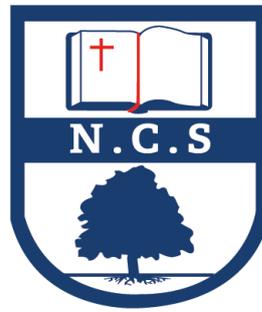


Nowra Christian School

Grow up into Christ



STAGE 5

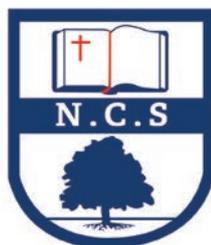
SUBJECT SELECTION
HANDBOOK
2021

Updated and issued: May 2020



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NOTES



FROM THE PRINCIPAL

May, 2020

Dear Students and Parents/Carers,

Thus far, our 2020 school year has certainly been a demanding one as our wider community has faced the dual challenges of on-going drought and bushfires. Then our whole world has been unexpectedly confronted by the impact of the COVID-19 pandemic. As members of our Nowra Christian School community, you are to be congratulated for the wonderful way in which you have worked in partnership with our staff team. As we now look towards the 2021 school year, I trust that it may be a little less impacted by the types of events mentioned above.

This 2021 Stage 5 Subject Selection Handbook contains a great deal of valuable information in relation to the stimulating range of courses available next year. I would commend the content of this booklet to your careful attention.

Over the next few school weeks, students in Years 8 and 9 will be allocated to their elective classes for 2021. The School allocates students to TWO electives based on a wide number of factors including resources, subject lines and student aptitudes. Of course, what you would like to do is a very important factor too and the online survey is your opportunity to tell us.

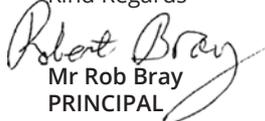
Stage 5 Electives are presented as a one year module. Students may elect to do two different modules of the same subject over Years 9 and 10 or to do only one module. By the end of Year 10, students will have completed four different modules.

Enclosed in this booklet are subject descriptions for modules under consideration for 2021 and 2022. You have the opportunity to rank your elective choices for 2021. When considering your choices, keep the following things in mind:

1. Choose subjects that **interest** you - do not fall into the trap of choosing subjects in which you have little interest but that you think will prepare you for your HSC. It is rare for a student to do well in electives that don't interest them. It is also unwise to choose a subject simply on the basis that you think that it is an "easy" option. NSW Education Standards Authority (NESA) syllabi are designed so that all subjects have the same degree of difficulty and require similar amounts of effort. The difference between subjects is content and emphasis (i.e. either a theoretical or practical emphasis).
2. Choose subjects that interest **you** - do not fall into the trap of choosing subjects just because your friends are selecting them. There will be ample opportunities for you to build relationships with your friends outside of elective class times.
3. Choose **subjects** that interest you - do not choose a subject just because you already have a good working relationship with a particular teacher. This may be a valid factor to help you choose between two subjects that are close together in terms of your preference, but if you choose a subject that does not interest you, simply because of who is teaching it, your choice is not a wise one. Please note that the teachers listed in the subject descriptions in this booklet may not necessarily be teaching that subject next year. Also, do not choose a subject because you have heard that it has a few particularly engaging units, learning activities or excursions. Be aware that a year is a long time to commit for a few activities that may only run for a short period of time.
4. **Investigate** before you choose - carefully read this booklet and ask questions of your teachers and of students currently in Years 9 and 10 for their perceptions of the subject. Speak with your teachers and with your parents.
5. Remember that your **decisions are important** - God has given you abilities and interests that He would want you to build on in the years to come. The electives that you undertake over the next few years may well be part of that building process. This is another significant reason as to why the choices that you make in this survey are important. This is why I would encourage you to earnestly **pray** about your choices.

In this booklet are descriptions of subjects that Nowra Christian School may offer in 2021. Not all subjects listed here are guaranteed to run. This is dependent on student interest and numbers (both minimum and maximum). Students will be sent a Google Form to complete indicating their course preferences. We cannot guarantee that all students will get all of their preferences, but we will endeavour to satisfy as many requests as possible.

Kind Regards


Mr Rob Bray
PRINCIPAL



COURSES OFFERED IN 2021

COMMERCE

DRAMA

FOOD TECHNOLOGY

HISTORY ELECTIVE

INDUSTRIAL TECHNOLOGY 1- TIMBER

INDUSTRIAL TECHNOLOGY 2- TIMBER

INFORMATION & SOFTWARE TECHNOLOGY

MUSIC

PHYSICAL ACTIVITY AND SPORTS STUDIES

VISUAL ARTS

YEAR 9 & 10 BIBLICAL STUDIES COURSE

Moore Theological College Preliminary Theological Certificate (PTC)

Christian Principles and Relationships (CPR)



COMMERCE

Commerce is about the study of the world of business. In particular, it looks at what you need to know to be able to function as an independent adult in our society as it is a practical course in the sense that it focuses on crucial real life skills.

Each module contains two compulsory areas of study and several elective topics that have been chosen.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students.

Core Part 1:

Consumer and Financial Decisions:

Focus on financial and consumer decisions with regard to spending, saving, purchasing and simple contracts.

Employment and Work Futures:

Students will develop an understanding of employment and workplace relations and the contribution of work to individual and collective wellbeing.

Elective Options:

Running a Business, Selling and Marketing: Active engagement in planning, organising and running a small business.

Travel:

Plan for travel, how to solve problems encountered when travelling, investigate ethical considerations for planning travel.

Towards Independence:

Problem-solving and decision-making skills in relation to commercial and legal issues to leaving home and becoming independent.

Core Part 2:

Law, Society and Political Involvement:

How laws impact individuals and groups in a society; investigate democratic participation and the political processes of Australia.

The Economic and Business Environment:

A foundational topic that provides an understanding of government economic policy and the impacts of major economic events on Australian consumers and businesses including fiscal policy and markets.

Elective Options:

Law in Action:

Rights and responsibilities of individuals in a range of situations.

Community Participation:

Students learn how to become active and effective participants in community organisations.

Political Involvement (School Developed Option):

How political processes operate at various levels and how they can be involved. Students will participate in a school based mock election and will investigate grassroots democratic participation.

Who Should Do This Course?

It is just about impossible to name an area of employment or life that would not make use of the skills taught in this course and it would have a direct application for work in such key areas as management, marketing, finance, investing, shares, real estate, self-employment, insurance, credit control and international trade to name but a few.

With regard to HSC studies, this course will provide a very helpful background for understanding the work covered in Economics, Business Studies and Legal Studies. Having done this course provides a distinct advantage in these senior subjects in following years.

Contact person for this course

Mrs Hetherington



DRAMA

Drama is an art form where human experience and situations are enacted. In Drama, students learn about themselves and others by creating characters and situations and this provides a powerful means of exploring the way people react and respond to different situations, issues and ideas. In junior secondary years, Drama provides a particularly valuable means of increasing self-confidence and communication skills. Students are involved physically as well as emotionally and intellectually: the students learn through doing. Drama is, moreover, a cooperative process through which students develop their ability to share and communicate ideas. Drama has a body of knowledge: facts, conventions, history, skills, and methods of working. The study of Drama is an important form of expression and communication in almost every known culture, including those which make up Australian society.

Students are required to participate in short skits and dramas at various times, including occasional School Assemblies and the annual Shoalhaven Eisteddfod.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students

Module A (ODD YEARS)

Improvisation and Theatre Sports

Improvisation is a compulsory focus in which students will work on developing their improvisation skills in both spontaneous improvisations and rehearsed improvisations.

PlayBuilding

Students are introduced to the compulsory context of playbuilding through integrating making, performing and appreciating. Playbuilding is the creation of an original piece of theatre, developed as an ensemble, in response to a stimulus.

Shakespeare

Students will be involved in the process of putting on a production as either an actor or a part of the technical production team. Through this process students will study the theatrical form of Elizabethan Theatre.

Commedia dell-arte

In this unit of work students will be introduced to Commedia Dell'arte stock characters. They will explore some social and historical aspects of the form through improvisation, lazzis and scenarios and use masks where appropriate.

Module B (EVEN YEARS)

Creative Movement

This unit of work essentially covers all the elements of drama; however the emphasis, as an introductory unit, is on rhythm, moment, movement, symbol, dramatic meaning and structure.

Puppetry

involves the use of inanimate objects and puppeteer's skill in breathing life into these objects. Study includes traditional forms, cultural forms and innovative practices as well as how it can be used in gospel communication.

Voice Production

Students will encounter exercises and theory to improve articulation and modulation. Students will be particularly focussing on performance techniques and practises.

Stagecraft and the Small Screen

This unit is planned to be eight weeks long and aims to introduce students to the specific requirements for creating dramatic meaning on the small screen and an understanding of stagecraft.

Contact person for this course

Mrs Ellery



FOOD TECHNOLOGY

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods, ethical and sustainable food sourcing, and the environmental impact of food-production processes.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students.

Module A (ODD years)

New Food (Food Product Development)

An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

Fighting Fit (Food Selection and Health)

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Healthy Living for Life (Food for Specific Needs)

Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

Food Equity

Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

Contact person for this course

Mrs Lawrence

Module B (EVEN years)

Trendy Looking Foods (Food Trends)

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

Food in Australia

Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns.

Edible Enterprise! (Food Service and Catering)

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities.

Food for Special Occasions

Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.



HISTORY ELECTIVE

The study of History enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability with significant opportunities to relate these to contemporary social issues.

History as a discipline has its own methods and procedures. The History Elective course develops the skills for students to answer the question 'How do we know what we know?' Students learn to critically analyse and use sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students. There is broad scope for changing options within the topics to meet the interests of the cohort.

Module A (ODD years)

Constructing History - Archaeological Sites

This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are explored through archaeological discovery and research.

Early Modern Societies - The Renaissance and Reformation - Revolution and Change

This topic offers an opportunity to study in depth the major features of early modern society and the emergence of modern ways of thinking and seeing the world.

Thematic Study - World In Crisis

Students will engage in a guided independent research project with the end objective of communicating their research in a multimedia museum exhibition.

Module B (EVEN years)

Constructing History - History and Film

This topic focuses the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions through a study of various film texts of the D-Day Landings in June 1945.

Ancient and Medieval Societies - Ancient Rome in Britain

Studying Ancient Rome in Britain offers an opportunity to study in depth the major features of ancient Roman and Celtic societies.

Thematic Study - Epic and Saga

Students will investigate myths and legends of Ancient Mediterranean societies and Northern European medieval societies.

Contact person for this course

Mrs Hetherington



INDUSTRIAL TECHNOLOGY- TIMBER

The study of Industrial Technology -Timber provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Industrial Technology-Timber develops in students' knowledge and understanding of timber and processes. Knowledge and skills are developed through the use of tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes.

Students will develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- Household Items – i.e. furniture, bowls, chopping boards etc.
- Decorative timber products.
- Tools – step ladder, mallet etc.
- Storage and display units.
- Skateboards etc.

As with many of the related occupations and industries, a strong emphasis is placed on safety. Therefore students are expected to work / act safely as if the classroom were one of these workplaces.

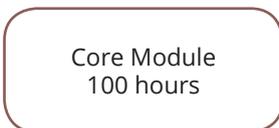
Processes learnt in Industrial Technology-Timber are used across a wide variety of industries and occupations. The skills and processes that the students will learn within this subject would be beneficial to those who may choose to work in one of the many trade-based or skills-based careers. The study of Industrial Technology in Years 9 and 10 is a great foundation for continued study for both HSC Industrial Technology (Timber) or Design and Technology.

A student may:

Study Industrial Technology for both Years 9 and 10 (2 years – 200hr course) Or
Study Industrial Technology in either Year 9 or 10 (1 year – 100hr course)

Thus, each course is broken down as such:

Timber 1 (100 Hour)



Timber 2 (200 Hour)



Contact person for this course

Mr Lawrence



INFORMATION & SOFTWARE TECHNOLOGY

21st Century Australia is an exciting place to live. The convergence of computer and communications technologies means that we work, create and recreate in new and transient ways. In this “digital age”, Christians need to understand how and why information is collected, analysed and presented. Students will develop a flexible approach to visual and digital literacy that can integrate innovations into their thought processes, as well as a good understanding of the moral, ethical and spiritual implications of the information and design process.

In Years 9 and 10 Information & Software Technology students will undertake a project-based approach to cover a range of computer related topics. Core learning, focussing on specialised knowledge of current and emerging technologies, data, hardware, software and the role that people play, is explored in each unit. Students also develop creative, critical thinking and technical skills through their involvement in project work.

This course is for students with an interest in computer and related technologies and a desire to develop skills and understanding in this area. It is ideally suited for students who especially want to consider pursuing a career in the computing area.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students

Module A (ODD YEARS)

Information & Software Technology in the World of Work

- Database Design
- Software Development & Programming
- Robotics & Automated Systems
- Internet and Website Development

Module B (EVEN YEARS)

Information & Software Technology in the Creative World

- Digital Media
- Authoring & Multimedia
- Internet and Website Development
- Further Software Development and Programming

Contact person for this course

Mrs Toole



MUSIC

The study of music combines the development of affective, cognitive and psychomotor domains in the act of making music. It allows for the expression of emotion and imagination, the intellect and the exploration of values. Music fosters an understanding of continuity and change, and of the connections between different times and cultures. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activities that reflect the real world practice of performers, composers and audiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

The aim of Music in Stage 5 is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives. The course builds on the knowledge and skills gained in Year 7 and 8 Music making it suitable for all students regardless of their music background.

The curriculum structure is adaptable enough to meet the needs and abilities of students whose interests range from the broadly based to the pursuit of specialised musical knowledge and skills. All students who undertake music in Stage 5 will complete activities in performance, composition and listening.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students

Module A (ODD YEARS)

- Theatre Music
- Australian Music
- Popular Music
- Electronic Music

Module B (EVEN YEARS)

- Jazz Music
- Classical Music
- Rock Music
- Film Music

Contact person for this course

Mr West



PHYSICAL ACTIVITY & SPORTS STUDIES

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities and the use of physical activity for therapy and remediation.

The syllabus promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to the enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students

Module A (ODD YEARS)

- Event Management
- Participating with Safety
- Body Systems and Energy for Physical Activity
- Australia's Sporting Identity
- Physical Fitness
- Promoting Active Lifestyles

Module B (EVEN YEARS)

- Physical Activity for Health
- Fundamentals of Skill Development
- Lifestyle, Leisure and Recreation
- Coaching
- Enhancing Performance- strategies and techniques
- Technology, Participation & Performance

Contact person for this course

Mr Harrison



VISUAL ARTS



The elective course provides an opportunity for students seeking to develop their creativity through the visual arts. In Years 9 and 10 great value is placed on extending artistic skills through experimentation of different art mediums and techniques. There is further development of the critical and historical study of art through understanding art, analysing artworks, forming critical judgements and placing artists and artworks in the context of art history.

The knowledge, understanding, skills and values gained from the Visual Arts Elective course assist students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning. Study of the visual arts can lead to further studies in Fine Arts, Creative Arts, Industrial and Landscape Design, Graphics and Architecture at TAFE or University and careers in those professions.

COURSE STRUCTURE – Modules available to both Year 9 and Year 10 students

Module A (ODD years)

Extraordinary Creatures

- 2D artworks: developed drawings, graphic design work, digital manipulation of extraordinary creatures.
- Sculptures of extraordinary creatures.
- Historical and critical studies of artworks based on extraordinary creatures.

City as Utopia/City in Decline

- Develop a portfolio of photographs of City Utopia/City in Decline
- Major work of City Utopia/City in Decline in a contemporary style.
- Historical Writing Assignment

Self-Portraiture

- Exploring self-portraiture through drawing, digital manipulation, appropriation, printmaking and/or mask making.
- Critical/Historical study of Pop Art and appropriation in postmodernism

Celebrate Creativity Exhibition with works produced throughout the year.

Contact person for this course

Mrs Stewart

Module B (EVEN years)

Growth and Decay: Organic and Industrial

- 2D and 3D artworks: drawings, design, photography and assemblage art
- Critical Writing -modern and postmodern artworks.

Urban/ Suburban

- A visual exploration of the world around us. Experimentation with contemporary drawing, painting and printmaking.

Contemporary Australian Artists

- Collaborative artwork
- Historical and critical studies and critical writing on contemporary Australian Artists.

Exhibition of Body of Work.

- Photography, Digital Media, Printmaking, Printing, Digital Imagery and Manipulation

Celebrate Creativity Exhibition with works produced throughout the year.

YEAR 9 & 10 BIBLICAL STUDIES COURSE

In addition to electives, students in Years 9 and 10 have a choice of Biblical Studies courses. This is because we recognise that our students are all at different stages in their Christian growth and maturity and this elective approach allows students to study God's Word in a format that is best suited to their individual needs.

There are **two options** in Biblical Studies:

1. Moore Theological College Preliminary Theological Certificate (PTC)

PTC allows more detailed study of God's word for interested students. PTC will run either New Testament One or New Testament Two units from the Moore course. The course will be based on the Moore College workbooks and the Bible. Subject assessment for reports will be based on separate topic tests spread throughout the year. These will be limited to 1 period in length and set by the class teacher.

The units covered are:

(EVEN YEARS)

New Testament One: The Gospel of Mark

In this unit we will be exploring God's purposes in sending Jesus Christ. As we look closely at the ministry, teaching, crucifixion and resurrection of Jesus we will answer the questions; who is Jesus, and what was his mission in coming?

(ODD YEARS)

New Testament Two: The Book of Acts

In this unit we will be exploring the Book of Acts. Acts is a carefully recorded history of the early church, detailing in particular the continued work of Jesus through sending his Holy Spirit. We'll see the good news of Jesus spread beyond Jerusalem, to Judea and Samaria, and then to the Gentile world of the Eastern Mediterranean. In doing so we'll see how the church grew from being a sect of Judaism to a global religion, and explore practical applications for us today.

2. Christian Principles and Relationships (CPR)

Christian Principles and Relationships is a course that focuses on examining the claims of Christianity in the context of our world. Current affairs, media, cultural norms and areas of Christian faith will be examined from a biblical perspective. Students are required to complete workbooks which will be reviewed each semester. Units covered depend on class progression throughout the year and may include:

(EVEN YEARS)

- Soul: Christianity Explored for Young Adults (The Good Book Company)
- Your Sneaking Suspicion: John Dickson (Youthworks CEP)
- No Turning Back: Studies in Ephesians (Youthworks CEP)

(ODD YEARS)

- You, Me and the Bible (Matthias Media)
- War of the Spirit World (Youthworks CEP)
- The Christ Files (CPX)

In the elective survey, **students are to select either PTC or CPR.**

Contact person for this course

Mr Petts



ONLINE SURVEY

Please note that the class' responses to this survey may necessitate some modifications and we may have to move some subjects between lines and ask you to complete a second survey. Note also that your response to this survey DOES NOT GUARANTEE that you will get exactly the subjects that you ask for.

If you are unsure of anything here, please talk to the teacher named in the Elective Handbook before submitting this survey. Teachers named in the Elective Handbook may not necessarily be the teacher assigned to teach the subject in 2021.

Please complete the online survey by 8:30 am Tuesday 9th June, 2020

Thank you



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