

20 August, 2018

## **Re: Elective Subjects for Year 9, 2019**

*FOR YEAR 8, MIDDLE SCHOOL*

Dear Parents and Students,

Attached is a description of the two elective pathways being offered to Year 9 students in 2019. In order to enhance your child’s educational experience we offer traditional electives and VET courses. We believe that these courses allow students to participate in areas of interest and develop their skills and strengths in a range of subject areas. And the VET courses allow your child to gain industry credentials and provide them with real world opportunities in Stage 5.

### **VET Electives**

Our Vocational Education courses provide our students with the opportunity to contribute towards their HSC pathway, while gaining an industry credential through TAFE. This is an excellent opportunity that many schools are unable to offer to students in Stage 5. These courses offer an adult learning environment and equip students with skills necessary in the workplace. Many of our previous students have gained part time work or entered apprenticeships in these areas once completing school.

At OCS we offer:

- *Hospitality,*
- *Construction*
- *Primary Industries.* This will be run for the first time in 2019.

These courses allow students to complete 70 hours of work placement over the two years with industry professionals, providing students with a real world work environment.

By completing these courses students also contribute to the NESA requirements for HSC study, thus providing greater flexibility in their Stage 6 studies.

### **Traditional Electives**

Our traditional electives allow our students to progress towards their Stage 6 studies by exploring areas of interest in:

- Drama,
- Industrial Design
- Physical Activity and Sports Studies
- Visual Arts and
- Food Technology.

Another new elective course is iSTEM. This course encourages students to develop skills in collaborative learning, design application and technology. This course also provides students with the abilities necessary to apply solutions to real world problems. This course is a fantastic precursor for Physics and Design & Technology.

These courses are based on the NESA syllabuses and provide hours towards the ROSA credential provided at the end of Year 10. These are similar to electives being offered in schools throughout NSW.

I have enclosed the form on which students are to indicate their choices. The information provided should allow you to discuss the possible options and to choose the subjects that appeal most to your child.

The elective form is due back to the Learning Hub by **Friday 31 August 2018**. We will use a number of criteria when allocating students to elective classes, including aptitude and perceived commitment to the subject.

*Please note that students who hand in forms late are less likely to be allocated their first elective choice.*

If you wish to discuss your child's elective choices please contact Kath Berry (Careers and VET) or myself, Sharyn Stockton (K-12 Curriculum Coordinator) on 63627258.

Yours in Christ,

A handwritten signature in black ink, appearing to read 'Sharyn Stockton', with a stylized flourish at the end.

Sharyn Stockton  
K-12 Curriculum Coordinator

# ORANGE CHRISTIAN SCHOOL

## Year 9 – 10 Curriculum for 2019

Orange Christian School offers courses for its Year 9 and 10 students that comply with the NESA. We strive to teach these subjects from a Christian perspective as we believe that God is central to all aspects of our lives.

We offer a range of courses that will help students with a wide range of ability or gifts and aspirations to meet their potential. In Stage 5 we have straight Year 9, Year 10 classes and an Advanced Year 9/10 class for English, Maths, Science and HSIE. This allows those who plan to be studying higher level courses (advanced and extension) for their HSC, to be challenged by higher expectations in preparation for Stage 6. All students are now expected to remain at school until they are seventeen, unless they meet the employment, or alternate training criteria. Those students who are planning to leave school and enter the workforce and/or complete a TAFE course, are able to work at a more functional and practical level. The demands of all courses require students to ensure that they plan ahead and work to the schedule for completion of assessment tasks.

### Mandatory Subjects

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#### *English*

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Students will have the opportunity to concentrate on the development of sophisticated critical analysis of texts while continuing to extend their skills in reading, writing, speaking and listening, as well as developing skills in analysis and understanding of literature. This course aims to equip students for further study in English which is compulsory in Stage 6.

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#### *Mathematics*

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In Stage 5 students are able to work at one of the three different levels with the more advanced students completing the 5.1, 5.2 and 5.3 outcomes. Other students who require more time and assistance in this subject, will complete the course requirements by achieving the 5.1 outcomes, while the mid-range students work toward achieving the 5.1 and 5.2 outcomes.

Students and parents are encouraged to discuss the issue of appropriate levels with the student's Year 8 Maths teacher. It is easier to drop down a Maths level, but it is more difficult to go up a level. The best advice is to work at the highest level the student can successfully manage, without the constant pressure of a sense of persistent failure which occurs when students overestimate their ability level, or when unattainable expectations are placed on a child.

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### *Science*

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Our Science course challenges our students to explore the created universe in which they live while helping them to develop scientific knowledge and skills. All students will cover the mandatory work requirements of the course, with the more advanced students being extended in preparation for Science courses in Years 11 and 12.

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### *HSIE*

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Our **HSIE** course is divided into the main **History and Geography** components which focuses on Australian History and Australian Geography. This course enables students to learn skills and knowledge drawn from each of these areas in a more interesting and meaningful context for the student. The changes between History and Geography will occur each semester, so that classes are able to focus on each area in a concentrated manner.

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### *Homeroom / Biblical Studies*

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A Biblical Studies strand is studied as part of student's homeroom time and is aimed at providing students with an overview of Biblical truths and God's plan for us.

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### *Personal Development, Health and Physical Education*

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The Board of Studies requires schools to offer Personal Development, Health and Physical Education in all years from 7 to 10. The Personal Development Health component of the course approaches all issues arising in the course from a Christian perspective. The Physical Education component of the course emphasises an active and healthy lifestyle while helping students develop skills during the weekly sports sessions. There is also the opportunity to get involved in sports teams that compete against other local schools.

# Elective Line 1

## iSTEM

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**iSTEM** stands for **Science, Technology, Engineering and Mathematics**. This subject will draw on and develop knowledge and skills from across these disciplines in an integrated way, usually through hands-on projects. Students will respond to 'real-world' challenges, research relevant issues and scientific/mathematical principles, develop and refine designs, then build and test their designs and/or prototypes. These projects may range from designing 'tiny houses' and water-purification systems for disaster-relief through to building solar-powered vehicles and programming quadcopters. Students achieve outcomes from across the STEM subject areas, and develop skills very relevant to careers in engineering, scientific research, computer coding, design and architecture, to name a few. They will also enhance skills in problem solving, innovation and collaborative learning, which are increasingly essential in our modern world and workplaces.

## Visual Arts

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The study of Visual Arts in Year 9 and 10 is taught as a two year cycle. This involves the students in art theory and practical art making. While an ability to succeed in both areas is important for student's assessment purposes, more time is spent on the practical aspects of the course.

In the Art theory component of the course, students will study the modern art periods from the audience, artwork and world perspective.

The art making aspect of the course involves students learning to enhance their artistic abilities and discover how to use a range of different media and styles.

## Food Technology

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Food Technology is an extremely diverse subject that covers topics from food packaging to food photography. Seven units of work will be covered over a two-year period. All units will include theoretical components and practical application. The two core topics of Food preparation and processing and Nutrition and consumption are integrated throughout the course, with specific theoretical study and practical application throughout the course.

Students will learn basic nutritional principles and cookery skills, but will apply them in settings that will more closely relate to food in industry and at home.

The following focus areas will be studied through the course:

- \* Food for Special Occasions
- \* Food Equity
- \* Food Selection and Health
- \* Food Service and Catering
- \* Food for Special Needs
- \* Food Product Development

## Elective Line 2

### Drama

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The Stage 5 Drama course aims to provide students with experiences in which the intellect, emotions, imagination and body are all involved and developed through expression, performance, observation and reflection.

The course involves eight content areas – improvisation, play building, dramatic forms, reading and writing of scripts, performance spaces and conventions of theatre, technical aspects of production, experience of performances and study of theatrical history and theory.

Assessment in this course is based both on written tasks, such as researched assignments and scriptwriting, and practical tasks, such as rehearsed and improvised performances. Particular emphasis will be placed in some units on drama in a Christian context.

### Industrial Technology

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Industrial Technology is predominately a practical subject in which students have the opportunity to build on design concepts and basic skills learned in Design and Technology during Years 7 and 8.

Focus areas are fields of Industrial Technology that will direct the choice of student projects.

The focus area to be studied will be timber and this focus area is further divided into the core modules of:

#### Year 9

- \* General Wood 1
- \* General Wood 2

#### Year 10

- \* Wood Machining 3
- \* Cabinetwork 3

Each module provides students with the opportunity to demonstrate creativity in relation to design and as their skill levels increase, so does the responsibility on students to show more initiative in designing and managing the processes involved in completion of their projects.

These projects will be negotiated with the teacher and for certain projects, parents may be required to purchase or supply some materials.

Project development follows the 'Design Process' which includes a written log of work on the project, a final presentation folio which summarises the main steps taken to complete the project as well as the student's evaluation of their performance and the finished project.

Throughout the course, students will be assessed on a range of research tasks, documented portfolios and completed projects. Students studying Industrial Technology will need to be self-motivated and to use their own initiative to develop and modify design ideas.

## Physical Activity and Sports Studies

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This course 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 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.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

## VET Hospitality, VET Construction or VET Primary Industries

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Some students may wish to choose either **VET Hospitality, VET Construction or VET Primary Industries** instead of one of the above options. These are TWO year courses that require a level of maturity and ability to be a self-motivated learner. Students completing these participate in 70 hours of work placement in either the Hospitality or Construction industries. As these are adult work environments the students need to be prepared to work with and interact with adults in a mature manner. If a student wishes to study one of these courses please organise to see Kath Berry (Bembooka Coordinator) or Sharyn Stockton (K-12 Curriculum Coordinator) to discuss the course requirements and expectations.

For practical course options we offer the following Vocational Education Courses here on site. Our Vocational Education Courses are dual credentialed; meaning that they contribute to the HSC ATAR as well as towards a TAFE Certificate. These courses allow our students to develop the skills needed to work in either the Hospitality, Construction or Agriculture Industry. The courses are specifically designed to teach the practical application of the course theory.

Please note that these classes are delivered in a block of time on Tuesday or Wednesday afternoon from 1.30pm – 5.30pm. They also require additional payment by parents for the specialist equipment and course delivery that the students receive.

### **Hospitality**

**Cost of course:** \$655 per annum + \$130 AIS Work Placement (paid in both years of the course)

**Kit cost:** \$280 (paid only in first year of course)

### **Construction**

**Cost of course:** \$655 per annum + \$130 AIS Work Placement (paid in both years of the course)

**Kit cost:** \$280 (paid only in first year of course) + **White card cost:** \$160 (paid only in first year of course)

### **Primary Industries**

**Cost of course:** \$655 per annum + \$130 AIS Work Placement (paid in both years of the course)

**Kit cost:** approx. \$280 (paid only in first year of course)

## **Making your choice**

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When choosing subjects; individual strengths and subjects they enjoy should always be the first criteria that you use when selecting courses. God has made each of us as unique individuals. Our gifts and abilities are probably different to those of our friends and choosing a subject just to be with friends may deny you the opportunity to fully develop your gifts and talents.

Students have been asked to identify their first five preferred subjects to assist them in their thinking before making their **first and second choice in each line**. This also allows us to make a more informed decision when we need to allocate students to subjects that may not be their first choice.

In the past, some students have returned forms with only a **1** next to their first choice in each line, hoping that by not nominating a second choice they would automatically be placed in their preferred subject. Forms will not be processed unless **first (1) and second (2)** choices are nominated in each line.

## **Final Reminders**

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If you would like to explore the possibility to accessing VET courses please call either Kath Berry or Sharyn Stockton on 02 63627258.

Please complete the attached form and return to the Learning Hub by **Friday 31 August 2018**.



# Stage 5 Elective Selection Form

These are the Elective Choices for .....

(Please print your FULL name)

To help you prioritise your thoughts, imagine that there were no restrictions and that you could choose any of the eight subjects. Now list your first five choices in your preferred order.

1) ..... 2) ..... 3) .....

4) ..... 5) .....

Since schools need to provide subjects for classes of students, rather than only individual students, it is necessary to group subjects in lines. Students need to indicate a first and second preference for both elective lines by placing a 1 in the box next to their first choice subject and a 2 in their second choice subject under the heading **Elective 1**, then making the same choices of subjects under the heading **Elective 2**.

## Elective 1

Visual Arts

iSTEM

Food Technology

## Elective 2

Drama

Industrial Technology

Physical Activity and Sports Studies

If considering VET for 2019 please indicate which course and line you would like it to be on:

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This form needs to be completed and returned to the Learning Hub by **Friday 31 August** at the latest.

Signed .....

Student

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Parent

Office Use Only: Please date when received: