



**Nowra  
Christian  
School**

Grow up into Christ



**STAGE 5**

**ELECTIVE SUBJECT  
SELECTION HANDBOOK  
2022**

Updated and issued: May 2021





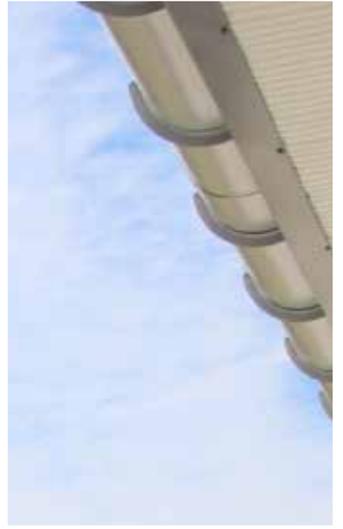
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# INTRODUCTION

The start of Year 9 is a new step in a student's career at Nowra Christian School where they have the opportunity to choose two electives. The range of subjects offered as electives are included in this booklet.

NSW Education Standards Authority (NESA) is responsible for the curriculum that leads to the award of RoSA (Record of School Achievement). All Year 9 & 10 students will continue to study the core subjects of:

- English
- History
- Geography
- Mathematics (Different Pathways in Stage 5 Mathematics)
- PDHPE
- Science

Please note that Assemblies and Sport & Recreation are compulsory.

In addition, students in years 9 and 10 are also required to choose between CPR (Christian Principles and Relationships) and PTC (Preliminary Theological Certificate) for Biblical Studies. The PTC course is more academic than the CPR course.

## How to choose an elective

We advise students to choose an elective in an area that interests them. Students need to choose electives based on their interests rather than what subjects their friends have chosen or the advice of a friend suggesting that a certain subject is good for a future career. Courses that run as electives are determined by student preferences.

## Mathematics

Students will be studying the following strands in Stage 5 Mathematics.

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the three pathways: Stage 5.1 (Standard), Stage 5.2 (Intermediate) and Stage 5.3 (Advanced).

The three pathways are designed to cater for students with different abilities in Mathematics. At NCS, we only offer Stages 5.2 and 5.3 pathways.

- All students study Stage 5.1 content
- The majority of students also study Stage 5.2 content that builds on the knowledge and skills from Stage 5.1
- High performing students will also study the Stage 5.3 content, as well that builds on the knowledge and skills from Stage 5.2.

Students will be placed into these pathways based on their performance in Year 8.

It is important that students realise that their performance in Year 9 and 10 will determine their future studies and subject selection in Year 11 & 12 (Stage 6). Students will be placed into the appropriate course based on their performance in Year 10.

- Stages 5.1 and 5.2 prepares students for Stage 6 Mathematics Standard 2 pathways
- Stage 5.3 prepares students for Stage 6 Mathematics Advanced and Mathematics Extension courses

**Students are encouraged to seek advice from their Mathematics teachers on which pathway is most suitable.**



## ELECTIVES OFFERED IN 2022

**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 a dynamic and contemporary subject that provides the knowledge and skills that form the foundation on which people make sound decisions on consumer, financial, business, legal and employment issues. Taught in Years 9 and 10 it encourages students to explore how they fit into the broad commercial and legal environment and understand their rights and responsibilities.

The Commerce course has been developed to reflect the interests and the needs of all students and is continuously revised to meet changes in the commercial environment. Emphasis is given to areas and issues of current importance and interest in Australian society. Classes make use of information and communication technologies in their development of research and communication skills in both class lessons and in assessment.

Commerce enables students to grow in necessary life skills in terms of financial and economic decision making. Students complete this through an innovative approach to learning through deep learning modules in which they engage with real world scenarios and simulations. Commerce studies the financial, commercial, business, political and financial sectors 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.

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

## **Consumer and Entrepreneurs: (EVEN YEARS)**

Key areas of study:

- Our role as consumers in Australia, the impact of advertising and marketing and the nature of consumer protection
- The skills required to be an entrepreneur, the key functions involved in running a business and an introduction to accounting which will culminate in the Nowra Christian School Student Micro Business Trade Fair.
- Personal financial management including budgeting, borrowing, insurance and negotiating the financial system
- Promotion and selling – examining how businesses communicate with and promote to their target markets
- The Year 9 course promotes the development of analytical and problem-solving skills in students, and takes a structured approach to helping students improve their written communication skills.

## **Our Place in the Commercial World: (ODD YEARS)**

Key areas of study:

- The nature of work, types of employment, taxation and legal issues in the workplace
- The methods, risks and returns from investing. This includes participation in the ASX Online Stockmarket game and preparation of a comprehensive investment plan
- An overview of the structure and key issues affecting the Australian economy, including inflation, unemployment, economic growth, interest rates and exchange rates
- The role and function of law in Australian society
- An analysis of the effect of globalisation on the commercial environment

## **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. 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 experiences 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 character, movement, symbol, dramatic meaning and structure. The unit helps students develop their ability to communicate using movement in various ways.

### **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 communication of important ideas.

### **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.

### **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.

### **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.

## **Module B (EVEN years)**

### **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.

### **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.

**Contact person for this course**

Mrs Lawrence



# HISTORY ELECTIVE

The Elective History course offered in Years 9 & 10 is designed to give the student a broader understanding of world history from ancient times to the modern world. While it is not possible to cover every aspect of history in this period students will examine a range of historical studies and target the forces that create change in and between nations – political, economic and social – that are as relevant today as in the periods where they first occurred.

History is also helpful in developing certain skills necessary for a student's future education. With an emphasis on inquiry and deep learning, there is a strong concentration on the development of research and writing skills to enable a student to present a logical argument in written form.

The course is both relevant and challenging and will give the student a firm basis from which to pursue the study of history in senior years in the HSC. The course is also enjoyable in that it enables students to study history and societies that are very different from their own engendering cultural understanding and literacy.

**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.

## ODD YEARS

### **CORE TOPIC 1: Do the ends justify the means?**

An examination of ethical dilemmas in history, including the bombing of Dresden, the industrialisation of the USSR, the dropping of the Atomic Bomb and the invasion of Iraq in 2003

### **CORE TOPIC 2: Piracy: From the Sea Peoples to Somalia**

An investigation into piracy throughout history including ancient pirates, the Golden Age of Piracy (as depicted in *Pirates of the Caribbean*) and modern piracy in the Middle-East and Asia.

### **CORE TOPIC 3: Building Utopia: Athenian and Spartan visions for Ancient Greece**

An investigation into how the Athenians and Spartans tried to create their own model Greek society.

### **CORE TOPIC 4: Australian History Uncut**

Students examine controversial episodes in Australian History including Black Caesar, the Frontier Wars, the Rum Rebellion, blackbirding, ANZAC misconduct and the testing of the atomic bomb in Maralinga.

### **CORE TOPIC 5: The History of Warfare**

Students conduct an investigation into the nature of warfare from the Stone Age to the present.

## EVEN YEARS

### **CORE TOPIC 1: War in the Pacific**

A study of the impact of nuclear war, technology and strategies of both the Japanese Empire and the USA in World War II and its impact on civilian populations.

### **CORE TOPIC 2: Ancient Egypt: Thutmose III**

An investigation using primary sources into the reign of Pharaoh Akhenaten, examining his cultural, religious and political reforms and his foreign policy.

### **CORE TOPIC 3: Who can tell history?:**

#### **The Holocaust, Elie Weisel and Night**

An examination into the nature of history and the necessity of the act of remembrance and study telling through film study of *Schindler's List* and Elie Weisel's memoir, *Night*.

### **CORE TOPIC 4: Terrorism in World History**

An investigation into the nature and causes of terrorism, examining Ancient History, the Middle Ages and terrorism in the Modern Age. A key focus is how terrorism is depicted in movies, such as *Munich*.

## 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 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
- Decorative timber products.
- Tools – step ladder, mallet
- Storage and display units.
- Skateboards.

As with many of the related occupations and industries, a strong emphasis is placed on safety. Therefore students are expected to work and 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 Hours)

Core Module  
100 hours

### Timber 2 (200 Hours)

Core Module  
100 hours



Specialised Module  
100 hours

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 and critical thinking as well as technical skills through their involvement in project work.

This course is for students with an interest in computers and related technologies and a desire to develop skills and understanding in these areas. 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 Creative World**

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

## **Module B (EVEN YEARS)**

### **Information & Software Technology in the World of Work**

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

**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)**

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

## **Module B (EVEN YEARS)**

- Physical Fitness
- Opportunities and Pathways in Physical Activity and Sport
- Coaching
- Issues in Physical Activity and Sport

**Contact person for this course**

Miss Bignell



# 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 using 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.
- Essay 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.

Exhibition with works produced throughout the year.

## 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.
- Historical and critical studies and critical writing on contemporary Australian Artists.

### Exhibition of Body of Work.

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

Exhibition with works produced throughout the year.

Contact person for this course

Mrs Stewart



# 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)
- Getting Real with God (Youthworks CEP)
- Your Sneaking Suspicion?: John Dickson (Youthworks CEP)

### (ODD YEARS)

- You, Me and the Bible (Matthias Media)
- War of the Spirit World (Youthworks CEP)
- No Turning Back: Studies in Ephesians (Youthworks CEP)

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

**Contact person for this course**

Mr Petts



# ELECTIVE SELECTION PROCESS

While we intend to offer the widest possible range of electives, students and parents/carers should be aware that it may not be possible to run certain electives if too few students select them. The subject selection survey must be returned by the due date, as indicated on the form. This link will be sent to students and parents/carers through SEQTA and made available on the school website.

This survey requires students to select nine subjects and place them in order of preference. Depending upon individual student choices, the school will then create 2 lines where students will be given another survey to choose their final electives. Students will be placed into two electives as a result of this process. This will then form the basis of the timetable. If required, there will be follow up interviews with students (especially if there are clashes and some subjects do not run). This process ensures that NCS can offer curriculum options that reflect student needs.

| <b>Steps</b> | <b>Procedures</b>  |
|--------------|--|
| Step 1       | Submit the first survey. (First Week of June)<br>Purpose: To choose preferences so that the school can put the electives in appropriate lines.<br>THESE MAY NOT BE YOUR FINAL ELECTIVE CHOICES.  |
| Step 2       | Submit the second survey with two sets of lines. Students must choose one elective in each line. (First Week of July)<br>Current Year 9 students will get first choice before the form is opened to current Year 8 students. It is a first come first serve basis. There are limited spaces in some of the elective subjects.<br>THESE MAY NOT BE YOUR FINAL ELECTIVE CHOICES. |
| Step 3       | School will send a letter to confirm your actual elective choice. (Term 3)   |

If you are unsure of anything in this booklet, please talk to the teacher named in the Elective Handbook. Teachers named in the Elective Handbook may not necessarily be the teacher assigned to teach the subject in 2022.



# FREQUENTLY ASKED QUESTIONS

## What is Stage 5?

NSW Education Standards Authority (NESA) in their organisation of curriculum, considers Years 7 and 8 as Stage 4 and Years 9 and 10 as Stage 5. It is at the satisfactory completion of a prescribed curriculum of study at the end of Stage 5 that the RoSA is issued to students who leave school prior to the completion of the Higher School Certificate (HSC).

## Can a student change an elective subject if they do not like their choice?

Yes until Week 5 of Term 1 and only IF there is room in the class they want to move into.

Students who wish to change their elective choice MUST

1. Print the Stage 5 Application for A Subject Level Alteration form which can be found in Documents < SEQTA Learn/Engage.
2. Fill in the form and get the appropriate signatures before handing in the form to the NESA Liaison Officer.
3. Appreciate that it is not automatic, requires a good reason, available space in the new elective, the support of their parents/carers and cannot be used to avoid commitments in the subject that they wish to leave.
4. Accept that they are required to complete work that occurred in the subject that they are changing into prior to their move.
5. Students must catch up on any work missed.

## Can a student choose different electives every year?

At NCS, our elective courses are for the whole year (100 hours). For example, if John selected Commerce in Year 9 and would like to choose Music In Year 10, he is allowed to do that. If John has enjoyed Commerce in Year 9 and would like to continue in Commerce in Year 10, he is also allowed to do that. Since he will have completed two years of Commerce, he will have finished 200 hours of Commerce.



# NOTES

