

Subject Choice Booklet Stage 5



Christ Holds All Things Together

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Year 8 and 9 Subject Selection

Introduction

This booklet contains information about the subjects students can choose to study in Years 9 and 10 to satisfy the requirements for the award of the Record of School Achievement (ROSA). For Year 8 students this is your first opportunity to shape your pattern of study by selecting elective subjects for Year 9. Year 9 students have an opportunity to either choose two completely new electives or to continue studying one or both electives you studied this year in more depth.

We know that with greater choice comes greater decision-making and whilst this can be exciting, some students may also be uncertain about the process of choosing electives and how to work out which subjects will be right for them. Our advice to students (and to parents assisting them) is this:

- choose subjects you are interested in; and
- choose subjects that will challenge you.

In general, senior courses (Years 11 and 12) leading to the Higher School Certificate do not require a pre-requisite subject to have been studied in Years 9 and 10. One exception may be the level of Mathematics studied. Therefore, when considering your Electives, choose those courses that you anticipate you will enjoy. If you enjoy the activities, you are more likely to engage in the learning. Secondly, choose those subjects that will be challenging. If you set high expectations for yourself, you have a goal to reach. Choosing a subject in which you simply 'coast', can lead to boredom and a lack of motivation.

Choose subjects for yourself – don't base your subject choice on what your friends are choosing. Each person has different interests, different skills, and different goals. In fact, you may change your friendship groups during Years 9 and 10 but you will not necessarily be able to change your subjects. Don't choose a subject based on who is teaching it this year – they may not be teaching it next year. Don't restrict your subject choice to subjects you think you might need for a particular career. Instead, choose a range of subjects to increase your skills and enable you to achieve strong results. Use your electives in Year 9 and 10 to find out what subjects you enjoy - this will make it easier to choose subjects for Year 11 and 12 when the time comes. If you have questions after you read the information about each subject in this booklet, talk to your Parents or Caregivers, Mrs Joseph, and individual subject teachers for more information.

We wish all students the very best for Years 9 and 10 and pray that God will give you the strength and His grace to successfully meet the challenges you will encounter.

God bless,
Mr Cameron Bond
Head of High School

Information about the Record of School Achievement (RoSA)

The Record of School Achievement is awarded by the NSW Education Standards Authority (NESA), to eligible students at the end of their formal secondary schooling. Under NSW law, all children must be engaged in some type of education until they turn 17 years of age – either through secondary schooling or in some type of vocational training. The awarding of the RoSA is their exit qualification. When a student decides to terminate formal secondary schooling, the College will advise NESA, and this will activate the process. The student will then receive their RoSA via the Students Online portal.

To receive the RoSA, students are required to study courses each year in Years 7-10 in:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) and
- Personal Development, Health and Physical Education (PDHPE).

At some time during Years 7-10, students are also required to study courses in:

- Creative Arts
- Technology and Applied Studies and
- Languages Other Than English.

Students in Year 11 and 12 will be required to sit for the Minimum Standards tests in:

- Reading
- Writing and Numeracy.

Students must gain a score at Level 3 or better to enable them to qualify for the award of the Higher School Certificate.

Students are also awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of descriptors that make up what is known as the Common Grade Scale. The grade indicates a student's full range of achievements in each course.

For each course satisfactorily completed in Years 10 and 11, the student is awarded a grade (A-E) by the student's school. Course Performance Descriptors developed by NESA are used in this process to ensure a consistent state-wide standard and describe the typical performance by students in each grade.

NOTE: Any student who fails to fulfil the requirements for the award of the RoSA will not gain this credential. Instead, the student will receive a Transcript of Study, listing only those subjects which the student has successfully completed. Students may request a transcript during their time at school if it is required by another agency or organisation.

Selection of Year 9 and 10 Electives

In addition to studying the compulsory core subjects of Mathematics, English, Science, Geography, History, and PDH & PE, students have the opportunity to select an additional pattern of subjects that best suits their needs and interests. This year students will select two electives. These electives will appear on their transcript of the RoSA.

Year 9 and 10 Elective Courses offered at The Lakes Christian College

Below are the subjects offered for study in Years 9 and 10. You will find more information about each course later in this booklet. Please note, not all subjects listed below will necessarily be on offer in any given year. The subject selection process will provide us with the information to determine the demand for subjects.

Stage 5 Electives 2025:

1. Commerce
2. Design and Technology
3. Drama
4. Food Technology
5. History (Elective)
6. Japanese
7. Music
8. Physical Activity & Sport Studies (PASS)
9. Textiles Technology
10. Visual Arts

Subject Selection Process

Student Preparation and Process Subject Selections are managed via an online process. Students select the subjects they wish to study in order of preference. These preferences are very important as they are used to determine the eventual makeup of two elective subject lines (the groups of subjects that are taught at the same time of day).

Many factors are considered in the construction of subject lines including teacher availability and room availability, but the greatest consideration is given to student choice. With so many students making choices it is impossible to satisfy all students' wishes, however, this process involves the use of software to analyse student choices and other timetable constraints to arrive at the best possible solution. After the subject lines are published, a period of consultation will begin with students to either confirm their pattern of study for the next year or adjust if needed. The Subject Selection process is as follows:

Term 3, Week 1: Student Subject Selection Preparation

Initial discussions regarding possible Stage 5 Elective subjects for 2025

Term 3, Week 4: Subject Selection Booklets released to students

Term 3, Week 5: Student Subject Selection Process Step 1

Students will complete their subject selection and submit it online. Students will make their subject choices by indicating their two preferred electives and then several reserve subjects. They will do this by ranking these subjects in order of preference. *It is extremely important that students list the subjects in order of preference, rather than just listing them in any order.*

Student Subject Selection Process Step 2

Subject lines will be established using student choices.

Term 3, Weeks 8 and 9: Student Subject Selection Process Step 3 – Subject

Confirmation Students will meet with Mrs Joseph or another High School Teacher to review their subject choices and confirm a final selection. Students have an opportunity to either accept the electives offered or change their original selection from the published subject lines.

Changing subjects

Once the above timeline is complete, students will still be able to make changes to their subject selections if required. Students may change their minds once the Year 9 or 10 course is underway. It may be possible to change elective choices within Weeks 1-4 of Term 1 2025, but not later than week 4. This will be handled on a case-by-case basis.

1. Commerce

Course description

Commerce enables young people to develop the knowledge, understanding, skills, values, and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

The Commerce Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students investigate the consumer, financial, economic, business, legal, political, and employment world and are provided with the opportunity to develop their research, decision-making, and problem-solving skills. Students develop an understanding of political and legal processes to become informed, responsible, and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Course requirements

Students may undertake either 100 or 200 hours of study in Commerce in Stage 4 and/or Stage 5.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

2. Design and Technology

Course description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

The Design and Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students with a disability may require adjustments and/or additional support in order to engage in practical experiences.

Design and Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement \(RoSA\)](#).

3. Drama

Course description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues, and ideas.

What students learn

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Course requirements

Students may undertake either 100 or 200 hours of study in Drama in Stage 4 and/or Stage 5.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement \(RoSA\)](#).

4. Food Technology

Course description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore

the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

The Food Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Food Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement \(RoSA\)](#).

5. History (Elective)

Course description

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

The History Elective Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Course requirements

Students may undertake either 100 or 200 hours of study in History Elective in Stage 4 and/or Stage 5.

The History Elective course consists of three topics which include a range of options for study.

Topics

- Topic 1: History, Heritage and Archaeology
- Topic 2: Ancient, Medieval and Modern Societies
- Topic 3: Thematic Studies

Topics may be integrated in teaching and learning programs.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in History Elective during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement \(RoSA\)](#).

6. Japanese

Course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language. Students choosing this elective will study Japanese, a continuation of their mandatory study of Japanese in Year 8.

What students learn: Modern Languages

Students develop the knowledge, understanding and skills necessary for effective communication in Japanese. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the Japanese language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in Japanese. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using Japanese.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Satisfactory completion of 100 or 200 hours of elective study in Japanese during Stage 5 (Years 9 and 10) will be recorded with a grade on a student's RoSA.

7. Music

Course description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. 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 activity that reflects the real-world practice of performers, composers and audiences.

What students learn

In both the Mandatory and Elective courses, students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure) through the learning experiences of performing, composing and listening, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic of Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpins the development of skills in performing, composing and listening.

Course requirements

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses.

Mandatory course

The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. The Mandatory course is usually studied in Years 7 and/or 8.

Elective course

The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10). Students may not commence the study of the Elective course until they have completed the requirements of the Mandatory course.

8. Physical Activity and Sports Studies (PASS)

Course description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance the quality and enjoyment of movement.

The *Physical Activity and Sports Studies CEC Years 7–10* course includes Life Skills outcomes and content for students with disability.

What students learn

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

Throughout the course, students develop knowledge, understanding and skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport

- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Course requirements

Students may undertake either 100 hours or 200 hours of study in Physical Activity and Sports Studies in Stage 4 and/or Stage 5. The outcomes and content have been designed at a Stage 5 level.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Physical Activity and Sports Studies CEC Years 7–10 during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement \(RoSA\)](#).

9. Textiles Technology

Course description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

The Textiles Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study – Design, Properties and Performance of Textiles, Textiles and Society – are covered.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students with a disability may require adjustments and/or additional support in order to engage in practical experiences.

Textiles Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

10. Visual Arts

Course description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What students learn

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work overtime. They learn to develop their research skills, approaches to

experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

Course requirements

Elective course

The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Students are required to produce a body of work and keep a Visual Arts diary.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade.