



Covenant
Christian School
All knowledge through Christ

STAGE 5 COURSE OUTLINES

ELECTIVE SUBJECT INFORMATION
FOR 2020-2021 YEAR 9 & 10 STUDENTS

PREFACE

Students in Year 8 are now at an important stage in their educational journey as they have the opportunity to select two subjects for more detailed study over the next two years.

Stage 5 (Year 9 and 10) will form a solid foundation to enable them to make decisions for their future after Year 10. Most will continue their studies to the Higher School Certificate (HSC). All students, whether leaving at the end of Year 10 or continuing on to the HSC, will have prepared themselves for an increasingly complex society and work place. For those who continue at school, Covenant will provide not only a sound academic or vocational preparation but also a firm Christian basis for their study.

The purpose of this booklet is to:

- give you guidelines on how to select an elective subject
- outline the content, requirements and expectations of the elective courses offered.

Once each student has chosen their preferred electives online, the school will determine the best possible timetable arrangement of subjects based on an assessment of priorities, past experience and available resources.

It is our aim to offer a program of studies which caters both for those students going on to further tertiary studies and also those seeking to enter the work force after Year 10, 11 and 12. Naturally, all areas of the curriculum will continue to be taught in a biblical framework. As in most other schools, it may not be possible for every student to take all the elective subjects of their first choice. However, we expect the majority will find that they will be able to take the subjects of their preference.

May I encourage you to carefully and prayerfully consider the material that follows, and feel free to contact any relevant member of staff if you have any questions.



Mr Bill Rusin
Principal

TABLE OF CONTENTS

A note to parents	6
Pastoral care	6
General information	6
Record of School Achievement	7
Literacy and Numeracy tests.....	7
Course requirements in Year 9 and 10	8
Choosing an elective subject.....	8
How do I choose my subjects?.....	9
Why subject choices are important for you	9
Who can help you decide?.....	9
Making your decisions.....	9
Subject information.....	9
Agricultural Technology.....	10
Commerce	11
Dance.....	12
Design & Technology.....	13
Drama.....	14
Food Technology.....	15
Geography Elective	16
German.....	17
History Elective.....	18
Industrial Technology	19
Information & Software Technology.....	20
Japanese.....	21
Mathematics.....	22
Music.....	23
Photographic & Digital Media	24
Physical Activity & Sport Studies.....	25
Spanish	26
Textiles Technology.....	27
Visual Arts	28
Distance Education (Languages).....	29

A NOTE TO PARENTS

By the end of Year 8, today's students have already experienced many subjects and interest areas. Research indicates that subjects students enjoy are also ones that they thrive in as, typically, these subjects suit their interests and abilities. By helping your child identify these areas of interest and strength you will also be helping them take the first steps to make sensible career decisions.

The Christian context of 'vocation' assumes that students are discovering what God's purpose is for their life. Career choice and daily work involvement are based on Christ-centred service. Your role is critical in starting to prompt their career exploration and thinking.

Students need to learn about the various occupations that may suit them. You can be their window to the world of work. You can help by:

- building on your child's achievements so far (not just school work)
- talking to your child about your experience of work (both the good and bad aspects)
- establishing links with an adult (e.g. industry mentor) or arranging workplace visits in a career field that interests your child
- encouraging your child to talk to your friends and relatives regarding the work they do
- pointing out job advertisements in the newspapers
- pointing out the changing labour market, the role of ongoing training and the creation of new jobs
- encouraging your child to consider gaining part-time employment in an area of interest to them
- encouraging your child to be involved in extracurricular activities, e.g. sport, music, volunteer work or community service – this helps build on their relational skills, as well as highlighting strengths and abilities.

The choice of career path is one of the most important decisions young people have to make. The part you play in the process of career planning is vital. Your child will look to you for advice and support.

Pastoral care

Our school makes available Pastoral Care Coordinators whose role is to support students as they grow and develop into young adults. If students have concerns or questions related to school or life in general, the Pastoral Care Coordinators are available to assist.

In Year 9, students are afforded greater independence. The ability to choose from a range of elective subjects is a significant part of this. The greater goal of pastoral care in Year 9 and 10 is to see students develop their independence in a supportive Christian environment where they can be guided from a biblical framework.

Our prayer is to see our students make wise choices built on biblical principles. With this in mind, our Pastoral Care Coordinators are available daily to all students as they begin to enjoy the privileges and responsibilities that come with growing older.

GENERAL INFORMATION

Record of School Achievement

Students who leave school before completing their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA) from the NSW Education Standards Authority (NESA). The RoSA is a cumulative credential that contains a student's record of academic achievement up until the date they leave school.

The RoSA records completed Stage 5 (Year 10) courses and grades, Preliminary Stage 6 (Year 11) courses and grades, and HSC (Year 12) results.

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.

Literacy and Numeracy Tests

Students who leave school before they obtain their HSC will have the option to undertake Literacy and Numeracy Tests. There will be one test for literacy and one test for numeracy. The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.

The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.

Students will be able to take the tests during 'windows' of availability throughout the year.

COURSE REQUIREMENTS IN YEAR 9 AND 10

Course choices offered at each school will vary. At Covenant Christian School, all students in Year 9 and 10 are required to study the following core subjects:

- Biblical Studies
- English
- Geography
- History
- Mathematics (students to choose level of study)
- Personal Development, Health and Physical Education (PDHPE), including Sport
- Science.

In addition, students must choose a pattern of study from the subjects in the elective groupings. The elective subjects to choose from are:

- Agricultural Technology
- Commerce
- Dance
- Design & Technology
- Drama
- Food Technology
- Geography
- German
- History
- Industrial Technology
- Information Software & Technology
- Japanese
- Music
- Photography and Digital Media
- Physical Activity & Sport Studies
- Spanish
- Textiles
- Visual Arts.

Choosing an elective subject

When making elective subject choices, it is important to take into consideration:

- the student's ability and interest in the given subject
- the desirability for the student to keep options open with regard to possible courses of study in the senior school and future career choices
- the advice of parents, subject teachers and the guidance of the Careers Advisor in relation to choices.

HOW DO I CHOOSE MY SUBJECTS?

Why subject choices are important for you

The subjects you study at school can often influence the type of career path you select. Studying subjects that you like and are interested in make school more enjoyable. Everyone is good at something. Doing subjects you enjoy makes school more rewarding and satisfying.

Who can help you decide?

- God: spend time prayerfully considering God's plan for you.
- Parents: discuss choices with your parents.
- Subject Teacher: can tell you which subjects you are suited to.
- Careers Advisor: can tell you what subjects, if any, are required for particular career paths.
- Home Class Teacher: can help with ideas.

Making your decisions

Good reasons for choosing subjects

- Ability: choose subjects you are suited to and enjoy.
- Interest: choose subjects you are interested in.
- Motivation: choose subjects you really want to learn.

Do not let these things influence your decision making

- Friends: your friends often have different abilities, interests and motivation from you.
- Teachers: do not choose or reject a subject based on the teacher. Teachers may be allocated different classes from year to year.
- Excursions: many subjects have excursions. Why endure two years of work you may not particularly like for one excursion? Excursions may also change from year to year.
- Rumours: other students sometimes make comments about a subject that are not true. Always check out rumours with teachers. Teachers are the experts, not your peers.
- Easy options: there are no 'easy option' subjects. Each subject requires work, and each student copes differently with any given workload.

Subject Information

The information on the following pages of this booklet provide a brief overview of the content and expectations in the various elective subjects that may be offered next year. The final selection is dependent on student demand, available resources and the overall staffing needs of the Secondary School.

AGRICULTURAL TECHNOLOGY

Agricultural Technology is a practical course which allows students to develop knowledge, understanding and skills which enable them to contribute positively to their local community. The syllabus provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries, whilst preparing them for their lives as global citizens. We explore production chains, where food comes from and develop a basis for informed consumer choices. Agricultural Technology also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants, animals and a variety of outside activities.

This course is designed to assist students to develop the ability to respond to human needs and emerging opportunities. Students will be given the opportunity to better understand God's world and His amazing work in creation and how to be wise stewards of the resources He has given us responsibility for. This course will develop the students' knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises, the marketing of products, consumer choices and informed decision making and sustainability.

One of the great assets of this course is the development of problem solving, planning and organisational skills, experience in conducting scientific investigations and research, and the opportunity to work in a team environment. Students will investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water. The syllabus provides opportunity for students to make responsible decisions about the appropriate use of agricultural technologies.

Content

In Agricultural Technology, students learn about God's amazing work in creation and our responsible stewardship of the land, sea and His creatures. Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption. Students will be involved in integrated studies focused on horticulture (vegetables), aquaponics, compost and poultry enterprises. Students draw from the history of the surrounding semi-rural suburbs to explore urban agriculture and backyard farming and learn skills that will ready them for life beyond school.

Outcomes

This course will suit students with an interest in science and design in a practical context. Key course outcomes include student development of:

- 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
- an understanding of stewardship of resources given by God in order to reflect His glory and character in serving others in the world.

Students will be given the opportunity to conduct field research in order to undertake practical experience in the community.

COMMERCE

As participants in the commercial environment, individuals assume various roles such as producer, consumer, worker, owner, manager, unionist and taxpayer. A study of Commerce may be undertaken as a 100-hour or 200-hour course and guides students towards an understanding of Australia's changing commercial environment. It will enable them to be better informed and to participate responsibly in that environment. The Commerce syllabus is a very practical course that equips students with skills and knowledge for modern living.

Objectives

The study of Commerce should enable students:

- to develop:
 - knowledge and understanding of consumer, financial, business, legal and employment matters
 - skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues
 - skills in effective research and communication
 - skills in working independently and collaboratively.
- to value and appreciate:
 - ethical and socially responsible behaviour in relation to personal decision making, business practices, employment and legal issues
 - fundamental rights, rules and laws that promote fairness, justice and equity in our society through responsible and active citizenship.

Students at Covenant should also be able to develop and apply Christian values. The course, by its very nature, provides many opportunities to focus on Christian responsibility, ethical business behaviour, stewardship for justice, equity and the value of individuals in God's world.

Content

The course has four core topics:

- Consumer choice
- Law and society
- Personal finance
- Employment.

These core topics comprise 40 hours of the course each year. Additionally there are 13 options, of which a minimum of three will be studied in each year. These topics are:

- Investing
- Promoting and selling
- E-commerce
- Towards independence
- Global links
- Our economy
- Community participation
- Political involvement
- Running a business
- Travel
- Law in action
- School-developed option:
 - Accounting for business
 - Biblical financial stewardship.

Students will be required to submit well-researched assignments and participate in class activities including group work, oral presentations and excursions. The use of Information and Communication Technologies (ICT) is an important skill expectation of the course and its use should assist students to become more familiar with the commercial world in which they live.

DANCE

At Covenant Christian School, Dance is offered in a manner that supports our Christian world view, with a biblical perspective underpinning all lessons. Students are encouraged to use their skills to serve their school and church communities, and also be equipped to continue on to Stage 6 Dance studies in Year 11 and 12.

Content

Students electing Dance at Covenant Christian School in Year 9 and 10 will engage in an integrated study of:

- the practices of performance, composition and appreciation
- the elements of dance (space, time and dynamics)
- the context of dance as an art form.

Year 9 focus areas

Dance in Year 9 includes the essential content and then progresses sequentially through the sections of additional content based on 100 hours of study.

Year 10 focus areas

In Year 10, the Dance course includes the essential content (100 hours) and additional content (100 hours) with students having the opportunity to apply dance technique to a variety of dance styles.

Students who have studied Dance in Year 9 and 10 (Stage 5) have a developing understanding of dance as an art form demonstrated in the making and performing of dances and the appreciation of their meaning. They have developed the appropriate dance technique (strength, flexibility, coordination, endurance and skill) required to perform choreographed combinations, sequences and dances of increasing complexity based on the elements of dance, with basic understanding of safe dance practice. In their performance, they exhibit a developing projection, focus and confidence.

Expectations

- Students are expected to be involved in the school musical or the dance eisteddfod program. They are also expected to perform in the school's Evening of Dance.
- Students must be willing to give the extra time necessary for rehearsals and attendance of extracurricular excursions.
- Students are expected to be sensitive to the varying ability levels and dance style backgrounds within the class.
- Students are expected to perform in all productions stipulated by the Creative Arts Department.
- Students are required to purchase the following dance gear to wear in class:
 - black ¾ dance tights for girls
 - black dance pants for boys
 - black split-sole jazz shoes.

DESIGN & TECHNOLOGY

At Covenant Christian School, the Design & Technology syllabus provides opportunities for students to:

- acknowledge God as the perfect designer and creator of the universe
- develop environmental and social responsibility in design and the use of technology by seeing God as the provider of all resources
- use their God-given creative skills in the design process
- develop godly attitudes in the way they treat other people within the classroom and the wider community.

Humans interpret, shape and alter their environments in an attempt to improve the quality of their lives. Technologies constantly evolve and are developed to the extent that they have an impact on most of our daily lives.

Australia needs industry and community leaders who understand the nature of design and technology, and designers, manufacturers and individuals who can apply design processes and use technology to meet identified needs and opportunities. This will promote enterprise through innovation, creative use of technologies and an appreciation of how design and technological activity contribute to the lives of individuals and to culture and environments.

Design & Technology in Year 9 and 10 assists students to develop knowledge, understanding and skills in designing and applying technologies to solve problems and satisfy needs in the context of real-life situations. Students investigate the processes of design, design theory, collaborative design, and the nature of work and role of designers in society in a range of design fields.

The development of functional design solutions allow students to be innovative and creative in their thinking. There is an opportunity for students to use higher-order thinking skills through analysis, synthesis and evaluation in the creation of appropriate ideas and solutions.

The course uses design processes to develop numerous projects each year. Each project will incorporate a larger component of design than in the Year 7 and 8 course. It aims to build on the skills of working with different tools and materials in designing and making more complex designs and products. Computer-aided design and 3D printing will be used as a teaching/learning tool in the delivery of the course and in the management of the design products.

Content

Students will complete at least two design projects each year that are drawn from a variety of different focus areas.

Year 9 focus areas

- Industrial design
- Jewellery design

Year 10 focus areas

- Architecture design (graphic or interior)
- Student project negotiated

Expectations

Students will be able to make informed decisions about careers in design and manufacturing. Students will develop a broad understanding of the design and impact of products. They will learn to analyse and reflect on the implications of design and technological decisions. Students will also develop a knowledge, appreciation and understanding of the interrelationships of design, technology, society and the environment.

DRAMA

Drama is a Creative Arts course that involves an exploration of experiences and situations through enactment. The desire and ability to create and to communicate comes from God Himself who gives us these talents and gifts to glorify Him.

Drama is an art form with a discrete body of knowledge including conventions, history, skills and methods of working. It is an integral part of our society, fostering an understanding of community and change and the connections between different times and cultures. It provides an opportunity to explore social, cultural, ethical and spiritual beliefs including the diverse values of Australian culture.

The individual student will learn to value group work as the basic element of Drama. This is an understanding in accordance with God's building of a community of His people, a unified body under the headship of Christ.

Students will develop knowledge, understanding and skills, individually and collaboratively through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Content

Students will engage in an integrated study:

- of the elements of Drama
- through the practices of making, forming and appreciating
- within the context of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.

Year 9 focus areas

Essential content (first 100 indicative hours): students engage in an integrated study of dramatic elements through the practices within the context of play building and at least one other dramatic form or performance style.

Year 10 focus areas

Additional Content (courses 200 hours and beyond): for each additional 100 indicative hours of Drama, students are provided with opportunities to explore aspects of drama in greater depth by engaging in an integrated study of the elements through dramatic practices within the context of play building and at least two other dramatic forms or performance styles.

Expectations

- Students are expected to be involved in the school musical (performance/backstage) and Drama night.
- Students must be willing to give the extra time necessary for rehearsals and for attendance of extracurricular excursions.
- Students are expected to be sensitive to the varying ability levels within any group.
- Students are expected to perform in all productions stipulated by the Creative Arts Department.
- Students are also required to purchase the following items of clothing:
 - One pair of plain, black movement pants. This may include black tights or yoga/pilates/dance pants. Jeans of any description are not acceptable. The pants must allow the student to move freely.
 - A plain black shirt. The shirt must be high neck with no collar, and three quarter length sleeves. The shirt must be long enough to cover the stomach when arms are stretched in the air.

FOOD TECHNOLOGY

The study of Food Technology provides students with an opportunity to gain an understanding of food culture, technology and the principles of nutrition. It will enable them to make creative and effective decisions about food. This is not a gourmet cooking course.

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition, and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design implementation and evaluation of solutions to food situations. It involves students investigating food through practical, hands-on applications and processes.

Throughout this course, we will look at Christian principles such as:

- Celebrating life: students learn about God's provision in all life and live in such a way so that they flourish.
- Getting wisdom: students seek God's insight to use His provision of food in a way that will bless their lives.
- Imitating humility: students learn to gratefully accept God's grace and respond by serving Him and others.
- Embracing diversity: students learn about respecting and celebrating cultural differences.
- Practising hospitality: students learn to welcome, accept and use their gifts to embrace others in the community.

Content

Two core areas are integrated into all focus areas: food preparation and processing, and nutrition and consumption.

Year 9 focus areas

- Food selection and health. The health of communities is related to the nutritional content of the food eaten. Students will: examine the role of food and its nutritional components in the body; explore the nutritional needs of individuals and groups; examine the effects of poor nutrition and investigate means of improving the nutritional status of individuals and groups; and select, plan and prepare safe and nutritious foods to reflect national food guidelines.
- Food for special needs. Students will explore a range of special food needs (e.g. resulting from age, health, lifestyle choices, cultural influences or logistical circumstances), and prepare safe and nutritious foods to meet these needs.
- Food in Australia. Students will examine the history of food in Australia and subsequent effects on contemporary Australian eating patterns (beginning with traditional bush foods prepared by Aborigines, the influence of early European settlers and continuing immigration from a variety of cultures.)

Year 10 focus areas

- Food trends. Students will: examine historical and current food trends; explore factors that influence their appeal; and plan, prepare and present safe and appealing food that reflects contemporary trends.
- Food service and catering. These are important areas of the food industry, providing both food and employment. Students will: examine food service and catering ventures and their operations across a variety of settings; investigate employment opportunities; and plan and prepare safe and appealing foods appropriate for catering for small or large scale functions.
- Food for special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

Expectations

Students need to: have a wide interest in food and food preparation; listen to instructions during practical lessons and carry them out quickly, quietly and to the best of their ability; work cooperatively, safely and hygienically in the classroom; and take good care of all equipment.

This course can also lead to further study in Food Technology and also Hospitality Operations in Year 11 and 12.

GEOGRAPHY ELECTIVE

At Covenant Christian School, the elective Geography syllabus provides opportunities for students to consider God's amazing work in creation and our role as stewards of the earth. The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues, in order to become informed, responsible and active citizens.

Objectives

The study of elective Geography should enable the students to:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments
- develop knowledge and understanding of contemporary geographical issues and their management
- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Content

- Physical geography
- Oceanography
- Primary production
- Global citizenship
- Australia's neighbours
- Political geography
- Interactions and patterns along a transcontinental transect
- Class-determined interest project

The study of elective Geography in Year 9 and 10 offers another pathway to senior study in social sciences. If you think you may be interested in Geography, Economics, Business Studies, Legal Studies or Society and Culture, the elective Geography classes are designed to give you some insights into those courses. Covering both human and physical elements of the environment, elective Geography considers production chains (e.g. chocolate) and environmental issues. There is some scope for teachers to choose case studies based on student interest.

GERMAN

Communicating in a language other than English is an enjoyable, stimulating, at times challenging and satisfying experience. Year 9 German offers experiences beyond the secondary language classroom through a variety of engaging activities that will assist students with their learning, creative expression, reflection and interaction. These may include film making, food, excursions, movies, technology, songs and language competitions. The course will give students the opportunity to broaden their horizons and to experience the enjoyment of being able to communicate with others in German.

Students will be encouraged to consider how they can use their language skills to reach out and learn from others, shifting the focus from self to giving and serving. Language creates community through building relationships with others in the local German-speaking community, whether in a local school or business or retirement home. At Covenant, we believe that language itself is a gift from God and learning to extend our speaking and thinking skills provides students the opportunity to connect with other cultures.

Australia has a large and active German-speaking community, which provides students with opportunities to practice their new German language skills within a social context and to further enrich their learning and growing experiences. German is the most widely spoken language in Europe and is one of Australia's community languages.

Students use language for communicative purposes by:

- interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating
- accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- composing – creating spoken, written, bilingual, digital and/or multimodal texts.

Students analyse and understand language and culture by:

- systems of language – understanding the language system including sound, writing, grammar and text structure, and how language changes over time and place
- the role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.

We are called to love our neighbours and this is the most important reason for learning a language. “For if you love your neighbour you will fulfill God’s law” (Romans 13:8).

HISTORY ELECTIVE

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others on the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence. The study of History provides students with an opportunity to critique the world in which they live, consider complex questions about human sin and be reminded of the need for a Saviour in Jesus Christ.

Objectives

Students will develop:

- a knowledge and understanding of history and historical inquiry
- a knowledge and understanding of past societies and historical periods
- skills to undertake the processes of historical inquiry
- skills to communicate their understanding of history.

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present people to our shared heritage.

Content

Year 9 (100 hours)

Topics studied may include:

- Myths and legends
- Heroes and villains
- The Americas
- History and fiction.

Year 10 (100 hours)

Topics studied may include:

- Genocide
- Terrorism
- Film as history
- Personal research project.

INDUSTRIAL TECHNOLOGY

At Covenant Christian School, the Industrial Technology syllabus provides opportunities for students to:

- acknowledge God as the perfect designer and creator of the universe
- develop environmental and social responsibility in design and the use of technology, by seeing God as the provider of all resources
- use their God-given creative skills in the design process
- develop godly attitudes in the way they treat other people within the classroom and the wider community.

Content

Year 9

Industrial Technology is an elective subject which is studied during Year 9 in the senior workshop (F12). Students will be supplied with materials required for the course. The course is broken up into two semesters, one strand per semester. The strands are:

- General Wood 1: step ladder and jewellery/component box
- Wood Machining 3: turned mallet.

Associated theory work is completed in class. This will take 25 per cent of the allocated periods.

Year 10

Industrial Technology is an elective subject which is studied during Year 10 in the senior workshop (F12). Students will be supplied with materials required for the wood machining part of the course. In the second half of the course students will produce a major work where all materials for this project must be self-purchased. The course is broken up into two semesters, one strand each semester. The strands are:

- General Wood 2: major project
- Wood Machining 4: segmented bowl.

In both these electives, students will develop primary and intermediate competencies on the band saw, wood lathe, drop saw, drill press, routers, biscuit jointers, belt and orbital/finishing sanders, and hand circular saws.

Practical experiences

Across both years, students will gain knowledge and skills in:

- workplace health and safety – clothing, hand tools, power tools and equipment, work tools and workplace safety
- tools – hand tools, power tools and workshop machines
- materials – composite boards, production from forestry of timber identifying grain structure
- cutting and shaping – machine joints, routers and edges, turning bowls, sharpening chisels, planes and lathe tools
- timber joints – dovetail, widening, domino, butt, housing, rebate
- assembly – carcass construction using a variety of clamps
- finishing – enamel, acrylic, spray, brush, thinning and cleaning.

Class time is spent working on practical projects and receiving practical instruction. The design and drawing of each project is completed prior to construction commencing. Associated theory work is completed at home.

Expectations

It is expected that students will gain confidence in the knowledge and use of power tools and machines in the workshop. Students will also:

- gain a greater appreciation of timber and improve their skills in working with this medium
- increase their standard of workmanship
- gain experience and confidence in the design, drawing and ordering of materials.

INFORMATION & SOFTWARE TECHNOLOGY

At Covenant Christian School, Information & Software Technology involves the use of creative gifts to solve problems and create solutions using computerised tools that have been created by man using God-given gifts. Students are encouraged to recognise the authority of the gospel when interacting with this man-made resource.

The course covers Information Communications and Technology (ICT) skills such as: word processing, databases, spreadsheets, multimedia/presentations, graphics, electronic communications and research, hardware and software management, programming, and robotics.

The course covers a range of Core Content and Options that are taught in an integrated way. Some of the projects that students may undertake are briefly described below.

- Students will find themselves considering wearable technology. They will combine the two option blocks, Authoring and Multimedia, and Digital Media, alongside a range of core content to design their own wearable product. Throughout this project they will gain the experience of project management, creative design of product and packaging, advertising through flash animation, video sound, plus the promotion of their product in magazine form.
- Students will delve into the world of artificial intelligence, simulation and modelling. They will gain experience of organising a tour for a band. The skills they will develop are budgeting, itinerary building, graphics skills and expert systems using If-Then rules.
- Students will consider the advantages of networking systems, the different types of networks, the range of topologies and protocols, assemble a small network and discuss effective network strategies.
- Students will build LEGO robots and use the computer to write programs that control their models. They will work in teams to develop their own challenges and compete in the LEGO RoboCup competition.
- Students will learn how to program using languages such as Python to create basic computer programs and simulations in the Software Development and Programming option. They will have the opportunity to enter the National Computer Science School challenge run by the University of Sydney.

Each of these topics will include consideration of the biblical framework which underpins the use of digital technology. Students will be encouraged to examine how their own use of technology is shaping their worldview. The concept of Digital Discipleship is taught to the students.

The course has been designed to be relevant to all students and requires no previous knowledge or experience. It includes a mixture of 'hands-on' practical work with every student having access to their own computer in class, as well as some theory components.

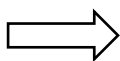
Course structure

Core Content

- Design, produce and evaluate
- Data handling
- Hardware
- Issues
- Past, current and emerging technologies
- People
- Software

Projects

Used to integrate Core Content with Options



Options

- Artificial intelligence, simulation and modelling
- Authoring and multimedia
- Database design
- Digital media
- Internet and website development
- Networking systems
- Robotics and automated systems
- Software development and programming

JAPANESE

At Covenant, we believe that language is a gift from God and by learning Japanese, students will understand the diversity of God's people. They will be able to share their faith and offer hospitality to others because of their understanding of the language and culture.

Japanese is the official language of Japan, one of Australia's northern neighbours in the Asia region. There are also large Japanese-speaking communities in Hawaii, Peru and Brazil. Australia has a significant number of Japanese national residents including on the northern beaches. Japan has been a close strategic and economic partner of Australia for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

The study of Japanese provides access to the language and culture of one of the world's most technologically advanced societies and economies. Students engage with elements of modern Japan, including popular culture such as anime, manga, music and fashion, as well as with the rich cultural tradition of this part of Asia. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

The ability to communicate in Japanese provides incentives for travel and for more meaningful interactions with speakers of Japanese, encouraging socio-cultural understanding between Australia and Japan, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Japanese-speaking communities both to Australian, and the global, society.

Students use language for communicative purposes by:

- interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating
- accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- composing – creating spoken, written, bilingual, digital and/or multimodal texts.

Students analyse and understand language and culture by:

- systems of language – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- the role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.

For Japanese background speakers, this valuable learning experience is enhanced by the opportunity to maintain and develop their Japanese language skills and understanding of their cultural heritage.

MATHEMATICS (STUDENTS TO CHOOSE LEVEL OF STUDY)

As Mathematics comprises three courses within a continuum, unlike other compulsory subjects, the following information has been included.

Mathematics is a mandatory course that is studied substantially in Year 9 and 10. Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond Mathematics. In addition to its practical applications, the study of Mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

In Year 9 and 10, students are placed into one of two sub-stages (5.2 Standard or 5.3 Advanced) based on ability. For our most capable students, we also offer a 5.3 Enriched course which prepares students adequately for senior extension mathematics courses. Your teacher will tell you at the end of Year 8 which sub-stage you will be studying.

The aim of Mathematics in Year 9 and 10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of Mathematics, their creativity, enjoyment and appreciation of the subject and their engagement in lifelong learning. At Covenant Christian School, the Mathematics courses allow students the opportunity to experience the practical nature of Mathematics in God's world and to respond to the needs of the world. Students will have the opportunity to see the beauty and order in God's creation through Mathematics.

Students study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within each of these strands they will cover a range of topics including:

- financial mathematics
- rates and ratios
- areas, surface area and volume
- trigonometry
- number and indices
- geometrical figures
- algebraic techniques
- properties of geometric figures
- equations
- similarity and congruence
- linear and non-linear relationships
- probability
- coordinate geometry
- graphing and interpreting data.

Students learn to:

- ask questions in relation to mathematical situations and their mathematical experiences
- develop, select and use a range of strategies, including the use of technology, to explore and solve problems
- develop and use appropriate language and representations to communicate mathematical ideas
- develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions
- make connections with their existing knowledge and understanding with the use of Mathematics in the real world.

MUSIC

At Covenant Christian School, students are encouraged to develop their gifts in music in order to be able to serve their classmates and the Covenant community. They can do this through performance opportunities while exploring their creativity through composition. At an individual level, music is a medium of personal expression, and thus lends itself to the expression of faith, for both the individual and as a tool for outreach. Students are challenged to consider how they can use their gifts in music to further God's kingdom.

Elective Music is designed for those students who wish to study in greater depth the Music program introduced in Year 7 and 8. The overall aim of elective Music is to provide the students with a variety of music experiences and activities and to encourage them to consider how they might use their musical gifts for the benefit of others.

Through these activities the students will:

- write original compositions
- develop aural awareness and skills
- become familiar with standard musical terminology
- become familiar with various musical styles and techniques
- have the opportunity to perform in a musical ensemble
- listen to various performances and analyse styles.

Content

The content of the elective Music program is divided into three strands:

- Performing – performance on a specialised instrument which requires solo playing and playing with a group, and ensemble singing. Please note: Students will need to receive outside tuition on their specialised instrument.
- Composing – acquiring facility with western musical notation and developing technical skills that will assist the student in writing original creative expression (melodies, harmonic structures).
- Listening – as well as the compulsory topic, Australian Music, at least four other topics are to be chosen for an in-depth study to be covered within the two years. The students study particular works which illustrate a specific style, composing technique and structure. Topics include classical music, music of a culture, jazz, and music for radio, film, TV and multimedia.

Expectations

Since this program is designed to cater for students with a wide variety of previous musical experiences and training, there is no pre-determined standard set. It is necessary, however, for each student to participate in the activities provided by the program and reach a satisfactory level of awareness and development in each of the three strands. Each student is encouraged to be involved in at least one extracurricular musical activity, e.g. concert band, school musical, senior choir, etc.

Please note: Students do not learn to play an instrument in this course and will, therefore, need to receive regular instrumental/vocal tuition outside school hours.

PHOTOGRAPHIC & DIGITAL MEDIA

At Covenant Christian School we recognise that man is created in God's image, and as such all humanity possesses the basic creative equipment of the artist – ideas, emotions and experience of life. We are able to appreciate, imagine, be playful and innovative. Photography and Digital Imaging caters to our imaginative and explorative ability by encouraging learning through personal expression, selectivity and interpretation. Through making and studying, we can know, enjoy and evaluate the visual aesthetic of God's creation and the visual expressions of humanity.

Objectives

This course provides students with opportunities to demonstrate their understanding of photography and digital media. They are provided with opportunities to engage in the practices of:

- Making – students explore a range of ideas and interests in the world, using the broad areas of digital and moving image. Students maintain a process diary as they explore ideas and interests, formulate ideas for images and record relevant technical information. They make images that: build a body of work; develop over time; use an extended range of materials and techniques; and incorporate various investigations of the world.
- Critical Study – provides students with opportunities to interpret and evaluate photographic and moving images through developing the skills and understanding of image analysis.
- Historical Study – provides students with opportunities to understand and explain photographic and moving image works through developing the understanding and skills of art history.

In this course, artist practice, the frames and conceptual framework are considered through the Christian worldview.

Photographic and Digital Media process diary

Students studying the Photographic and Digital Media course are required to keep a process diary for the duration of the course. The diary must be available for teachers to use in their assessment of a student's achievement of the outcomes in an individual program of work and over a course of study.

Content

- Year 9: get to know your camera; safe working practices; stop motion animation; introduction to digital photography; Adobe Lightroom/Snapseed (iPads); and portraits and landscapes.
- Year 10: writing a creative brief; studio photography; advanced digital photography; Adobe Photoshop; creative photography; Adobe Lightroom (editing images); and flash photography.

Expectations

- Students must be willing to give 'extra' time (capturing on weekends and outside of school when they can) to their photography where necessary, bearing in mind that all practical subjects demand time.
- Students are expected to produce well-presented, thoroughly completed works in both the making and studying of artworks.

Please note: Students undertaking this course must have access to their own Digital SLR Camera to use both at school and at home. There is also a materials charge of \$75 per year.

PHYSICAL ACTIVITY AND SPORT STUDIES

Physical Activity and Sports Studies provides students with an opportunity to relish play and develop an attitude of joy as we respond to what God has provided us with. The course engages students with the challenges of how to overcome setbacks in this fallen world and how specific populations have differing needs to engage in healthy, active lifestyles. Studying body systems encourages students to ponder creation and marvel at the handiwork displayed in God's design. Through being confronted with practical challenges in skill acquisition and coaching units, students can unwrap and develop gifts in which God has provided them, to enrich not only their own lives but the lives of others.

The aim of the Physical Activity and Sport Studies (Content Endorsed) course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Recreation, physical activity, sport and related health fields provide legitimate career pathways, and this course will provide students with a broad understanding of the multifaceted nature of these fields, while developing skills in organisation, enterprise, leadership and communication, which are important skills in all areas of life – both paid and unpaid.

During this course, students will develop the ability to:

- work collaboratively with others to enhance participation, enjoyment and performance
- display management and planning skills to achieve personal and group goals
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Content

The content of this course is organised into modules from the following three areas of study:

- Foundations of physical activity
- Physical activity and sport in society
- Enhancing participation and performance.

Learning is completed in both practical and theory experiences. This will be studied as a 200-hour course.

Objectives

Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

Expectations

The following will be an expectation of all students who elect Physical Activity and Sport Studies:

- active participation in all practical lessons
- participation in all swimming, athletics and cross country carnivals (school, zone and state) and gala days for which they are selected
- willingness to attend training sessions as designated by the teacher or coach of their team or sport
- be sensitive to the varying ability levels within the group.

SPANISH

At Covenant, we believe that language itself is a gift from God, and learning to extend our communication and thinking skills provides students with the opportunity to connect with other cultures, to serve others and to understand more of God's creation.

Spanish is one of the most widely spoken languages in the world. It is the official language of 21 countries, as well as one of the languages of both the United Nations and the European Union. Spanish, English and other European languages share a common linguistic link with Latin.

Spanish is widely spoken in the Australian community and so there is a real opportunity to use the language and to serve others by doing so. Learning another language, whether Spanish, Japanese or German, gives students the opportunity to realise the diversity of the world and their place in the global community.

The aim of the Spanish syllabus is to enable students to develop communication skills, focus on language systems and to gain insights into the relationships between language and culture.

Students use language for communicative purposes by:

- interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating
- accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- composing – creating spoken, written, bilingual, digital and/or multimodal texts.

Students analyse and understand language and culture by:

- systems of language – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- the role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.

TEXTILES TECHNOLOGY

At Covenant Christian School, the Textiles Technology syllabus provides opportunities for students to:

- acknowledge God as the perfect designer and creator of the universe
- use their God-given creative skills in the design process
- develop godly attitudes in the classroom and wider community.

Textiles Technology is an elective subject where students will be introduced to the design process, concepts and skills used in the textiles industry. The course aims to provide students with the skills and confidence to design, produce and evaluate quality textile projects.

Content

Students will be given the opportunity to design and create their own products through four different project-based units which include areas in apparel, furnishing, costume and non-apparel. The practical skills students will learn include experimentation, drawing, a range of fabric decoration techniques, pattern making, construction and the design and evaluation of textiles items.

Year 9 focus areas

Projects involve designing and making soft toys, fabric prints, items to sell, pyjamas and outdoor gear.

Year 10 focus areas

It is expected that students use the skills and knowledge learned in Year 9 for their projects. These projects include designing costumes and creating something new from something old. Each project will be accompanied by a design portfolio.

Students will also build a knowledge of information about the textiles industry which will inform and support their projects. This will include an understanding of different fabrics to justify their use and their performance, historical and cultural influences and consideration of environmental textiles.

Expectations

- A student would need to have a wide interest in sewing and textiles. However, there are no prior skills necessary for this course. Each project will be accompanied by a design portfolio.
- It is important that students be ready to listen to instruction, participate cooperatively and to work to the best of their ability in both theory and practical classes.
- The majority of class time will be dedicated to projects. Students may need to complete projects at home.
- Some materials will be supplied. Students may need to purchase their own depending on their design and the availability of resources.

This course can lead to further study in Textiles and Design in Year 11 and 12.

VISUAL ARTS

The elective Visual Art course in Year 9 and 10 builds on the mandatory course in Year 7 and 8 and provides extension and depth of study in visual arts. This course provides students with ongoing opportunities to demonstrate their understanding of the visual arts. They are provided with opportunities to engage in the visual arts practices of making, critical study and historical study. In this course, artist practice, the frames and conceptual framework are considered through the Christian worldview.

Content

- Art making:
 - Students will explore a range of ideas and interests in the world, in a least two of the broad areas of 2D, 3D and/or 4D forms.
 - Students will maintain a visual arts diary as they make specific explorations of ideas and interests, formulate ideas for artworks and record relevant technical information.
 - Students will make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world.
- Critical study: this provides students with opportunities to interpret and evaluate artists and artworks in the visual arts through developing the skills and understanding of art criticism.
- Historical study: this provides students with opportunities to understand and explain artists and artworks in the visual arts through developing the understanding and skills of art history.

The Year 9 course involves one of the following:

- animation
- art/textiles
- ceramics
- critical/historical studies
- drawing
- mixed media
- painting
- printmaking
- research assignments.

The Year 10 course involves one of the following:

- ceramics
- design
- digital art
- drawing
- essays and critical/historical studies
- painting
- participation in a public art exhibition
- printmaking
- sculpture.

Expectations

- Students who are considering studying Visual Arts in senior years should select this course.
- Students must be willing to give 'extra' time to their artwork where necessary, bearing in mind that all practical subjects demand time.
- Students are expected to produce well-presented, thoroughly completed works in both the making and studying of artworks.

Please note: Only students who enjoy art and have produced a good standard of work in Year 7 and 8 should take this course. It should not be viewed as an 'easy' option.

DISTANCE EDUCATION (LANGUAGES)

NSW School of Languages (NSOL)

Saturday School of Community Languages (SSLS)

Sydney Distance Education High School (SDEHS)

Courses are available to students through Distance Education, and a number of our students have availed themselves of this opportunity. At Covenant, there are four categories of students who may be eligible to study courses in this manner.

- Students wishing to study a language not offered at Covenant in either Year 9 or 11 can do so through the NSW School of Languages or Saturday School of Community Languages.
- Students with special medical needs, e.g. students with medical conditions which prevent them from attending school, can apply to Sydney Distance Education High School.
- Students whose study has been interrupted by transfer from another school, e.g. Covenant does not offer a subject they were studying.
- Students with a special circumstance, e.g. students whose chosen career prospects are enhanced by the study of a subject that Covenant does not offer.

It is the role of the Saturday School of Community Languages to teach languages to students who wish to study their background community language to Higher School Certificate (HSC) level and who are unable to do so in their home school. Most of the modern languages offered as HSC subjects can be studied at one or more of their centres. At Chatswood, which is our nearest centre, the following 2 Unit language courses may be offered (depending on demand): Armenian, Chinese, Dutch, Japanese, Korean, Modern Greek, Polish.

Important things to consider

- Any student interested in pursuing this option must discuss the matter further with the Deputy Principal Curriculum (7-12) or LOTE Coordinator.
- Students will not be eligible for enrolment in courses which are offered at our school but are not available to them because of timetable clashes, unless this is a Language subject.
- Places into Distance Education courses are limited.
- Students may generally only study one course through NSoL, SDEHS or SSCL.
- Students studying in this manner are allocated their study time within the school timetable. A staff member will coordinate the receipt and return of work but it is up to individual students to complete their work.
- Students may be required to attend face-to-face lessons during school time at Petersham or in the city.
- Students are expected to return work regularly, usually one set per week, and complete all tasks set.
- The Principal must be able to certify that any student applying to study through the NSoL, SDEHS or SSCL is capable of working independently. There is an online component in most courses.

Additional costs

For Year 9 and 10 Distance Education courses, the additional cost to parents is:

- NSW School of Languages: \$340 per annum per subject
- Saturday School of Community Languages: no cost
- Sydney Distance Education High School: \$340 per annum per subject.

Notes

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Covenant
Christian School
All knowledge through Christ

Telephone: 02 8459 4200

Email: admin@covenant.nsw.edu.au

212 Forest Way

Belrose NSW 2085 Australia

PO Box 6154 Frenchs Forest DC NSW 2086 Australia