Stage 5 (Year 9 & 10) Handbook 2026

McAuley Catholic College Tumut

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STAGE 5 INFORMATION, 2026

The content of this handbook is relevant for all students attending McAuley Catholic College Tumut for Years 9 & 10 in 2026. It gives an overview of the mandatory requirements needed to satisfy the completion of Stage 5 schooling and provides information on the elective subjects that McAuley can offer in 2026.

Students who will be continuing to Stage 6, (Years 11 & 12) should note that when choosing Year 9 and 10 electives, there are **no pre-requisites** needed for any Stage 6 courses of study. Students need to make the best use of all counselling opportunities before making their choices, including talking to parents, Coordinators, Pastoral Care and Subject teachers. It is important that students design their own program of courses for Year 9 & 10 to suit their interests, skills and needs.

STAGE 5 NESA REQUIREMENTS

School Leaving Age

All NSW students must complete Year 10.

After Year 10 - and until they turn 17 - students must be:

- in school, or registered for home schooling, or
- in approved education or training (e.g. TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training

RECORD OF SCHOOL ACHIEVEMENT (ROSA) REQUIREMENTS

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 subjects and (where applicable) Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. More information can be accessed at: https://www.nsw.gov.au/education-and-training/nesa/leaving-school/rosa

To be eligible for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Undertaken and completed courses of study that satisfy the NSW Education Standards Authority's curriculum and assessment requirements for the RoSA.
- Complied with any other regulations or requirements (such as attendance) imposed by the NSW Education Standards Authority.
- Completed Year 10

Subject Requirements for the RoSA at the end of Stage 5

The RoSA will list all mandatory and additional Stage 5 courses together with the grade achieved. The RoSA credential is only available to students who formally leave school, however; all Year 10 students will be able to access and print a transcript of their results through their NESA student portal.

Students' RoSA will be a cumulative document providing grades for courses completed in Stage 5 (Year 10) and Preliminary (Year 11). Only students who satisfy the eligibility requirements for RoSA will receive the formal credential, however, those who are not eligible will be able to receive a Transcript of Study from the College at the time of departure. RoSA will only be issued when an eligible student leaves.

Additional Requirements for the award of the Higher School Certificate

Students in Stage 5 will need to sit a minimum standard test to meet a standard of literacy and numeracy to receive their Higher School Certificate (HSC).

Students show how they have met the HSC minimum standard by passing online tests for basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN. Students are given multiple opportunities to achieve a level 3 in the minimum standards tests and can continue their attempts from Year 10 until the end of Year 12.

Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

These literacy and numeracy tests are reported separately from the RoSA credential.

MANDATORY SUBJECTS

At McAuley, all students in Years 9 and 10 must study these mandatory subjects:

- Religious Education
- English
- Mathematics
- Science
- Personal Development, Health, and Physical Development
- History
- Geography
- Electives from across several Key Learning Areas (KLA's)

ASSESSMENT

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for several purposes, including to:

- Assist student learning.
- Evaluate and improve teaching and learning programs.
- Provide information on student learning and progress in a course in relation to the syllabus outcomes.
- Provide evidence of satisfactory completion of a course.
- Report on achievement by each student at the end of a course.

Assessment Principles

McAuley follows assessment practices promoted by the NSW Education Standards Authority. These practices emphasise *Assessment for and Assessment as learning,* while retaining *Assessment of Learning (summative assessment).*

The principles of assessment for learning and assessment as learning strategies have common elements such as:

- Self-assessment and peer assessment
- Strategies for students to actively monitor and evaluate their own learning.
- Feedback, together with evidence, to help teachers and their students decide whether the students are ready for the next phases of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Using their professional judgement in a standards-references framework, teachers can extend the process of assessment for learning into the assessment of learning. Assessments can be in differing formats, for example, online activities, in-class tests, hand-in assessments prepared outside the classroom, responses to stimulus material, practical work, and oral presentations.

Students will be notified in writing of the specific details of an assessment task at least two weeks prior to the task. The written notification will include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed

Submission of tasks

It is the student's responsibility to follow the stated method of submission, whether in-class, hand-in, or online, depending on the nature of the task. Late submissions without valid reasons receive a zero mark, though the task must still be completed to meet course requirements. Students failing to complete course requirements risk receiving a non-completion warning or "N" warning, which can escalate to an "N" Determination and jeopardise completion of Stage 5. Technological issues are not considered valid excuses for late or incomplete work, and students are expected to take precautions such as saving backups.

If illness or misadventure prevents a student from submitting a task, they must lodge an appeal with appropriate documentation within 3 days of the due date. Appeals are reviewed by the Assessment Review Committee, and decisions are communicated via Compass. Malpractice, including plagiarism, is taken seriously and may result in a zero mark if proven. Students must acknowledge all sources used and ensure submitted work is their own. In cases where disability provisions are needed (e.g. extra time or support), students must apply in advance through the Inclusive Learning Coordinator to ensure accommodations can be arranged in time.

Non-Completion of Assessments

Failure to complete course requirements in any of the mandatory courses offered will result in an “N” determination being assigned to the student for that subject. Once an “N” determination is assigned for a mandatory subject, the student is no longer eligible to achieve the RoSA in that calendar year. Before an “N” determination is given, two warning letters will be sent to parents/carers advising their child is at risk of receiving an “N” determination. Students can appeal this determination through NESA by completing and submitting written documentation and attending an appeals tribunal. The appeals grading allocation will be final.

The following is a general outline of the meaning of the grades allocated:

NESA COMMON GRADE SCALE

The general performance descriptors describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Each NESA Course has its own Course performance descriptors, which are detailed descriptions of expected student achievement at different grade levels for specific Board Developed Courses in the NSW curriculum. They provide holistic summaries of what a student is expected to know and do for that particular subject, and are used by teachers and students to identify the quality of student work, determine grades, and understand the expectations for each grade band.

MANDATORY SUBJECTS

RELIGIOUS EDUCATION

Course Outline:

McAuley Catholic College Tumut is a Catholic community which belongs within the Archdiocese of Canberra and Goulburn. The study of Religious Education is an essential element in the Catholic Church's mission to develop the 'whole' person – that is a child's spiritual, mental, physical, social, and intellectual being.

Religious Education Curriculum closely aligns two very important dimensions of a Catholic College. These are the teaching and learning of Religious Education Curriculum, and teaching students about the religious life of the College and how it is lived and experienced. These experiences involve classroom prayer, liturgies and masses, and involvement in Social Justice activities such as Caritas, Catholic Mission and St Vincent de Paul.

At McAuley, the Religious Curriculum describes core content to be taught and that students should learn and is therefore the starting point for planning for teaching, learning, and assessing of Religious Education. Within each year, there are a series of units designed to provide students with a Scripture-based contemporary view of the Christian faith within the Catholic tradition.

Religious Education allows and encourages students to question, investigate, inquire into, seek answers, debate, empathise with others and ultimately understand the role religion and religious beliefs play in influencing world events and modern thinking.

All students benefit from the study of Religious Education as the course is designed to develop their skills of:

- Inquiry
- Research
- Literacy
- Communication in written and oral forms
- Analysis

ENGLISH

Course Outline:

All English units follow an integrated approach in which the content gives structure to the variety of skills related to reading, writing, listening, viewing, responding, and speaking. The conventions of writing for a variety of purposes are treated in the context of the units studied.

Students respond to and compose a comprehensive range of imaginative, discursive, persuasive and informative texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Year 9 English

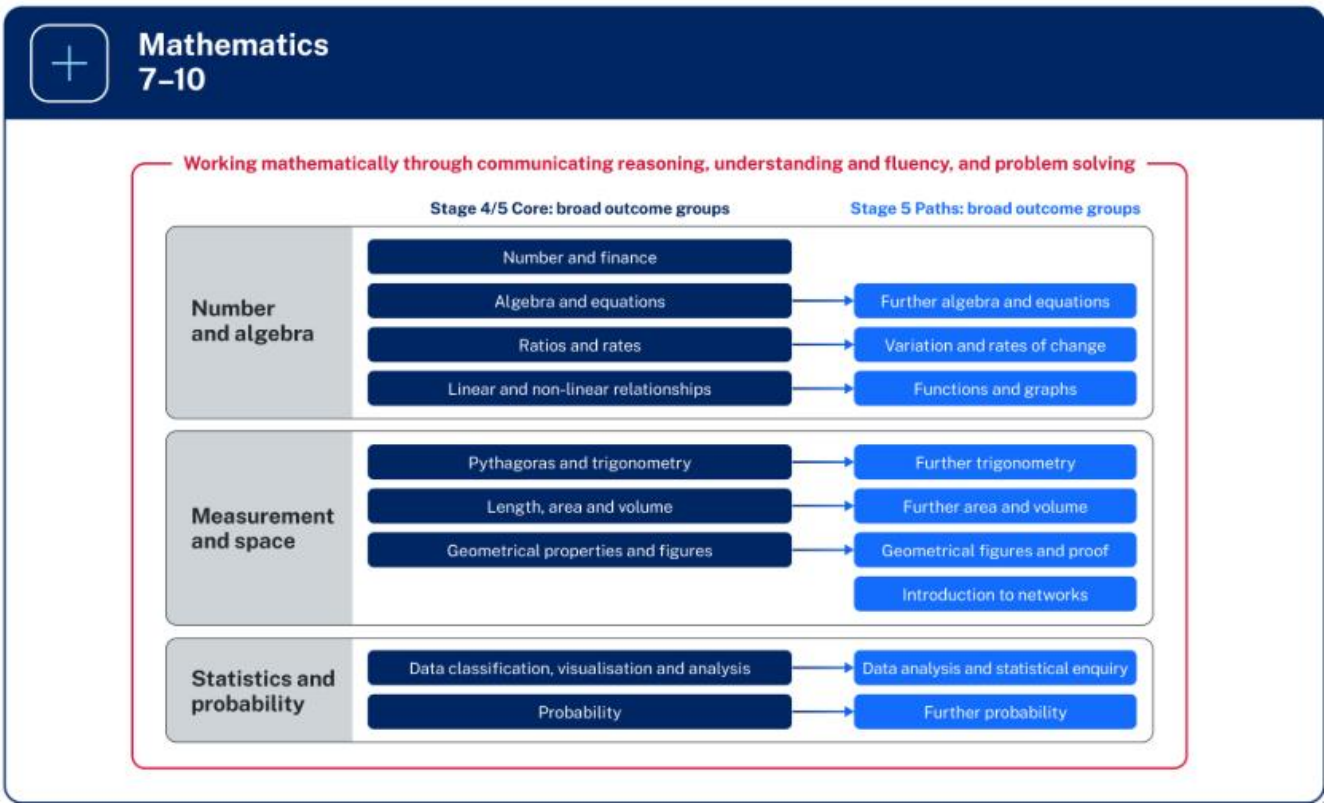
	Topic	Text Types
1	Representation of life experiences	Prose Fiction
2	Shining a new (stage) light	Drama
3	Poetic purpose	Poetry
4	Exploring the Speculative	Various texts e.g. picture books, prose,

Year 10 English

	Topic	Text Types
1	Novel Voices	Prose fiction
2	Reshaping the World	Poetry
3	Shakespeare Retold	Shakespearean drama
4	Digital Worlds	Multimodal digital

MATHEMATICS

The aim of Mathematics is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematics processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of our lives.



Source: Maths 7-10 Syllabus (2022)

Stage 4/5 Core - Broad outcome groups are: Number and finance, Algebra and equations, Ratios and rates, Linear and non-linear relationships, Pythagoras and trigonometry, Length, area and volume, Geometrical properties and figures, Data classification, visualisation and analysis and Probability. Stage 5 Paths - Broad outcome groups are: Further algebra and equations, Variation and rates of change, Functions and graphs, Further trigonometry, Further area and volume, Geometrical figures and proof, Introduction to networks, Data analysis and statistical enquiry and Further probability. All content is surrounded by the phrase: ‘Working mathematically through communicating reasoning, understanding and fluency, and problem solving’.

The Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

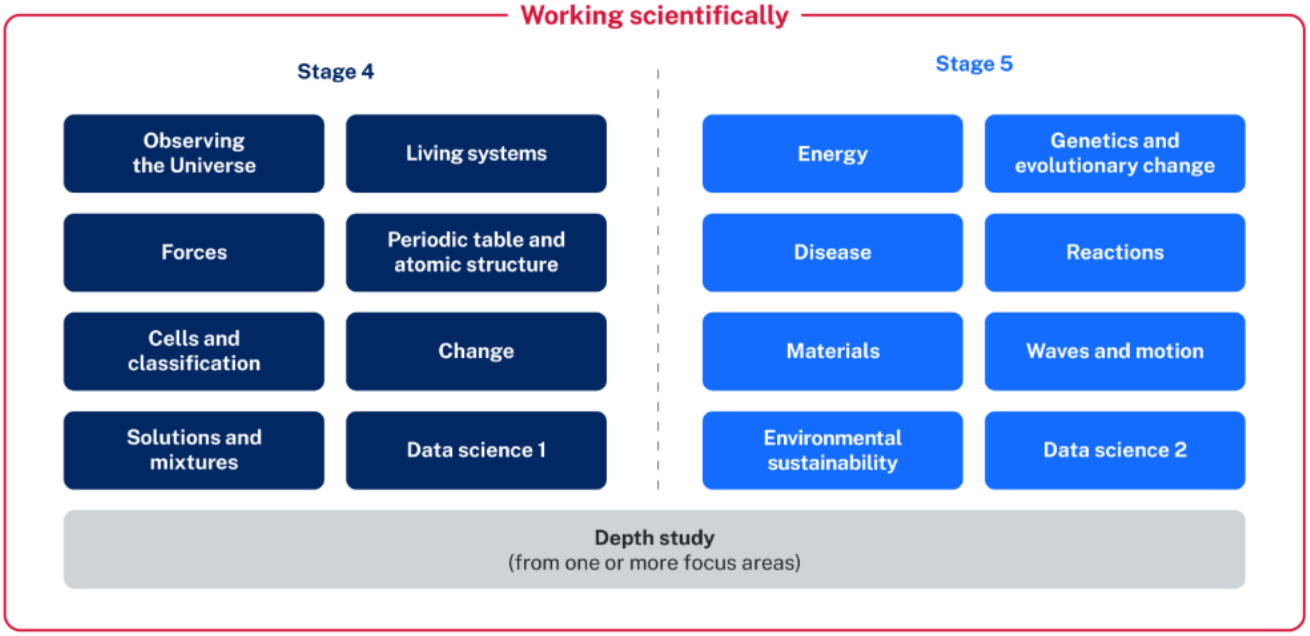
Homework:

All homework is posted on Google Classroom for students to access. Students also have access to MathsOnline, which compliments the teaching and learning of Mathematics.

SCIENCE

Course Outline:

The study of Science in Stage 5 develops a students' scientific knowledge and understanding, skills, values, and attitudes within broad areas of science that encompasses the traditional disciplines of Physics, Chemistry, Biology, and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect, and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. Students also develop an appreciation of, and skills in, selecting, using resources and systems to solve problems.
In 2026, NESA is implementing the teaching of a new Science.



Source: Science 7-10 Syllabus (2023)

Depth Study:

Students are required to undertake at least one depth study (scientific investigation) every year across Stage 5. This provides students with an opportunity to pursue individual interests and deepen their scientific understanding of one or more focus area.
A depth study may include:

- a practical investigation or series of practical investigations
- a secondary-source investigation or series of secondary-source investigations
- presentations, research assignments or fieldwork reports.

PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION

Course Description:

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE, students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

All students study the following three strands:

- **Health, Wellbeing and Relationships** focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths, and exploring personal identity to promote the health, safety and wellbeing of themselves and others.
- **Movement Skill and Performance** focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity.
- **Healthy, Safe and Active Lifestyles** focuses on the interrelationships between health and physical activity concepts.

What will students learn to do?

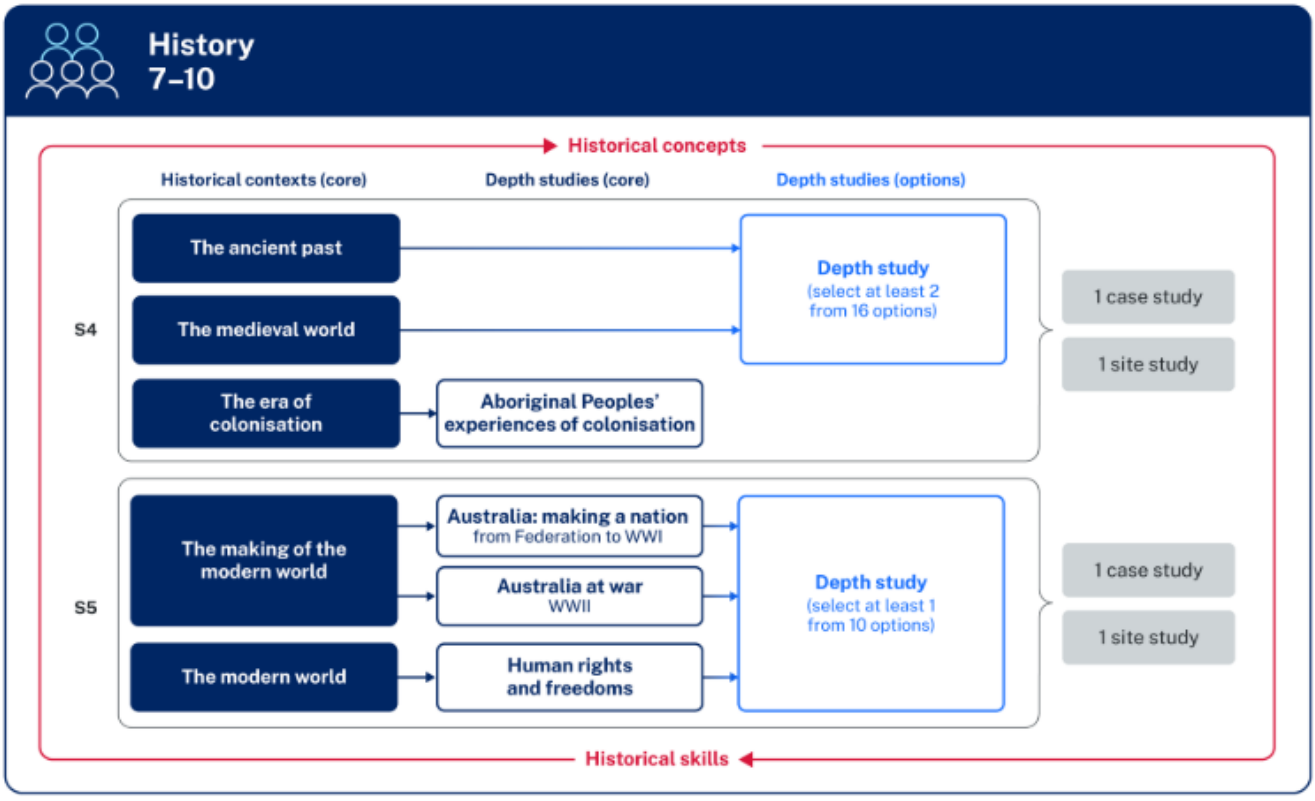
Throughout the course students will learn to apply some key skills to promote personal and community health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision making, planning, and moving.

HISTORY

Course Outline:

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialism and rapid change in the ways people lived, worked, and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918) and World War II (1939 – 1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic, and political development. The transformation of the modern world during a time of political turmoil, global conflict, and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.



Source: History 7-10 Syllabus (2024)

Course Requirements and Costs:

Students are required to undertake mandatory fieldwork. Travel costs related to this will be involved. The Australian War Memorial may be visited during Year 9 as part of Depth Study 3.

GEOGRAPHY

Course Outline:

Stage 5 Geography has been designed to provide students opportunities for thinking and working geographically as well as developing knowledge and understanding. Students develop skills in acquiring, processing, and communicating geographical information and in participating as active and informed citizens.

The four focus areas studied in Stage 5 and their general outline are as follows:

Sustainable Biomes

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agriculture production. Students analyse the impact humans have on biomes to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply and demand issues. Challenges to food production are explored and management strategies investigated.

Changing Places

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of population within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenships.

Environment Change and Management

Students develop an understanding of the functioning environments and the scale of human-induced environmental change challenging sustainability. They explore world views influencing approaches to environmental use and management. Students undertake and investigate study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

Human Wellbeing

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

ELECTIVE SUBJECTS

Students may choose either 100-hour (1 year) or 200 (2 year) courses. Choosing the most appropriate subjects is very important as your choice is for the next one or two years. Please choose wisely. Ask questions of older students and discuss your choices with parents and teachers. Here are a few points to remember while making your choices:

1. Choose subjects YOU like.
2. Choose subjects in which you will do WELL.
3. DON'T choose subjects because your friends are choosing them.

Selecting 100-hour courses will allow students to study four different Electives across Years 9 and 10. Choosing to study two 200-hour courses over Years 9 and 10 is still an option, as well as one 200-hour course combined with two 100-hour courses.

For example:

Student A might choose Physical Activity and Sports Studies and Agricultural Technology in Year 9, and Industrial Technology and Textiles in Year 10.

Student B may choose to study Visual Art and Commerce for both Years 9 and 10.

Student C could select Visual Art for Years 9 and 10, combined with Food Technology in Year 9 and Photographic and Digital Media in Year 10.

Method of Delivery

The elective courses will be delivered in one or a combination of ways:

- Face to face.
- Distance education.

Distance education courses need to be confirmed in consultation with the Assistant Principal.

Course Fees:

The cost for face-to-face elective classes (classes taught at McAuley) is incorporated into the Secondary Student Resource fee. If a student elects to undertake an elective course by distance education, then there are extra fees that apply. A fee guide for each of these courses is included in each subject description.

The Elective subjects offered at McAuley in 2026 are listed below:

- Agricultural Technology
- Child Studies
- Commerce
- Food Technology
- Industrial Technology (Timber)
- Music
- Outdoor Education
- Photographic and Digital Media
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Arts

Satisfactory completion of 100 or 200 hours of Elective study during Stage 5 (Years 9 and 10) will be recorded with a Grade on the student's school report and Stage 5 Statement of Attainment.

For more details, access the ***Information for parents and carers*** site provided by NESA.
https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide

The following pages provide a brief description of each of the Elective subjects that could be offered in 2025.

AGRICULTURAL TECHNOLOGIES

- 100-hour or 200-hour course.
- In the 200-hour course students will focus on a minimum of four agricultural enterprises.
- Students will be engaged for at least 50% of course time in a variety of practical experiences to produce sustainable and marketable plant and animal products.
- Scope for students to explore the career opportunities in agriculture and its related service industries.
- Experience aspects of agricultural lifestyles through working with plants and animals.
- Increase knowledge and application of currents and emerging technologies to the production, processing, and marketing of products.

CHILD STUDIES

- 100-hour or 200-hour course
- Students to develop knowledge, understanding and skills on the nature of child development and how the growth, development and care of children can be supported. They research and evaluate information to make informed decisions about strategies to support children from birth to 12 years of age.
- 100-hour course studies of 2 core focus areas, one optional area and one depth study.
- 200-hour course studies 4 focus areas, at least 2 optional areas and 2 depth studies.
- Focus areas include - Growth, development and care, Promoting growth and development, Health and safety of children, Play and learning.
- Optional focus areas include - Birth to 5 years, Early childhood education and care, the mental health and wellbeing of children, Children globally and a school developed option.

COMMERCE

- 100-hour or 200-hour course.
- To develop knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.
- Central to the course is the development of an understanding of the relationships between consumers, business, and governments in the overall economy.
- To develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation.
- To develop the ability to research information, evaluate options and participate in collaborative learning.

FOOD TECHNOLOGY

- 100-hour or 200-hour course.
- Explores food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.
- Provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns.
- Addresses the importance of hygiene and safe working practices and legislation in the production of food.

- Provides students with the context through which to explore the richness, pleasure and variety food adds to life.
- Contributes to both vocational and general life experiences.
- Students are encouraged to use their creativity and skills to design food products.

INDUSTRIAL TECHNOLOGY (Timber)

- 100-hour or 200-hour course.
- Emphasis is on general wood skills and cabinet making.
- Areas covered include general workshop skills and safety procedures, hand and power tool usage, adhesive, abrasives and sealers, common joinery procedures, timber and manufactured board characteristics, design and costing skills.
- Develops an awareness of the relationship between technology, industry, society and the environment.
- Develops an understanding of work-related environments.
- WHS regulations require all students to wear safety glasses and earmuffs supplied by the school and enclosed leather shoes.
- Students who elect to do 200 hours of Industrial Technology (Timber) will undertake a major project during Year 10. Depending on the project selected, there may be an additional cost involved (e.g., to purchase hardwood timber to make an outdoor table).

MUSIC

- 100-hour or 200-hour course.
- students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure)
- Students participate in the learning experiences of performing, composing and listening, within the *context* of a range of musical styles, periods and genres including Baroque music, Jazz, Music of a Culture, Classical Music, Popular Music and Theatre Music.
- Students study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.
- students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.
- The study of the concepts of music underpins the development of skills in performing, composing, and listening.

- Students start to specialise in performance on one instrument of their choice to prepare for Stage 6 Music.

OUTDOOR EDUCATION

- 100-hour or 200-hour course.
- Based on experiential learning where students explore and gain a deeper understanding of their surroundings.
- Students learn through planning and participating in outdoor experiences and reflecting on their involvement.
- 5 focus areas: outdoor activity and exploration skills, environmental awareness, conservation and sustainability, personal and social skills, growth and development, connecting with the natural environment, health, safety and wellbeing in the outdoors.
- 100-hour course includes the core content and a minimum of 3 options
- 200-hour course includes the core content and a minimum of 7 options

PHOTOGRAPIC AND DIGITAL MEDIA

- 100-hour or 200-hour course.
- Enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century.
- Build a portfolio of work in still, interactive and moving forms.
- Investigate photographers, artists, designers, photographic and digital practices, conventions and innovations.

PHYSICAL ACTIVITY AND SPORTS STUDIES

- 100-hour or 200-hour course.
- Students will develop skills that develop their ability to work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport.
- Display management and planning skills to achieve personal and group goals in physical activity and sport (such as mountain hiking/walking)
- Perform movement skills with increasing proficiency.
- Will be required to participate in sports/activities in the wider community which will incur a cost (e.g., golf green fees or gym fees for gym classes).
- Analyse and appraise information, opinions, and observations to inform physical activity and sport decisions.

- Modules are selected from each of the following three areas of study: Foundations of Physical Activity, Physical Activity and Sport in Society and Enhancing Participation and Performance.

TEXTILES

- 100-hour or 200-hour course.
- Provides students with broad knowledge of the properties, performance and use of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques.
- Textiles projects give the students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision making and encourage individuals to express ideas and opinions.
- Students develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry are addressed.

VISUAL ARTS

- 100-hour or 200-hour course.
- Visual Arts fosters interest and enjoyment in the making and studying of art and offers a wide range of opportunities for students to be creative and develop their own interests. It encourages students to explore the world around them and develop ideas.
- Students use a Visual Arts Process Diary to record their Art Making and Critical and Historical Study.
- Students visually communicate their thoughts, feelings and understanding in an individual and thoughtful manner.
- Students explore a variety of media including the possibility of a combination from painting, drawing, print making, sculpture, ceramics, collage, mixed-media, illustrations, and digital media.