run at the end of Year 10.

| Term | Focus Area | Description |
|---------|----------------------------|---|
| Year 9 | Food in Australia | From bush foods to our present-day cuisine. |
| | Food Selection and Health | What foods do we eat to be healthy? |
| | Food for Special Needs | What foods do athletes and vegetarians need? |
| | Food for Special Occasions | Creating festive foods from around the world. |
| Year 10 | Food Service and Catering | A close study of the hospitality industry. |
| | Food Product Development | Design the next big food idea. |
| | Food Equity | What affects food supply in poorer countries? |
| | Food Trends | Are you a locavore? |

Why study this subject?

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, and their nutritional interrelationships. The importance of hygiene and safe working practices in food production is crucial to the student's overall appreciation of food quality. The course is both practical and relevant as well as good preparation for university and TAFE, working in the food industry or as a nutritionist, food technologist or dietitian.

Learning experiences

| | | |
|--|---|--|
| Approximately half the course involves food-related experiences including weekly practical applications of the theory being studied at the time. | Practical work can include: <ul style="list-style-type: none">● Chocolate Wattleseed Mousse● Spinach Fettuccini with Tomato, Basil and Prosciutto● Bacon and Cheese Chili Hot Dogs● Japanese Ramen● Berry Meringue Cupcakes● German Pretzels | The excursions to the Botanic Gardens and North Beach Novotel are highlights which lead to consolidation of learning into real life applications of the course work. |
|--|---|--|

The Food Technology practical work can accommodate dietary requirements.

Environments, People and Power (Elective Geography)

What is this subject about?

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences, and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. This course covers topics not done in the compulsory Geography course.

Through an inquiry-based approach, students explain patterns, evaluate consequences, and contribute to the management of places and environments in an increasingly complex world. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

Why study this subject?

The study of Environments, People and Power enables students to become active, responsible, and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work, and everyday life. This elective allows students to have a continuous study of Geography through Years 9 and 10. The mandatory Stage 5 Geography course runs in Year 9 only.

Learning experiences

The course consists of studying a combination of the following areas:

- Physical Geography –The geographical processes that form and transform the physical world.
- Oceanography – The features and importance of the world’s oceans and issues associated with them.
- Primary Production - The patterns, functions and issues associated with primary production.
- Global Citizenship - The role of informed, responsible, and active global citizenship.
- Australia’s Neighbours - The environments of Australia’s neighbours and specific geographical issues within the Asia-Pacific Region.
- Political Geography - The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.
- Interactions and Patterns along a Transcontinental Transect - The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.
- School-developed Option - Ways in which people and environments interact and the role of informed, responsible, and active citizenship in such interaction.

History Elective

What is this subject about?

Students can look at a range of interesting and popular topics that are not covered in the compulsory Australian History course. Some of the topics could include:

- Ancient Greece
- Aztecs and Incas: gold and blood
- South Africa and Nelson Mandela
- Genocide in the modern world
- Epic Disasters: e.g. Titanic
- Jack the Ripper and Victorian crime
- Native Americans
- Vikings
- The French Revolution
- Alexander the Great
- Film and History
- JFK and his assassination
- The Terrible Tudors - Henry VIII and his six wives
- An historical investigation of your own choice

Why study this subject?

This course is designed for students with a particular interest in History. It is designed to challenge students and encourage their enjoyment of History. There is opportunity to develop skills in essay writing and analysis. This elective allows students to have a continuous study of History through Years 9 and 10. The mandatory Stage 5 History course runs in Year 10 only.

Learning experiences

Students will have the opportunity to learn in a variety of ways. Their writing skills will be developed and there will be a substantial amount of class discussion and debate, which gives students the opportunity to voice their opinions on historical issues. Students will also learn through the study of historical sources and research skills.

Indonesian

What is this subject about?

Using Language

Students will develop a knowledge and understanding of the listening, reading, speaking, and writing skills necessary for effective interaction in Indonesian.

Making Linguistic Connections

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

Moving Between Cultures

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

Why study this subject?

Moving between countries, cultures and languages is now commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. A high-quality education in languages enables students to respond positively to the opportunities and challenges of our rapidly changing world.

Indonesian is a non-tonal language with a Romanized script and regular phonetic pronunciation. The consistency between sound and written forms makes it easy for speakers of English to predict how to say, read or write Indonesian words.

The ability to communicate in Indonesian provides incentives for travel and for more meaningful interactions with speakers of Indonesian.

The study of Indonesian in Kindergarten to Year 10 may be the basis for further study of one of the differentiated Indonesian syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

Learning experiences

Students are offered a wide range of experiences in speaking and listening activities, along with opportunities to engage in cultural activities. These are all provided to support the development of language skills.

Industrial Technology – Automotive

What is this subject about?

The Automotive Technology course is for all students who enjoy working with their hands. Elective Automotive Technology will provide these students with many new skills that will form the basis for the creation of projects that will give great satisfaction and pleasure.

This course involves experiential discovery learning about a wide range of vehicles and automotive systems. This includes how to fabricate, and repair metal based mechanical components. Students will explore the internal combustion engine and its various components.

Why study this subject?

The automobile is integral to life in a modern economy. This subject will extend your mechanical skills and know-how. Some students may even utilise this opportunity to develop skills toward a career as a diesel mechanic (e.g. mining industry), automotive mechanic, auto electrician, aircraft engineer (LAME), mechanical engineer and many other possibilities. This subject is intensely practical. Students who enjoy creating something and working with their hands will find this course very satisfying.

Learning experiences

The Automotive Technology course is workshop-based giving “hands on” experiences in a variety of traditional and contemporary technologies. The course is approximately 70% practical and 30% theoretical and aims to develop basic skills necessary for future vocation or recreation.

Students will learn primarily with their hands actively engaged in fabrication of a toolbox, disassembly and assembly of automotive components using specialised equipment. Some of the required tools (e.g. mechanic creeper) will be manufactured by the students from steel bar, drawings and a wide range of hand and industrial machinery (metal lathes, milling machine etc.). The major project involves the fabrication of a hammer, toolbox, custom-designed hammer, and a go-kart in Year 10.

No prior metal experience is required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills are given work appropriate to their advanced ability. All ability levels are catered for in this course.

There is no requirement for a household to own any tools when a student undertakes this course. All work is completed in the classroom.

Industrial Technology – Engineering/Design and Technology

What is this subject about?

At Inaburra School, Industrial Technology Engineering and Design and Technology are being taught as an integrated course over two years. It is therefore important that students and parents understand that all of Year 9 and Year 10 must be completed in this course for a RoSA credential to be attained. This has implications for accelerating Mathematic students, (who will drop one of their electives in Year 10) if they have Industrial Technology – Engineering/Design and Technology as their third elective, and for students who may not complete their Year 10 here at Inaburra.

Engineering and Design is a practical course with individual and group projects and experimental work. Students explore the purpose of structures and mechanisms with applications in gears, pulleys and levers. Practical experiences involve the manufacture and destruction of structures, aiming to understand the effect of simple machines.

The design component of the course may involve the use of the 3D printer, laser cutter and CNC router to bring the student's design concepts to reality. Students will problem solve and develop their creativity whilst having the freedom to make their own design decisions.

Drawing skills are taught throughout the course including freehand drawing and sketching, pictorial, orthogonal drawing and CAD drawing.

| Course Topics | Description |
|-----------------------|--|
| Engineered Structures | Investigation of structures such as bridges, dams, chairs and buildings. |
| Engineered Mechanisms | Exploration of the function of levers, gears and pulleys. |
| Jewellery Making | Exploring niche markets and developing metalwork skills |
| Clock Design | Designing for a target market, utilising high tech manufacturing processes. For example, laser cutter, CNC router and 3D printing. |

Why study this subject?

The study of Engineering and Design provides students with a broad knowledge of basic engineering principles whilst they are immersed in practical design experiences. The course develops skills in the use of materials, tools, and techniques as well as skills in drawing.

This course is suited to those students who enjoy Science, as well as other practical subjects as it is very hands on and accommodates a variety of learning styles. Students who enjoy learning through active practical work will enjoy this course.

This course will give a good foundation for the senior Engineering Studies and Design and Technology courses. Engineering and Design courses at university are in high demand currently. This combined Year 9/10 course will give a good grounding in Engineering and Design allowing students to make wise decisions at Stage 6 subject selection.

Learning experiences

The first half of the course relates to the study of structures and mechanisms accompanied by practical experiences that support this learning. The second part of this course focuses on design and construction of products aimed at specific target markets. Students have the opportunity to develop a wide range of practical and design skills. Students utilise CAD programs such as Fusion 360 and Adobe Illustrator.

Practical projects may include:

- Tower building and demolition
- Pinball Machines
- Jewellery
- Bottle rockets
- Clocks

Industrial Technology – Timber

What is this subject about?

The Timber Technology course is for all students who enjoy working with their hands. Elective Timber Technology will provide students with many new skills that will form the basis for the creation of projects that will give great satisfaction and pleasure.

Some of the practical projects undertaken in this course include small ornate boxes, serving platters and design projects. The final task is a furniture project. Students choose from a selection of designs, which they modify to suit their various needs and styles. Some of the skills students will develop include using handheld and portable power tools, learning how to measure, prepare and join timber, draw (in both free hand and on the computer using CAD software), reading and interpreting plans and instructions, researching, designing, and evaluating

Why study this subject?

This hands-on, practical based course is one that will allow students to be creative in the design and manufacture of timber products. Students study this course to gain valuable skills in problem solving, reading, and interpreting plans, using cutting lists, following instructions, designing products, and developing plans for the construction of various items. These skills will benefit students in building, construction, design, and manufacturing type industries; as well as making them very handy around the home! Students who have an eye for design and enjoy working with their hands will find this course very satisfying.

Learning experiences

The Timber Technology subject is workshop-based giving a “hands on” experience in a variety of traditional and contemporary technologies. The course is approximately 70% practical and 30% theoretical and aims to develop basic skills necessary for future vocation or recreation.

Students will learn by doing. Under the guidance of a teacher, students will use a range of tools to build timber products. Students will also learn about career paths in the timber industry, read and interpret material lists and prepare reports using appropriate software and hardware. Students will learn to develop plans using Computer Aided Drawing software and use creativity in designing and making. Students will be using the Laser Cutter/Engraver to enhance the design work being undertaken with the projects.

No prior timber experience is required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills are given work appropriate to their heightened ability. All ability levels are catered for in this course.

There is no requirement for a household to own any tools when a student undertakes this course. All work is completed in the classroom.

Literature

What is this subject about?

This Literature course is a new course designed by experienced Inaburra English Extension teachers as an exciting opportunity for students who have an interest in literature and desire to pursue a specialised study of English in addition to their core study. Those with a passion for literature and a desire to be enriched and extended as learners and as active participants in the worlds of literary discourse and composition will find this course a valuable preparation for English Extension.

As a school-developed course, it will not appear on a NESA Record of School Achievement.

This course offers students an opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with complex ideas in literature (such as through novel, poetry, drama and film) they refine their appreciation of texts and challenge their understanding of different ways of seeing the world. This rich textual immersion will afford students unique opportunities to understand the mechanics of literature and the creation of literary worlds in new and meaningful ways, with far-reaching benefits for their core studies in English.

Students will also have the opportunity to pursue areas of interest with increased independence and to develop a sophisticated appreciation of the ways we can respond to and compose texts. Through this process, they will learn to think deeply as they engage with complex, immersive texts that intellectually challenge them to think creatively and critically about the ways that literature serves as a powerful, transcendent vessel that shapes and reflects the complexities and nuances of the world and the self.

Why study this subject?

This course is designed for students with a passionate interest in literature. It will challenge and extend students' thinking and encourage their appreciation and enjoyment of English.

Students will study a range of well-regarded and challenging texts, learn about critical perspectives and philosophical constructs as they apply to literature and grow their capacity to express meaning within both critical and creative arenas.

This elective course will also give students insight into the Stage 6 English Extension courses.

Learning experiences

Students will engage in both independent and collaborative learning, grow both their written and oral communication skills, and learn to question and challenge views represented in texts. In the second part of the course, students will have the opportunity to create their own text (such as short story, poetry anthology, critical essay or film) through project-based learning, further extending their critical and creative thinking and responding.

Music

What is this subject about?

Stage 5 Music offers students experiences in the areas of performance, composition and listening within a range of contexts. Students study one compulsory topic, Australian Music, and other topics that aim to provide depth and breadth of musical study. Music is a *performing art*, and the course is *skills based*. Consequently, students are expected to practice regularly and develop their skills on instrument and voice.

All students who select Music in Stage 5 must participate in a core ensemble: Concert Band, Chamber Strings, Senior A Capella Choir, or another ensemble catering to their instrument on offer at Inaburra. Singing is the best for ear and aural development, and we encourage all elective music students to participate in Senior A Capella Choir, additional to their core ensemble, regardless of whether they are a vocal major. It is also expected that students take private tuition on their chosen instrument. This can be done at school.

| Year 9 | Year 10 |
|--|---|
| <ul style="list-style-type: none">• Develop performance skills including improvisation• Develop score reading, arranging and composing skills• Develop listening skills through a wide variety of repertoire and singing | <ul style="list-style-type: none">• Develop performance skills including improvisation• Develop score reading, arranging and composing skills• Develop listening skills through a wide variety of repertoire and singing• Develop confidence as a solo performer |

The course outcomes include:

- **performing** as a means of self-expression, interpreting musical symbols, and developing solo and/or ensemble techniques.
- **composing** as a means of self-expression, musical creation and problem solving.
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural, and historical contexts.

Why study this subject?

Students explore the instrument of their choice while incorporating the study of music history including musical genres, styles, and composers. The Music course also enables students to enhance their research and written composition skills. Students will gain experience performing as part of a group and as a soloist, both in class performances, and at regular performance events. They will gain confidence, develop social skills, and acquire a strong work ethic from taking part in music classes and ensembles which is transferable across all of their learning.

Learning experiences

Students use the musical software *Sibelius* to compose their own music. They are expected to practice their instruments regularly through private practice and ensemble participation, and develop their skills to a high level, both as ensemble members and soloists. Excursions and performances are a regular part of musical study in the elective course and aim to inspire and encourage a love and appreciation of music.

PASS (Physical Activity and Sports Studies)

What is this subject about?

Physical Activity and Sports Studies (PASS) aims to enhance students' participation in physical activity and sport, for improved quality of life for themselves and others.

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

Foundations of physical activity:

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

Physical activity and sport in society

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

Enhancing participation and performance

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

Why study this subject?

Students who enjoy participating and organising both sporting events and teams will find areas of interest in this course. Here are some student views of the subject:

"PASS is a great subject for those who are keen and interested in sport and active lifestyles and is a great way to go deeper into content with people who think similarly." *Joel*

"PASS is great because you get to learn about physical activity and how the body functions, and you learn in an enjoyable, interactive environment" *Chelsea*

"The fitness challenge PBL in PASS was excellent as I was able to set goals, challenge myself and see my fitness improve." *Kaitlyn*

Learning experiences

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

- Work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport.
- Display management and planning skills to achieve personal and group goals in physical activity and sport.
- Develop skills through Project Based Learning activities; including the Individual Fitness Challenge and creating an engaging event for junior students.

Photography and Digital Media (Media)

What is this subject about?

This subject is designed to introduce students to the theory and practice of photography and digital media with particular emphasis on digital video and television production. In addition, the students will study different worldviews from which to view these media, including being introduced to a Christian worldview of media.

Areas of study in each year are listed below:

| Year 9 | Year 10 |
|---|---|
| <ul style="list-style-type: none">● Image Composition & Video editing● Graphic Design & Visual Communication● Sound production● Film planning and production● Still Photography | <ul style="list-style-type: none">● Motion Graphics● Film critique● Year 10 Major Project● Live broadcast production/Zines |

Why study this subject?

The media is persuasive in so many forms and an integral part of our lives. It informs, entertains, and educates. Students who would like to contemplate an aspect of media as a career have an excellent opportunity to start pursuing this goal in Year 9 at Inaburra.

Learning experiences

Students will examine different areas of the media such as video, sound, graphic design, and photography. Students will also analyse the different media using the Visual Arts frameworks. In addition, students will investigate key questions around communication and art. These will be firstly from the perspective of the media producer/artist and secondly from the perspective of the audience/viewer. These media will be investigated from both historical and contemporary perspectives.

The students will learn key competencies such as planning, analysis, creative problem solving, communication, group development and media producing skills in all key areas. Students will also be encouraged to discover the positive and negative values that are represented in the presentation of these media.

Practical tasks involve the use of professional equipment and include digital video production, video editing, digital sound and live studio camera productions. Students explore the values expressed in the media and come to an understanding of, and respect for, the power, influence and impact of it.

Textiles Technology

What is this subject about?

Calvin Klein



peteralexander



What do all the images above have in common? - Fashion and Textiles

Textiles Technology relates to the clothes and fashions we wear, our home interiors and environments, theatre, and the arts. Textiles have played a significant role throughout human history in commercial, industrial, and personal settings. Students will investigate and compare today's fashions with those of the past. They will delve into the world of costume, explore innovative and creative techniques for textile arts and design. Students will learn about fibres and how to analyse their end use. The elements of design are explored and applied to creative ideas and student projects. The influence that the textile industry has on technology is also investigated.

Textiles Technology offers hands on experience where students design, produce and evaluate textile items. This course encourages students to be creative, productive, organised, responsible and reflective learners. There are many university and TAFE courses that can lead to a wide variety of careers. Examples of career paths include fashion and textile designers, costume designers, interior designers, textile engineers, milliners, and footwear designers.

Students will design and create from at least four of the following focus areas: **Apparel, Costume, Furnishings, Non-apparel and Textile Arts.**

Students will follow flexible design briefs to build upon their skills, knowledge, and interests.

Why study this subject?

Students who have an interest in the fashion and textile design industry, costume design, the textile arts or interior design will find many areas of enjoyment in this subject. Furthermore, students who love to be creative using textile mediums will have a chance to explore this creativity in an engaging way. This includes students learning to use cutting edge technologies such as a laser cutter and digital printing as they apply to textiles.

Students will:

- develop knowledge and understanding of the properties and performance of textiles, textile design, and the significant role of textiles in society.
- focus on the production of practical projects as a basis for learning about textiles using a design, produce and evaluate process.
- develop skills in the critical selection and creative use of textiles for a broad range of quality applications.

There is an emphasis on the documentation of processes to show the development of project work.

Learning experiences

Practical Tasks – students will work through a number of practical tasks, following an integrated design and theory approach, in addition to creating and evaluating a range of textile projects. Different cultures, historical studies and other sources are researched for ideas that are then translated into products by the students. Textile projects will give students the opportunity to be creative and independent learners. They will also explore functional and aesthetic aspects of textiles and demonstrate responsibility in decision-making.

Some areas studied include:

Practical Tasks – students will work through a number of practical tasks, following an integrated design and theory approach, in addition to creating and evaluating a range of textile projects. Different cultures, historical studies and other sources are researched for ideas that are then translated into products by the students. Textile projects will give students the opportunity to be creative and independent learners. They will also explore functional and aesthetic aspects of textiles and demonstrate responsibility in decision-making.

Some areas studied include:

- **Performance Properties** – A broad knowledge is gained of the properties, performance, and use of textiles and the colouration, yarns and fibres of textiles are explored. The knowledge gained is used in project creation.
- **Illustration Skills** – A variety of graphic illustrations are developed in class so that design ideas are creatively communicated using a range of illustration methods.
- **Experimentation** – Construction skills and fabric decoration methods are experienced, interpreted and selected by the students for their designs. The process is documented in a design folio.
- **Textile Consumers** – Students will develop an appreciation of the factors affecting them as textile consumers.
- **Textile Designers** – Students investigate designers and are challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences.

No prior textile experience is required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills in textile technology are given work appropriate to their advanced ability. All ability levels are catered for in this course.

There is no requirement for a household to own a sewing machine when a student undertakes this course. The majority of work is completed in the classroom.

Visual Arts

What is this subject about?

Visual Arts in Years 9 and 10 allows students to express their creativity by investigating a range of expressive forms in order to develop their art making practice and understanding of the art world. Students develop their skills in reading and writing about art as they learn how to describe and analyse artworks.

| Year 9 | Year 10 |
|---|--|
| <ul style="list-style-type: none">• Traditional practice - animal portraiture - art on paper• Contemporary practice - artmaking on skateboard deck• Artist research assignment - development of descriptive and analysing skills in learning how to read and write about art• Explore Art History and Art Criticism in terms of the Frames, Artist Practice and the Conceptual Framework• Visual Arts Process Diary that demonstrates the development of students' art making practice. | <ul style="list-style-type: none">• Marine Inspired Body of Work portfolio-collection of work• Body of Work "<i>Art as Activism</i>" choice of expressive form• Explore Art History and Art Criticism in terms of the Frames, Artist Practice and the Conceptual Framework• In class assessment – demonstrate descriptive and analysis skills in writing about art• Visual Arts Process Diary that demonstrates the development of students' art making practice• Guerrilla Art collaborate artmaking |

Why study this subject?

In terms of resourceful thinking and creative and critical enquiry, students are exposed to a variety of expressive forms that enable them to develop the necessary technical skills and conceptual skills to make an artwork. Movement throughout the Stage 5 course enables students to develop a greater understanding and awareness of their world, the art world and the confident risk taking involved in the development of their own art making practice that demonstrates success in their learning.

Learning experiences

Visual Arts students explore the many varied artistic disciplines and expressive forms through learning opportunities based on a flexible content structure consisting of:

- Practice: art making, art criticism and art history
- Conceptual framework: artist, artwork, world, audience
- The Frames: subjective, cultural, structural, and post-modern

These aspects of content can be engaged more broadly and deeply as students develop increasing autonomy in their practical skills and theoretical knowledge and understanding.

Work Education

What is this subject about?

This subject is designed to help students understand the world of work and prepare them for life after school. This includes looking at opportunities for vocational education in years 11 and 12 and pathways through apprenticeships and traineeships. The course requirements can be completed in approximately half the time provided to elective subjects, so the Work Education program includes planned support for students across their other subjects. The course prepares students for a range of Stage 6 vocational education subjects as well as Business Studies and/or Work Studies.

| Year 9 | Year 10 |
|---|---|
| <ul style="list-style-type: none">• What is Work?• Transitions and Wellbeing• Communication and Collaboration• Plus one other option based on student needs and interest | <ul style="list-style-type: none">• Technology in the Workplace• Workplace Safety• Workplace Rights and Responsibilities.• Plus one other option based on student needs and interest |

Why study this subject?

There are many post-school opportunities that do not require a university qualification. This subject is particularly relevant to students who might select an HSC that is not focused on attaining an ATAR*. Other students can benefit from this course's perspective of business from a human relations point of view, and its preparation for part time work alongside future study.

Learning experiences

Students will examine different areas of the world of work. They will meet real employers, visit real workplaces, and talk to group training organisations and colleges about career pathways.

The students will practice key competencies such as planning, analysis, creative problem solving, communication, and teamwork. Knowledge and understanding of work, employment and enterprise are developed through research, analysis, and community and work-based learning. Students examine diverse organisations, the roles of training and education, workplace issues, workplace legislation and the changing nature of work. Employment and enterprise skills, and entrepreneurial behaviours can be developed through self-evaluation, and individual and team projects. Students have opportunities to develop values and attitudes which enhance their commitment to lifelong learning through self-reflection and planning of future pathways.

Practical tasks involve career taster days, industry visits, transferable employability skill development and preparing applications for work/traineeships and apprenticeships.

What next? Enquiry window: 18 June – 2 July 2025

Return to Page 2 of this booklet and re-read the information on choosing elective subjects.

Should you have questions that are not addressed in the videos or this booklet, they can be directed to one of the subject experts listed below within the enquiry window. Please note that the normal reply time that Inaburra School teachers aim to achieve may be affected if a large number of enquiries is received. Teachers will respond before subject selection opens. Use 'Yr9 2026 Electives question' as your email's subject.

| Subject | Contact teacher for information specific to Year 9 2026 subject selection | |
|---|---|--|
| Chinese | Lucy Liu | LiuX@inaburra.nsw.edu.au |
| Computing Technology | Rachel Jones | jonesr@inaburra.nsw.edu.au |
| Commerce | Mark Langley* | langleym@inaburra.nsw.edu.au |
| | Jade de Lange | delangej@inaburra.nsw.edu.au |
| Dance | Kylie Croucher | croucherk@inaburra.nsw.edu.au |
| Drama | Abi Jones | jonesa@inaburra.nsw.edu.au |
| Food Technology | Helen Bull* | bullh@inaburra.nsw.edu.au |
| Geography Elective | Tim Lukins | lukinst@inaburra.nsw.edu.au |
| History Elective | Andrew Durston* | durstona@inaburra.nsw.edu.au |
| Indonesian | Sarah Hansen | hansens@inaburra.nsw.edu.au |
| Industrial Technology - Automotive | Stephen Francesconi | francesconis@inaburra.nsw.edu.au |
| Industrial Technology – Engineering/Design and Technology | Stephen Francesconi | francesconis@inaburra.nsw.edu.au |
| Industrial Technology – Timber | Ryan Naoum | naoumr@inaburra.nsw.edu.au |
| Literature | Kate Flower* | flowerk@inaburra.nsw.edu.au |
| Photography and Digital Media | Glenn Snowball* | snowballg@inaburra.nsw.edu.au |
| Music | Jennifer Geering* | geeringj@inaburra.nsw.edu.au |
| PASS | Simon Wadds* | waddss@inaburra.nsw.edu.au |
| Textiles Technology | Brigette Dawson | dawsonb@inaburra.nsw.edu.au |
| | Narelle Sanchez | sanchezn@inaburra.nsw.edu.au |
| | Machaela Smith | smithm@inaburra.nsw.edu.au |
| Visual Arts | Emily Gardner* | gardnere@inaburra.nsw.edu.au |
| Work Education | Stuart Jones | joness@inaburra.nsw.edu.au |
| | Kym Collins | collinsk@inaburra.nsw.edu.au |

*This teacher is also the Learning Leader for this faculty.

Additional contacts

| | | |
|---------------|--|--|
| Year Advisors | Ryan Naoum naoumr@inaburra.nsw.edu.au | Tennielle Willis WillisT@inaburra.nsw.edu.au |
| Academic Dean | Danielle Karis karisd@inaburra.nsw.edu.au | |

Student Record of Selections

This form is for your own records and should be kept in a safe place.

To access the Subject Selection Video page go to: <https://www.inaburra.nsw.edu.au/year-9-subject-selection/>

Please number 1 to 6 in order of priority (1 is the highest priority choice)

Note: Subject selection aims to give the maximum number of students the maximum number of their preferences. A course being offered does not guarantee that it will run – this depends on student interest. Students can only receive TWO Industrial Technology subjects.

The due date for online subject selection forms to be completed is **Tuesday 12 August 2025**

| | |
|----------------------|---|
| <input type="text"/> | Chinese (Mandarin) |
| <input type="text"/> | Commerce |
| <input type="text"/> | Computing Technology |
| <input type="text"/> | Dance |
| <input type="text"/> | Drama |
| <input type="text"/> | Food Technology |
| <input type="text"/> | Geography Elective |
| <input type="text"/> | History Elective |
| <input type="text"/> | Indonesian |
| <input type="text"/> | Industrial Technology – Automotive |
| <input type="text"/> | Industrial Technology – Engineering/Design and Technology |
| <input type="text"/> | Industrial Technology – Timber |
| <input type="text"/> | Literature |
| <input type="text"/> | Music |
| <input type="text"/> | PASS (Sport Studies) |
| <input type="text"/> | Photography & Digital Media (Media) |
| <input type="text"/> | Textiles Technology |
| <input type="text"/> | Visual Arts |
| <input type="text"/> | Work Education |

**Inaburra exists to be a Christ-centred learning community
pursuing excellence in education where every individual
is known and loved.**

FAITH

We commend belief in God who makes
himself known to us in and through his Son, Jesus.

KNOWLEDGE

We pursue wisdom, delighting in the
gift of learning for the common good.

LOVE

We show humility, integrity, kindness and
generosity for the good of others.



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