



Year 9 (2017) Elective Choices Curriculum Handbook

Whatever you do [whatever your task may be], work from the soul [that is, put in your very best effort], as [something done] for the Lord and not for men.

Colossians 3:23 (AMP)

Dear Parents, Carers and Students,

Students in Year 8 are now at an important stage in their educational journey as they have the opportunity to select two courses for more detailed study over the next two years.

This will form a solid foundation to enable them to make decisions for their future after completing the requirements of the RoSA. All students, whether leaving at age 17 or continuing on to the HSC, will have prepared themselves for an increasingly complex society and workforce.

For those who continue, STACS will provide not only a sound academic or vocational preparation but also a firm Christian basis in their study.

The purpose of this handbook is:

- to provide guidelines on how to make an elective choice
- to outline the content, requirements and expectations of the elective courses offered

The two most important questions to ask in choosing courses are: “What do I enjoy?” and “What am I good at?”

The choices will be made in rounds, the school determining the best possible arrangement of courses based on an assessment of priorities, past experience and available resources.

Students should complete and return the Electives Choices Form distributed with this handbook. We aim to offer course choices which cater both for those students going on to further tertiary studies and also those seeking to enter the work force after Years 10, 11 and 12. All areas of the curriculum will be taught from a Christian Worldview.

It may not be possible for all students to take all the courses of their first choice, however we expect the majority will find that they will be able to take the courses of their preference.

May I encourage you to carefully and prayerfully consider the choices you will make. You are welcome to contact the course teacher or any member staff if you have any questions.

Mr M Lindsay
Principal

A further note to Parents

By the end of Year 8, many students have already tested themselves against many courses and interest areas.

The ones they enjoy are usually the ones they do well at because those courses suit their abilities. By helping your child identify these areas of interest and strength you will also be helping them take the first steps to make suitable career decisions.

We encourage students to discover what God has planned for them. Career choice and daily work involvement is based on Christ-centred service. Your role is critical in starting to prompt their career exploration and thinking.

Students need to learn about the various occupations that may suit them. You can be their window to the world of work.

You can help by:

- building on your teenager's achievements so far – beyond school work
- talking to your teenager about your current work and what the job involves, both the good and the bad aspects
- establishing links with an adult or arranging work place visits in a career field that interests your teen
- pointing out job advertisements / job descriptions in the newspapers/online
- pointing out the changing occupations, the role of ongoing training and the creation of new jobs
- encouraging your teenager to consider gaining a part-time job in an area of interest to them
- encouraging your teenager to be involved in extra-curricular activities, e.g. sport, music, volunteer work, community service. This helps build on their relational skills, as well as highlighting strengths and abilities.

The choice of career path is one of the most important decisions young people have to make. The part you play in the process of career planning is vital. Your children will look to you for advice and support.

Record of School Achievement (RoSA).

Students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

Course Requirements in Years 9 and 10

1. study English, Mathematics, Science, Australian History, Geography and Civics and Citizenship
2. study Personal Development, Health and Physical Education, including Sport
3. choose a pattern of study from the courses as indicated in the elective groupings with at least one 200 hour course

Choosing an Elective Course

When making elective choices it is important to take into consideration:

1. the student's ability and interest in the given course.
2. the desirability for the student to keep options open with regard to possible courses of study in the senior school and future career choices.
3. the advice of course teachers to give guidance in relation to choices.

How do I choose my courses?

The courses you do at school can often determine the type of career path you select.

- Study courses that you like and that you are interested in make school more enjoyable.
- Everyone is good at something. Doing courses you are good at makes school more rewarding and satisfying.

What choices do you have?

Line 1	Line 2
Music	Visual Art
Automotive Technology	Automotive Technology
Food Technology	Physical Activity and Sport Studies

Who can help you decide?

Make sure you get help from the RIGHT people.

- Course teacher - advise if you are good at certain courses.
- Careers adviser – direct you to courses (if any) which are required for particular career paths.
- Year Coordinator - ideas
- Chaplain – prayer
- Parents - Discuss choices with your parents. Encourage them to speak with the above people if you have different ideas or if they need more information.

Good reasons for choosing courses

1. Ability - choose courses you are good at
2. Interest - choose courses you are interested in
3. Motivation - choose courses you really want to learn

Bad reasons for choosing courses

1. Friends - Your friends often have different abilities, interests and motivation from you
2. Teachers - Don't choose or discard a course based on whether you do or do not like the teacher. Teachers may be given other classes or change schools.
3. Excursions - Many courses have excursions. Why endure two years of work you may not particularly like for one excursion?
4. Rumours - Your peers sometimes make comments about a course that are not true. Always check out rumours with teachers. They are the experts, not your peers.
5. Easy options - There are no easy option courses. If someone tells you this, chances are they will probably do poorly.

St. Andrew's Christian School Curriculum Year 7-12

Key Learning Area	Stage 4			Stage 5			Stage 6	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		
English	English	English	English	English	English Standard English Advanced English Extension 1	English Standard English Advanced English Extension 1		
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematics Mathematics Extension 1	General Mathematics Mathematics Mathematics Extension 1		
Sciences	Science	Science	Science	Science	Biology Chemistry Physics	Biology Chemistry Physics Senior Science		
Human Society and its Environment	History Geography	History Geography	History Geography	History Geography	Business Studies Ancient History	Business Studies Ancient History		
Technological and Applied Sciences	TAS	TAS	Automotive Technology (E) Food Technology (E) Timber Technology (E)	Automotive Technology (E) Food Technology (E) Timber Technology (E)	Food Technology (E) Design and Technology (E)	Food Technology (E) Design and Technology (E)		
Creative Arts	Visual Arts Music	Visual Arts Music	Visual Arts (E) Music (E)	Visual Arts (E) Music (E)	Visual Arts (E) Music 1 (E)	Visual Arts (E) Music 1 (E)		
Personal Development, Health and Physical Education	PDHPE	PDHPE	PDHPE PASS (E)	PDHPE PASS (E)	PDHPE	PDHPE		
Languages	Indonesian	Indonesian	Indonesian	Indonesian				
	(E) Elective							

NB – All subjects may not be offered in every calendar year.

Course Information

The information on the following pages provides a brief overview of the content and expectations in the various elective courses that could be offered next year. The final selection is dependent on student demand, resources available and the overall staffing needs of the secondary school.

Contents

- Automotive Technology
- Food Technology
- Music
- PASS
- Timber Technology
- Visual Arts

Automotive Technology Stage 5 (Year 9/10)

Course: Automotive Technology

Course Teacher: Mr M Lindsay

BOSTES Status: A 200 hour course includes 2 compulsory core modules of 50 hours each that lead to a range of specialised modules of not less than 50 hours each.

Syllabus link:

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/indust_tech_710_syllabus.pdf

Estimated Course Cost in Year 9 and 10:

No additional costs

Specific equipment required: 1 pair of mechanics overalls.

Course Description:

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

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

- Maintenance and repair of small engines
- Automotive restorations
- Building a small powered vehicle
- Work undertaken on isolated automotive components

Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Main Topics Covered:

O.H.S. and risk management.

Engine related systems.

Automotive electrical systems.

Chassis and related components.

Workplace communication systems.

Links to industry.

Particular Course Requirements:

Completion of O.H.S. requirements.

1 pair of mechanics overalls.

Assessment Requirements:

- Completion of practical projects
- Compilation of a folio of work
- Satisfactory completion of workshop safety tests
- Monthly tests based on theoretical and practical aspects of the course

Food Technology Stage 5 (Year 9/10)

Course: Food Technology	Course teacher: Mrs B Fenton								
BOSTES status: A 100-hour course (completing 2-4 units of work) or 200-hour course (completing 4-8 units of work).	Syllabus link: http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/food_tech_710_syl.pdf								
Estimated course costs in year 9: (including materials additional and excursions) Assessment Practical (food items) \$10 Attending an excursion \$30	Estimated course costs in year 10: (including additional materials and excursions) Assessment Practical (food items) \$10 Attending an excursion \$30								
Specific equipment required (not supplied): 1 x Tea towel, packet of cloths, plastic airtight container (lunchbox size)									
<p>Course description: In the <i>Food Technology Years 7.10 Syllabus</i>, students undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating. The <u>aim</u> of <i>Food Technology</i> is to actively engage students in learning about food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.</p> <p><u>Knowledge, understanding and skills</u> Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ol style="list-style-type: none"> 1 knowledge, understanding and skills related to food hygiene, safety and the provision of quality food 2 knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food 3 knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health 4 skills in researching, evaluating and communicating issues in relation to food 5 skills in designing, producing and evaluating solutions for specific food purposes 6 knowledge, understanding and appreciation of the significant role of food in society. <p><u>Values and attitudes</u> Students will value and appreciate:</p> <ul style="list-style-type: none"> • people from a variety of cultural backgrounds • the positive and negative impact of food-related issues on diverse groups. 									
<p>Main topics covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Food in Australia</td> <td style="width: 50%;">Food service & catering</td> </tr> <tr> <td>Food equity</td> <td>Food for special needs</td> </tr> <tr> <td>Food product development</td> <td>Food for special occasions</td> </tr> <tr> <td>Food selection & health</td> <td>Food trends</td> </tr> </table>		Food in Australia	Food service & catering	Food equity	Food for special needs	Food product development	Food for special occasions	Food selection & health	Food trends
Food in Australia	Food service & catering								
Food equity	Food for special needs								
Food product development	Food for special occasions								
Food selection & health	Food trends								
Particular course requirements: Be willing to try different/new foods & cook for the family at home									
<p>Assessment requirements: Practical experiences Portfolios Research projects and written reports Presentations Peer assessment Self-assessment Half Yearly & Yearly examination</p>									

Music Stage 5 (Year 9/10)

Course: Music	Course Teacher: Mrs F Wood
BOSTES status: 200-hour course	Syllabus link: http://www.boardofstudies.nsw.edu.au/syllabus_sc/music.html
Estimated course costs in year 9: nil	Estimated course costs in year 10: nil
Specific equipment required (not supplied): Manuscript book Display folder USB Access to or ownership of an instrument eg keyboard, guitar etc	
Course description: Students will develop knowledge, understanding and skills in the musical concepts through: <ul style="list-style-type: none">• 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.	
Main topics covered: Students undertaking a 200-hour course in Music must study the compulsory topic, Australian Music, and at least two topics from each of the two groups of topics in the syllabus. For example: Music of a culture Music for small ensemble Rock music Music and technology	
Particular course requirements: Prerequisite: ability to play an instrument (can include voice)	
Assessment requirements: Composition - songwriting Listening – analysing and writing about concepts heard in the music Performance - Solo Performance - Group Musicology – theory Assignments, topic tests and exams	

Physical Activity & Sport Studies Stage 5 (Year 9/10)

Course: Physical Activity and Sport Studies (PASS)	Course teacher: Mr J Kidd
BOSTES status: BOSTES Content Endorsed Course 200 hours over two years	Syllabus link: http://www.boardofstudies.nsw.edu.au/syllabus_sc/physical-activity-sports-studies.html
Estimated course costs in year 9: Approximately \$120 for excursions and out of school sports coaching and participation.	Estimated course costs in year 10: Approximately \$120 for excursions and out of school sports coaching and participation.
Specific equipment required (not supplied): N/A	
<p>Course description: The aim of the Physical Activity and Sports Studies Syllabus is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. The outcomes of the course are as follows:</p> <p>Knowledge, understanding and skills Students will:</p> <ul style="list-style-type: none"> • develop a foundation for efficient and enjoyable participation and performance in physical activity and sport • develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing • enhance the participation and performance of themselves and others in physical activity and sport • develop the personal skills to participate in physical activity and sport with confidence and enjoyment. <p>Values and attitudes Students will:</p> <ul style="list-style-type: none"> • develop a commitment to lifelong participation in physical activity and sport • appreciate the enjoyment and challenge of participation in physical activity and sport • value the contributions of physical activity and sport to wellbeing and society. 	
<p>Main topics covered (Even years):</p> <ul style="list-style-type: none"> • Body systems and energy for physical activity • Fundamentals of movement skill development • Physical activity and sport for specific groups / Enhancing performance – strategies and techniques • Event case study (Olympics / World Cup) • Promoting active lifestyles • Physical activity for health, Participating with safety 	<p>Main topics covered (Odd years):</p> <ul style="list-style-type: none"> • Sports Coaching • Issues in sport • Physical activity for health and fitness • Physical activity and sport in Australia • Lifelong leisure and recreation
Particular course requirements: N/A	
<p>Assessment requirements: Coaching session and lesson plan Practical assessment Peer assessment Self-assessment Sporting Analysis and design</p>	<p>Research and Design Report Event research and analysis Group performance Half Yearly / Yearly examination</p>

Timber Technology Stage 5 (Year 9/10)

Course: Timber Technology

Course Teacher: Mr M Lindsay

BOSTES Status: A 200 hour course includes 2 compulsory core modules of 50 hours each that leads to a range of specialised modules if not less than 50 hours each.

Syllabus link:

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/indust_tech_710_syllabus.pdf

Estimated Course Cost in Year 9 and 10:

Estimated costs in Year 9 and 10 will be the cost of each completed project (approximately \$5 to \$10 per project)

Specific equipment required: All equipment is supplied by the school.

Course Description:

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining

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

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar
- Storage and display units

Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Main Topics Covered:

WH&S and risk management.

Use of solid timbers and plywoods.

Hand tools identification and use.

Measuring and sizing.

Design in timber.

Particular Course Requirements:

Completion of WH&S requirements.

Assessment Requirements:

- Completion of practical projects
- Compilation of a folio of work
- Satisfactory completion of workshop safety tests
- Monthly tests based on theoretical and practical aspects of the course

Visual Arts Stage 5 (Year 9/10)

Course: Visual Arts	Course teacher: Mrs Cathy Irons		
BOSTES status: A 200-hour course includes the essential content (100 hours) followed by additional content (100 hours).	Syllabus link: http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf		
Estimated course costs in year 9: (including materials additional and excursions) <ul style="list-style-type: none"> • Materials costs: Under \$20 • Excursion Costs: \$50 	Estimated course costs in year 10: (including additional materials and excursions) <ul style="list-style-type: none"> • Materials costs: Under \$20 • Excursion Costs: \$50 		
Specific equipment required (not supplied): A3 Visual Arts Diary			
<p>Course description: The aim of the <i>Visual Arts Years 7–10 Syllabus</i> is to enable students to:</p> <ul style="list-style-type: none"> • develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts • understand and value the different beliefs that affect meaning and significance. <p><u>Knowledge, understanding and skills</u> Students will develop knowledge, understanding and skills:</p> <ul style="list-style-type: none"> • to make artworks informed by their understanding of practice, the conceptual framework and the frames • to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames. <p><u>Values and attitudes</u> Students will value and appreciate:</p> <ul style="list-style-type: none"> • their engagement in the practice of the visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations. <p><u>It is recommended that in the elective course:</u></p> <ul style="list-style-type: none"> • at least 40% of time should be dedicated to artmaking and related aspects of content • a further 40% of time should be dedicated to the critical and historical interpretations and explanations of art and related aspects of content • the remaining 20% of time should be used to maximise the interests of students and teachers' in any aspects of content. 			
<p>Main topics covered: 2 Year Cycle</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>2017</u> Lets Be Famous (Reproduction Art) Street Art (Street Art /graffiti) Funky Chairs (upcycling) or Recycled Fashion </td> <td style="width: 50%; vertical-align: top;"> <u>2018</u> Pop it (Pop Art) Picture Our World (Photography) Gaudies Tiles (Mosaics) My Life in My Hands (Sculpture) </td> </tr> </table>		<u>2017</u> Lets Be Famous (Reproduction Art) Street Art (Street Art /graffiti) Funky Chairs (upcycling) or Recycled Fashion	<u>2018</u> Pop it (Pop Art) Picture Our World (Photography) Gaudies Tiles (Mosaics) My Life in My Hands (Sculpture)
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Particular course requirements: N/A			
<p>Assessment requirements: Internal Assessment Practical 60% Theory 40% Half Yearly / Yearly examination</p>			