



**Nowra  
Christian  
School**

Grow up into Christ



Updated and issued May 2023

**STAGE 5  
ELECTIVE SUBJECT  
SELECTION BOOKLET  
2024**



# FROM THE HEAD OF SECONDARY

May 2023

Dear Parents, Carers and Students,

It is a privilege to be in a position where I am able to partner with our teachers, students and their families in their study options in Stage 5.

With so many options available, choosing the right subjects to study in Years 9 and 10 can be challenging and at times overwhelming. This booklet has been prepared to provide students and their families with information as they take the task of choosing a learning pathway for Years 9 and 10. The range of electives offered are included in this booklet. Our prayer is that this booklet supports you in choosing the right subjects in 2024 at NCS.

At our school, we seek to promote an engaging and challenging learning environment where all students are able to develop their strengths and pursue their passions and interests. Stage 5 electives present an excellent opportunity for students to exercise choice over their learning by choosing subjects that align with their interests, learning goals and potential future educational pursuits.

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 are also required to choose between CPR (Christian Principles and Relationships) and PTC (Preliminary Theological Course) for Biblical Studies for Year 9 & 10. The PTC course is more academic than the CPR course.

Unlike Stage 4, where the curriculum is compulsory and determined by NESA for all schools, Stage 5 allows some flexibility for students to choose elective subjects. Although the "core" subjects of English, Mathematics, Science, History, Geography and PDHPE are still compulsory, students will be able to select three elective subjects from a comprehensive list. Courses that run as electives are determined by student preferences

Take some time to read through the information, and as you reflect on the subject opportunities, be sure to chat with your teachers. They are here to help.

Nathan Asher  
Head of Secondary



# INTRODUCTION

## Mathematics

Mathematics in Stage 5 involves two types of content: core and pathways. The core content provides students with the foundation to study Mathematics Standard 2 in Stage 6. Pathway content will assist students to determine which Stage 6 Mathematics courses (Standard, Advanced, Extension) they should study. To assist students in preparing for stage 6, students entering Year 9 will be streamed based on their Year 8 results and consultation with year 8 teachers. The Stage 5 Mathematics course provides some flexibility around class progression dependent on student learning.

## How to choose an elective

It is important for students to think carefully about their elective choices. Students should select the subjects they enjoy the most as this will provide them with a positive experience of learning and developing the essential study skills and motivation required for success in the important Years of 11 and 12. Students need to choose electives based on their interests rather than what subjects their friends have chosen.

Parents and students must note that students do not need to limit their elective choices in Stage 5 to areas they think they may wish to pursue in senior years. Almost all subjects in Years 11 and 12 do not need to have been taken in Stage 4 (years 7 and 8).

## Frequently Asked Questions about choosing Stage 5 Electives

### What is Stage 5?

NSW Education Standards Authority (NESA) in their organisation of curriculum, considers Years 7 & 8 as Stage 4 and Years 9 & 10 as Stage 5.

### How does a student become eligible for the award of the Record of School Achievement?

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

### 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

- Print the *Stage 5 Application for A Subject Level Alteration* form which can be found in Documents > SEQTA Learn/Engage.
- Fill in the form and get the appropriate signatures before handing in the form to the Head of Secondary.
- Appreciate that it is not automatic. The following requirements are needed: a good reason, available space in the new elective and the support of their parents/carers
- Accept that they are required to complete work that occurred in the subject that they are changing into prior to their move.

### 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. Electives run a year rotation, allowing students to complete one or both years in the elective course of choice.



# ELECTIVES OFFERED IN 2024

**COMMERCE**

**DANCE**

**DRAMA**

**FOOD TECHNOLOGY**

**HISTORY ELECTIVE**

**INDUSTRIAL TECHNOLOGY 1- TIMBER**

**INDUSTRIAL TECHNOLOGY 2- TIMBER**

**INFORMATION & SOFTWARE TECHNOLOGY**

**MUSIC**

**PHYSICAL ACTIVITY AND SPORTS STUDIES**

**TEXTILES TECHNOLOGY**

**VISUAL ARTS**

**YEAR 9 & 10 BIBLICAL STUDIES COURSE**

Preliminary Theological Course (PTC)

Christian Principles and Relationships (CPR)



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# 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 examines the financial, commercial, business, political and financial sectors. In particular, it is a practical course which focuses on crucial real life and skills required to function as an independent adult in our ever changing technological and global community.

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

## Module A (ODD years)

Key areas of study may include:

- Our role as consumers in Australia, the impact of advertising and marketing and the nature of consumer protection.
- Understanding the importance, and features of, the economic environment, including markets and the global economy.
- The skills required to be an entrepreneur, the key functions involved in running a business and different types of businesses.
- Personal financial management including budgeting, borrowing, insurance and negotiating the financial system.

## Module B (EVEN years)

Key areas of study may include:

- Promotion and selling – examining how businesses communicate with and promote to their target markets.
- Analysing the impact that social, ethical and environmental considerations can have on the success or failure of businesses.
- The 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.

## 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 key areas such as management, marketing, finance, investing, shares, real estate, self-employment, insurance, credit control and international trade.

This course will provide a very helpful background for understanding the work covered in Economics, Business Studies and Legal Studies. Completing this course provides a distinct advantage in these senior subjects in following years.

## Contact person for this course

Mr deRooy



# DANCE

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.

The study of dance as an artform is the philosophical base of the Dance Syllabus. 'Dance as an artform' distinguishes the content and teaching approaches that are used in the teaching of dance as art in education. It underpins the students' artistic, aesthetic and cultural education through dance. The conceptual basis of the study of dance as an artform centres on three practices of dance; performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products.

Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

Students will learn:

Dance Performance: as a means of developing dance technique and performance quality to communicate ideas

Dance Composition: as a means of creating and structuring movement to express and communicate ideas

Dance Appreciation: as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

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

## **Module A (ODD YEARS)**

Topic 1: Safe Dance Practice

Topic 2: Elements of Dance

Topic 3: Choreography

Topic 4: Dance Performance

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

Topic 1: Dance as a form of communication

Topic 2: Dance appreciation

Topic 3: Composition

Topic 4: Dance Performance

**Contact person for this course**

Mrs Halliday



# 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.

### **Production**

In this unit the students will have the opportunity to experience the different aspects of a production. They will examine and practice the skills involved in acting, directing, costume and makeup, lighting, set design, prop management and promotion. They will work collaboratively to produce a performance for an audience using every aspect they have studied.

### **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**

This unit 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 aims to introduce students to the specific requirements for creating dramatic meaning on the small screen and provide 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)**

### **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 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 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 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 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 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 Rogers





# HISTORY ELECTIVE

The aim of the History Elective Syllabus is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, responsible and active citizens.

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. It will aim to provide interactive and engaging learning activities along with content.

**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.

The topics include:

Topic 1: History, Heritage and Archaeology

Topic 2: Ancient, Medieval and Modern Societies

Topic 3: Thematic Studies

## **Module A (ODD years)**

- Comparative Study: Greek and Roman Myths and Legends
- Children in History
- Film as History
- Gender in the Past
- The Vikings
- Music through History
- War and Peace

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

- Archaeological sites
- Historical Fiction
- Ottoman Empire
- Ancient Persia
- Napoleonic France
- Pirates: The Golden Age of Piracy
- Crime and Punishment
- Heroes and Villains

**Contact person for this course**

Mr deRooy



# 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 associated with timber-related technologies through projects. These may include projects such as:

- Furniture items: tables, stools, storage boxes, display units.
- Turned items: bowls, furniture legs, pens, utensils.
- Tools: step ladder, mallet, tool boxes.
- Projects for fun & entertainment: games, puzzles, skateboards.

As with many of the related occupations in the timber industry, 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

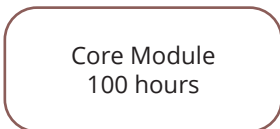
Industrial Technology in either Year 9 or 10 (1 year – 100hr course)

The 100 hour course is a prerequisite for the 200 hour course. Skills are built upon in that projects get progressively more difficult.

The 100hr course will complete the following projects: footstool, sling puck game and skateboard.

The 200hr course will complete the following: step ladder and pedestal table.

## Timber 1 (100 Hours)



## Timber 2 (200 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 Stage 5, 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 information technology.

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

## **Module A (ODD YEARS)**

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

- Digital Media
- Authoring and 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 and Programming
- Robotics and 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 (PASS) 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
- Australia's Sporting Identity
- Body Systems and Energy for Physical Activity
- Technology, Participation and Performance

## **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



# TEXTILES TECHNOLOGY

Textiles Technology enables students to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. Textiles have played a significant role throughout human history and continue to satisfy needs in society by being a means of self expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings. Textile technology involves “hands on” experiences with students designing and creating projects, with supporting research and experimentation documented in a design folio.

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

## **Module A (ODD YEARS)**

### **Textiles for Carrying- Non-Apparel**

Students produce a textile item from the Non-apparel focus area. They construct a shoe bag with a drawstring from a woven cotton fabric. They embellish the shoe bag with appliqué.

### **Creative Cushion- Furnishings**

Students produce and evaluate a textile item from the Furnishings focus area. They design and construct a cushion cover with an invisible zipper and a variety of surface embellishments/decoration. Documented evidence includes sources of inspiration, production flow chart, annotated sketches with fabric swatches

### **Stylish Skirt/Shorts– Apparel**

Students follow a commercial pattern to construct a skirt/shorts with a waistband and closure. Documented evidence includes an annotated production drawing, itemised costing table, and seam and hem experimentation.

### **Culture and Kimono- Apparel or Textile Arts**

Students follow a commercial pattern to produce, embellish and evaluate a kimono. They use a fabric made from synthetic fibres. Documented evidence includes inspiration mood board, an annotated production drawing, colouration and/or decoration experimentation.

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

### **Caped Crusaders!- Costume**

Students produce a textile item from the costume focus area. They design and construct a cape that can be used as a costume for a small child's dress-up box or fancy-dress with a variety of surface embellishments/decoration. Documented evidence includes design development sketches and production flow chart.

### **Designer PJs- Apparel**

Students produce a textile item from the Apparel focus area. They follow a commercial pattern to construct pyjamas (shirt and pants) with a designer pocket. This includes the skills of buttons and buttonholes, collar, sleeves and elastic waistband. Documented evidence includes an annotated production drawing, itemised costing table and buttonhole experimentation

### **Denim Deconstruction- Student choice**

Students deconstruct a pair of jeans to design and produce another textile item. Documented evidence includes annotated design development sketches and production flow chart.

### **Toy Shop- Textile Arts**

Students produce a textile item from the Textile Arts focus area. They construct a stuffed toy embellished with embroidery. This includes the skills of embroidery, fabric manipulation and shaping. Documented evidence includes an annotated production drawing and embroidery experimentation.

**Contact person for this course**

Mrs Rogers



# VISUAL ARTS

The elective Visual Arts course provides an opportunity for students seeking to develop their creativity through the visual arts. In Stage 5 students extend their artistic skills through experimentation of different art mediums and techniques including animation, ceramics, sculpture and photography. 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, Graphic Design 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 in Utopia/City in Decline
- Major work of City in 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 displaying works produced throughout the year.

## Module B (EVEN years)

### Romanticising the Landscape

- A wide exploration of materials to develop a 2D body of work to evoke a subjective response to the audience.
- Critical study of artworks featuring the landscape by a variety of established artists.

### Growth and Decay: Organic and Industrial

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

### Urban and 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 displaying works produced throughout the year.

**Contact person for this course**

Mrs Stewart



# YEAR 9 & 10 BIBLICAL STUDIES

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. Preliminary Theological Course (Based on Moore College's PTC)

PTC allows more detailed study of God's word for interested students. PTC will study either New Testament One or New Testament Two units derived from the Moore College course. Subject assessment for reports will be based on separate assessments throughout the year.

The units covered are:

### Module A (ODD 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?

### Module B (EVEN 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:

### Module A (ODD YEARS)

- Soul: Christianity Explored for Young Adults (The Good Book Company)
- Reformation2Rebellion: Church History (NCS)
- Your Sneaking Suspicion?: John Dickson (Youthworks CEP)
- God is... Studies in the Attributes of God (CRU)

### Module B (EVEN 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 selection process, 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 courses, students and parents/carers should be aware that it is not possible to run all courses. The subject selection via google form (first) must be returned by the due date, as indicated on the form. This link will be sent to students through school email.

This form requires students to rank all offered electives in order of preference. Depending upon individual student choices, the school will then create 2 lines where students will be given another google form (second) to choose their final electives. Students will be placed into two electives as a result of this process, based on their second google form. 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.

Steps	Procedures
Step 1	Submit the <b>first</b> google form (Friday 2 June). Purpose: To choose preferences so that the school can put the electives in appropriate lines.
Step 2	Submit the <b>second</b> google form (Monday 26 June). This survey has two sets of lines. Students must choose one elective in each line. Current Year 9 students will get first preference. It is a first come first serve basis. There are limited spaces in some of the elective subjects.
Step 3	Students will receive an email to confirm their final elective choices for 2024. (Term 3)

If you are unsure of anything in this booklet, 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 2024.

