



# STAGE 5 Elective Subject Selection 2022



# WELCOME FROM THE PRINCIPAL

The selection of elective subjects for Years 9 and 10 is a very important decision time for students and parents.

Students should select subjects they like and have an interest in and believe they will do well in for the Record of School Achievement (RoSA).

It is important for students to select their most enjoyable subjects, as this will give them a positive attitude to all aspects of their studies and this positive attitude will then be carried on into the very important Years 11 and 12.

Students should not select subjects based on what their friends are doing, the teacher they think might be teaching a certain subject and, to a lesser extent, as a pre-requisite to their Year 11 and 12 studies.

It is also important to give your initial thoughts a lot of care; change of subjects may not be possible and it places the student at a distinct disadvantage as they will be behind the other students completing the course. It is also possible that the other classes are full. It is much better to choose carefully and correctly the first time.

High demand electives will fill quickly, so it is important that Elective Choice are returned promptly.

David Taylor

**Executive Principal**

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# 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.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC.

## Eligibility for a RoSA Students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

## Receiving the RoSA

Schools are responsible for requesting a RoSA through the enrolments section in [Schools Online](#). Once this has been completed, we will send a PDF of the RoSA to student's [Students Online](#) account. Students cannot directly request a RoSA themselves. Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's [Students Online](#) account.

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their [Students Online](#) account. Students who remain at school to complete their HSC will not receive a RoSA.

## RoSA reporting and grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving
- results of any minimum standard literacy and numeracy tests that may have been sat and the date the student left school. It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

### **Grades are:**

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4 and monitored for fairness and consistency.

We work with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school. We also provide schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

[View examples of RoSA credentials](#) on the NESA Website. Successful completed [Vocational Educational and Training \(VET\)](#) and [Life Skills](#) course are reported differently to graded courses.

## Life Skills

Students with special needs can complete the [Life Skills](#) curriculum option. Students who leave school before completing their HSC, but who have successfully completed Year 11 or Year 10 Life Skills courses, can receive a RoSA. This also includes a Profile of Student Achievement.



## Students who don't qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed. Schools must let us know when a student leaves school via [Schools Online](#). While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Students Online account.

## School attendance

We don't set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met. To receive a RoSA, students must attend school until the final day of Year 10. They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Science:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative and Performing Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

# 'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem. If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact us if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements.

# AGRICULTURE

The aim of the Agricultural Technology Years 7–10 Syllabus is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible. The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

## **Knowledge, understanding and skills**

Students will develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing cooperative and safe work practices in agricultural contexts.

**Career Options:** Job roles vary across different industry sectors and may include: Assistant animal attendant/stockperson, assistant farm or station hand, any farming or agriculture related business and nurseries.

**Cost:** \$50.00

**Teacher:** Ms Wilson



# CHILD STUDIES

## Course Description:

The child studies course provides students an overview of development and related issues within an early childhood context. As a society we have a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Students will learn to identify physical characteristics of newborns and strategies to promote their safety and wellbeing. Child Studies will develop student knowledge of the nutritional needs of children and students will have the opportunity to examine the aspects involved in caring for children from conception through to pre-school and school age.

This subject provides the opportunity to consider a range of issues relating to child development and students will explore the career opportunities which involve working with children and learn the qualities required to be successful in these industries.

## What will students learn?

Students who enjoy working with young children and are willing to plan and participate in activities involving young children would enjoy this subject. Students will gain practical knowledge and a foundational understanding of children and child development. Child Studies is for students who enjoy working in a practical setting and learning about young children.

Students will learn and explore the broad range of social, environmental and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging.

Cost: Nil

Teacher: Ms Tuffin

# DRAMA

## **Course Description**

Drama is a wonderful subject for those wanting to improve their leadership and team skills as well as for developing competency as performers. Drama has both practical and theoretical assessments that will be particularly useful for all senior students.

The aim of Drama is to provide students with experiences in which the intellect, emotions, imagination and body are all involved and developed through expression, performance, observation and reflection.

Drama provides a particularly valuable means of increasing self-confidence and social awareness. Students will develop their ability to communicate with increased skill. They will create situations and characters of their own imagining and interpret situations and characters devised by others.

Students participate in Drama Festivals and are given the opportunity to attend both amateur and professional performances. The study of Drama is valuable for students because it is an important form of expression and communication in almost every known culture.

In one way or another, Drama touches every life. It can be a source of learning and entertainment, a point of contact with others, an abiding interest, a career or an outlet for creative energies.

## **What will students learn?**

Students will develop an increased awareness and perception of the value of self and others, an enjoyment of theatre and a critical understanding of production and performance. Students who wish to develop their confidence and academic ability will enjoy the Drama course.

Drama also provides excellent building blocks for careers in the Entertainment Industry. Students may continue their senior studies with this in mind. It is also possible to focus on the practical production skills in Drama like sound and lighting.

**Cost:** \$25/year. Additional cost for excursions.

**Teacher:** Ms Bell

# FOOD TECHNOLOGY

## **Overview:**

The study of Food Technology provides students with a broad understanding and knowledge of food properties, processing, preparation and their inter-relationships, nutritional considerations and consumption patterns. It also addresses the importance of hygiene, safety and legislation.

The course examines food production from a “paddock to plate” perspective, investigating the food industry, manufacturing, food product development, promotion and nutrition. The topic unit includes Food for Special Needs, Food Equity, Food for Special Occasions, Food Service and Catering, Food Trends and Food in Australia.

We do practical activities, preparing food almost every week of each term and complete theory activities in the single periods.

Students will be assessed according to the Board of Studies requirements. Students will be awarded a grade A, B, C, D, E (N if requirements have not been met) depending on their performance in a set number of tasks.

**Career pathways:** Cooking is a wonderful “life skill” and it is also a valuable course for those students interested in the areas of nutrition, sports science, diet and lifestyle, health and hospitality.

**Cost:** \$60.00 per year or \$15.00 per term. Additional Costs may be incurred for excursions.

**Inquiries:** Mrs Riches

# INDUSTRIAL TECHNOLOGY METAL

**Practical experiences** - as practical project work is the major focus of the course, it follows that much of the assessment for this course will take place in the context of practical projects. As students progress through the course they move from undertaking teacher-guided work to a more independent mode. During practical assessment, students have the opportunity to demonstrate their level of achievement to:-

- Select appropriate techniques, equipment or materials for a project
- Justify the use of a particular technique or material
- Use appropriate tools and methods and apply OH & S
- Perform processes safely, competently and efficiently
- Set goals, prioritise tasks and manage time effectively
- Use equipment safely and efficiently for an appropriate purpose

**Research projects** - will develop students analytical, organisational and problem solving skills and may include case studies and internet research projects. Students will be required to:-

- Conduct appropriate research using a variety of methods
- Select and interpret relevant information
- Address the chosen issues with clarity
- Present information in a logical manner

**Written folio** - may include classwork, reports, drawings, essays, question and answer activities. Students will be assessed on their ability to:-

- Show appropriate depth of understanding
- Use appropriate reporting styles, detail and terminology
- Inclusion of all class work and neatness of communication

**Career Pathways:-** Sheet metal worker, welder, fabricator, Ind. Tech Teacher,

**Cost:** \$40.00 per year. Additional costs may be incurred due to the nature of the "take home" project.

**Teacher:** Mr Briggs

# INDUSTRIAL TECHNOLOGY TIMBER

**Practical experiences** - as practical project work is the major focus of the course, it follows that much of the assessment for this course will take place in the context of practical projects. As students progress through the course they move from undertaking teacher-guided work to a more independent mode. Assessments reflect the change in nature and demands of the course at different stages. During practical assessment, students have the opportunity to demonstrate their level of achievement to:-

- Select appropriate techniques, equipment or materials for a project
- Justify the use of a particular technique or material
- Use appropriate tools and methods and apply OHS practices
- Perform processes safely, competently and efficiently
- Set goals, prioritise tasks and manage time effectively
- Use equipment safely and efficiently for an appropriate purpose

**Research projects** - will develop students analytical, organisational and problem solving skills and may include case studies and internet research projects. Students will be required to:-

- Conduct appropriate research using a variety of methods
- Select and interpret relevant information
- Address the chosen issues with clarity
- Present information in a logical manner

**Written folio** - may include classwork, reports, drawings, essays, question and answer activities. Students will be assessed on their ability to:-

- Show appropriate depth of understanding
- Use appropriate reporting styles, detail and terminology
- Inclusion of all class work and neatness of communication

**Career Pathways:** Carpenter, cabinet maker, labourer, project manager, civil construction, engineering etc.

**Cost:** \$40.00 per year. Additional costs may be incurred due to the nature of the "take home" project.

**Teacher:** Mr Briggs

# MUSIC

The aim of the Music Years 7–10 Syllabus 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.

## Objectives

### Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in the concepts of music through:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **composing** as a means of self-expression, musical creation and problem solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

### Values and attitudes

Students will value and appreciate:

- the aesthetic value of music and the enjoyment of **engaging in performing, composing and listening.**

**Career Pathways:** Professional musician, music teacher, DJ, sound engineer, sound technician, actor, dancer and entertainer.

**Cost:** \$20.00 to cover consumables and additional costs may be incurred for excursions or performances.

**Teacher:** Mr Briggs

# PASS - Physical & Sports Science

**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 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 special education needs. 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
- Fundamentals of movement skill development
- Nutrition and physical activity and participating with safety

## **Physical Activity and Sport in Society**

- Australia's sporting identity and 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 and coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance as well as event management

## **Throughout the course students develop knowledge 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.

**Career Options:** Any field in sport science, health and nutrition.

**Cost:** No fee – however some costs may be incurred due to excursions and activities.

**Teacher:** Mr Symonds



# PHOTOGRAPHIC & DIGITAL MEDIA

## **Key Learning Area: Creative and Performing Arts**

The Photographic and Digital media course is a separate course to the Visual Arts course and covers aspects specifically relating to the fields of Photography, digital graphics and video. Students may do both Photographic and Digital media and Visual Arts as whilst the courses may complement one another, they are different entities.

### **Course Information:**

This is an elective course that involves specialist learning opportunities for students to understand, explore and experience a wide variety of photographic, video and digital media technologies, and produce photographic, digital and video artworks.

The course aims to:-

- Explore the role of the photographer and cinematographer.
- Develop an understanding and knowledge of past and present photographic works.
- Develop an understanding and appreciation of film and cinematography.
- Develop and enjoy practical skills in specific technologies associated with the representation of ideas in photography and film.
- Develop a deep aesthetic understanding of these media areas.

The course involves such experiences as:-

- SLR and digital camera and video camera techniques
- Digital photographic techniques and computer generated imagery through use of Adobe Photoshop and other Graphic software programs.
- Video production techniques including digital editing with Adobe Premier/Final Cut Pro

This is a Board Developed course aligned with the needs of our students in mind.

**Career Pathways:** Photographer, graphic designer, graphic artist, brand designer, brand buyer, videographer, multi-media editor and creative arts teacher.

**Cost:** \$50 per year – This fee will provide students with a folio, additional printing allowance and an SD card.

**Teacher:** Ms King

# VISUAL ARTS

**Key Learning Area:** Creative and Performing Arts

**Course Information:**

In this course students create artworks based on their own personal experiences and surroundings. Themes explored provide the student with a deeper understanding of their own environment and culture and the world of Art.

The course aims to encourage students to

- Think and act creatively
- Encourage visual imagination
- Develop practical skills in a wide range of artistic techniques and media areas such as drawing, painting, printmaking, ceramics and sculpture.
- Display visual expression and communication through a variety of art forms and explore the role of the visual artists
- Study the past and present through historical and critical analysis.

The course is designed to provide an opportunity for the development of the individual's artistic potential through a variety of 2D and 3d experiences such as:-

- Drawing, documentation, observation, illustration
- Painting techniques in both acrylic and oil paint
- Ceramic and pottery work
- Sculpture
- Printing and graphic techniques
- Collage and mixed media.

Students are required to keep a Visual Arts Process Diary to explore and document the art making process.

**Cost:** \$60 per year- This fee will be used for consumable art materials relating to the unit eg paint, paper, canvas, ink, lino etc.

**Teacher:** Ms King

## What you need to know about Mathematics for Years 9 and beyond

### Stage 5 Mathematics.

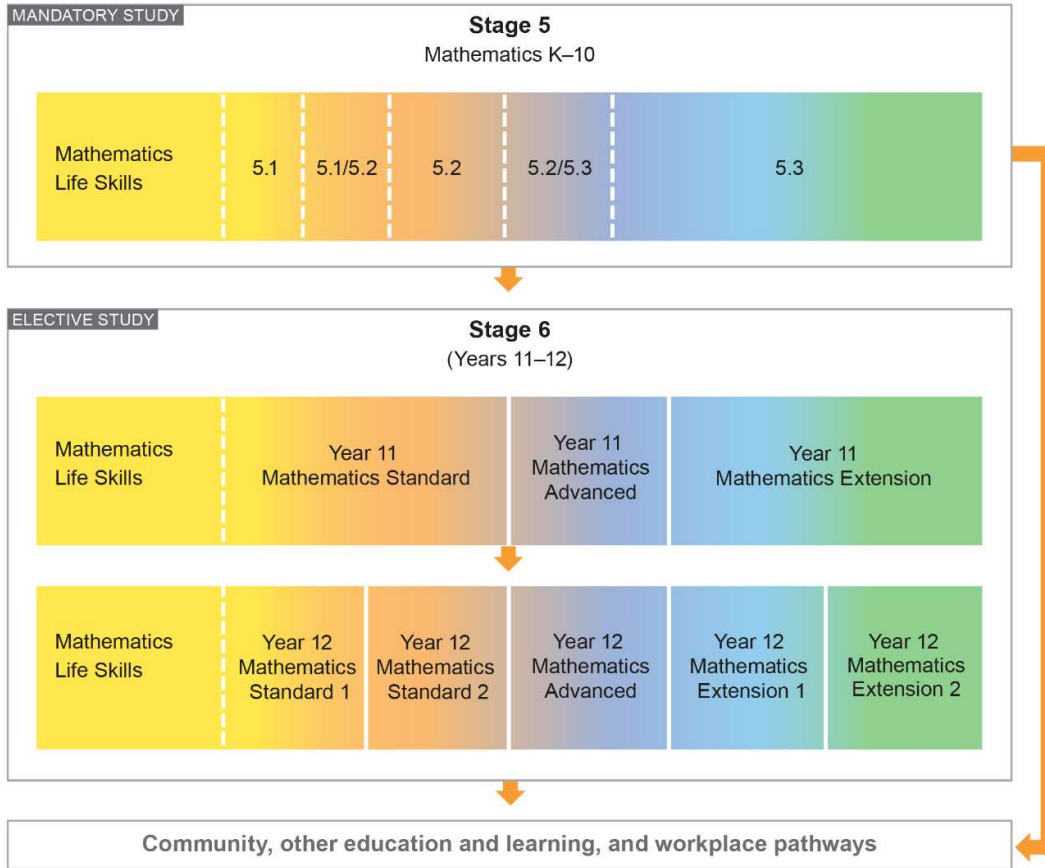
Mathematics is a mandatory subject in Stage 5. The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three substages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus:

- Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9
- Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8
- Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and Stage 5.2.

At Bowraville Central School we offer all three substages in a differentiated classroom setting. Students will have the opportunity to follow the pathway that best suits their learning needs. The pathway taken in Stage 5 can influence the choice of pattern of study in Stage 6. The diagram below shows the pathways for students as the move from Stage 5 to Stage 6.

What you need to know about Mathematics for Years 9 and beyond continued



*NB. Matching colours indicate the usual pathway taken by students as they move from Stage 5 to Stage 6 but students are not limited to these pathways.*



# Year 9

## BCS Stage 5 Elective Choices 2022



BOWRAVILLE  
CENTRAL SCHOOL

NAME:.....

| Choice in Order of preference | Name of the Elective |
|-------------------------------|----------------------|
| First choice                  |                      |
| Second choice                 |                      |
| Third choice                  |                      |





# Year 10



**BOWRAVILLE**  
CENTRAL SCHOOL

## BCS Stage 5 Elective Choices 2022

NAME:.....

| Choice in Order of preference              | Name of the Elective |
|--|----------------------|
| First choice                               |                      |
| Second choice                              |                      |
| Third choice                               |                      |
| Last choice<br>What you do not want to do! |                      |

PARENT/CAREGIVER SIGNATURE: .....