



Covenant  
Christian School  
*All knowledge through Christ*

# ELECTIVE SUBJECTS

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YEARS 9 AND 10  
2019 - 2020

*This document supersedes all previously issued assessment documents*

# PREFACE

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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.

This 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. 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
- to 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 Years 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 W Rusin  
Principal

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# RECORD OF SCHOOL ACHIEVEMENT (ROSA)

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Students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades. It also shows participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

## 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.

## Recording extracurricular achievements

The NSW Education Standards Authority (NESA) recognises that many employers and places of further education are interested in more than academic results. They are piloting an online resource as an adjunct to the RoSA to help senior secondary students bring together evidence of a range of extracurricular activities.

The *up2now – my ongoing learning portfolio* website allows Year 10, 11 and 12 students to record, organise and share evidence of their extracurricular activities, such as first aid qualifications or volunteer work.

Using *up2now* provides students with the opportunity to develop skills in describing, organising and presenting their broader learning, community service and volunteering involvement, as well as other results, awards and achievements. Students can use *up2now* to share this information with prospective employers or use it to access other education or training pathways.

# COURSE REQUIREMENTS IN YEARS 9 AND 10

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Each student must:

- study Biblical Studies
- study English, Mathematics, Science, Australian History and Geography
- choose a pattern of study from the subjects as indicated in the elective groupings with at least one 200-hour course
- study Personal Development, Health and Physical Education, including Sport.

## Choosing an elective subject

When making elective 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 subject teachers and the Careers Adviser to give guidance in relation to choices.

# HOW DO I CHOOSE MY SUBJECTS?

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## Why subject choices are important for you

The subjects you do at school can often influence the type of career path you select.

Doing subjects that you like and that you are interested in make school more enjoyable. Everyone is good at something. Doing subjects you enjoy makes school more rewarding and satisfying.

## What choices do you have?

The choices available at each school are different. At Covenant, all students study **COMPULSORY SUBJECTS** (subjects you must study):

### **Year 9 & 10**

Biblical Studies  
Mathematics  
English  
Science  
Geography  
PDHPE  
History

and **ELECTIVE SUBJECTS** (subjects you can choose to study) such as:

### **Year 9 & 10**

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

# HOW DO I CHOOSE MY SUBJECTS?

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## Who can help you decide?

Make sure you get help from the right people:

- Subject Teacher - can tell you which subjects you are suited to.
- Careers Adviser - can tell you what subjects (if any) are required for particular career paths.
- Home Class Teacher - can help with ideas.
- Parents - Discuss choices with your parents. Encourage them to speak with the people listed above if you have different ideas or if they need more information.

## Three good reasons for choosing subjects

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

## Five bad reasons for choosing subjects

1. Friends - Your friends often have different abilities, interests and motivation from you.
2. Teachers - Don't choose or discard a subject based on whether you do or do not like the teacher. Teachers may be given other classes or change schools.
3. Excursions - Many subjects have excursions. Why endure two years of work you may not particularly like for one excursion?
4. Rumours - Your peers sometimes make comments about a subject that are not true. Always check out rumours with teachers. They are the experts, not your peers.
5. 'Easy options' - There are no 'easy option' subjects. Each subject requires work, and different people cope differently with any given workload.

# A NOTE TO PARENTS

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By the end of Year 8, today's students have already tested themselves against many subjects and interest areas. The ones they enjoy are usually the ones they thrive in because those 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 teenager's achievements so far – not just school work
- talking to your teenager about your current work and what the job involves, both the good and the bad aspects
- establishing links with an adult (an industry mentor) or arranging work place visits in a career field that interests your child
- encouraging your teenager 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 teenager to consider gaining part-time employment in an area of interest to them
- encouraging your teenager to be involved in extracurricular activities, e.g. sport, music, volunteer work, 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 children will look to you for advice and support.

# GENERAL INFORMATION

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## 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 Years 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.

## Subject Information

The information on the following pages provides a brief overview of the content and expectations in the various elective subjects that could 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

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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 forming 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

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Each student, whether leaving at the end of Year 10 or Year 12, will participate in a commercial environment in which commercial practices are based on generally accepted values, attitudes and traditions. 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- or 200-hour course and guide students towards an understanding of Australia's changing commercial environment. It will enable them to be better informed and thus can participate responsibly in that environment. The Commerce syllabus is essentially a very practical course that equips students with skills and knowledge for modern living.

## Objectives

The study of Commerce should enable students:

1. 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.
2. 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:

1. Consumer Choice
2. Law and Society
3. Personal Finance
4. Employment

These core topics comprise 40 hours of the course each year.

Additionally there are 14 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

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## Content

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

- the practices of Performance, Composition and Appreciation
- in the Elements of Dance (space, time and dynamics)
- within the context of dance as an art form.

They will do so in a manner that supports the school's Christian world-view, with a biblical perspective underpinning all lessons. Students will be encouraged to use these skills to serve their local school and church communities, and also be equipped to continue on to Stage 6 Dance studies in Year 11 and 12.

## Year 9

Learning 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

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

1. Students are expected to be involved in the school musical OR the dance eisteddfod program, AND are expected to perform in the Evening of Dance.
2. Students must be willing to give the extra time necessary for rehearsals and attendance of extracurricular excursions.
3. Students are expected to be sensitive to the varying ability levels and dance style backgrounds within the class.
4. Students are expected to perform in all productions stipulated by the Creative Arts Department.
5. Students are required to purchase the following dance gear to wear in class:
  - Black 3/4 dance tights for girls
  - Black dance pants for boys
  - Black split-sole jazz shoes

# DESIGN & TECHNOLOGY

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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 Years 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 allows 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 (Graphical 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

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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:

1. making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
2. performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
3. 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** - 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** - 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

1. Students are expected to be involved in the school musical (performance/backstage) and Drama night.
2. Students must be willing to give the extra time necessary for rehearsals and for attendance of extracurricular excursions.
3. Students are expected to be sensitive to the varying ability levels within any group.
4. Students are expected to perform in all productions stipulated by the Creative Arts Department.
5. 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

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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.

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. It provides opportunities for students to evaluate the impact of food technologies on the individual, society, environment and resources.

The course will be a 200-hour NSW Education Standards Authority (NESA) subject.

## Focus Areas Covered

### Year 9

Two core areas, food preparation and processing, and nutrition and consumption, will be integrated into all focus areas. Examples of focus areas include, but are not limited to:

#### 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, explain the effects of poor nutrition and investigate means of improving the nutritional status of individuals and groups. Students will select, plan and prepare safe and nutritious foods to reflect national food guidelines. We will look at Christian principles such as:

- Celebrating life - where students can learn about God’s provision in all life and live in such a way so that they flourish.
- Getting wisdom - students can go deeper than understanding and knowledge to seek the insight of God for them to utilise His provision of food in a way that will enhance and bless their lives.

#### Food for Special Needs

Special food needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students will explore a range of special food needs and the means to satisfy these. Students will plan and prepare safe and nutritious foods to meet specific food needs in various circumstances. We will intertwine the following Christian principles throughout:

- Imitating humility - where students can learn to gratefully accept God’s grace and respond by humbly serving Him and others.
- Embracing diversity - where students can learn about respect and celebrate the built-in difference between cultures and people, given for the enhancement of all.

#### Food in Australia

Migration has had a dramatic effect on the food eaten in Australia. Students will examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines, the influence of early European settlers and continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students will plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine. We will intertwine the following Christian principles throughout:

- Embracing diversity - where students can learn about respect and celebrate the built-in differences between cultures and people, given for the enhancement of all.
- Practicing hospitality - where students learn to welcome and accept others and use their gifts to embrace others into community.

# FOOD TECHNOLOGY (CONT)

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## Year 10

### Food Trends

Food trends influence food selection, food service and food presentation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends. We will entwine the following Christian principles throughout:

- Getting wisdom - where students can go deeper than knowledge and understanding to seek the insight of God and to see that not all trends are wise or beneficial for mankind.
- Shaping Culture - where students can understand their cultural context, discern its errors and virtues, and seek to shake and shape it for the kingdom.

### Food Service and Catering

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students will examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students will plan and prepare safe and appealing foods appropriate for catering for small or large scale functions. We will entwine the following Christian principles throughout:

- Imitating humility - where students can gratefully accept God's grace and respond by humbly serving Him and others.
- Practicing hospitality - where students welcome and accept others and use their gifts to embrace others into the community.

### Food for Special Occasions Unit

Food is an important component of many 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. We will entwine the following Christian principles throughout:

- Loving God - where students can respond to God's love by loving God in return and their fellow neighbor as themselves.
- Celebrating life - where students can learn about God's provisions in all life and live in such a way that they flourish.

## Expectations

1. A student would need to have a wide interest in food and food preparation.
2. During practical lessons it is important that a student be ready to listen to instructions and carry them out quickly, quietly and to the best of his/her ability.
3. A sincere effort must be put in to working cooperatively, safely and hygienically in the classroom.
4. Good care must be taken of all equipment used.
5. Students need to realise that it is not a 'gourmet cooking course'.

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

# GEOGRAPHY ELECTIVE

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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 Years 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

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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 a German language camp, 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.

## Outcomes

Students will be able to:

- select, summarise and evaluate information and ideas in spoken or written texts and respond appropriately
- use German by incorporating diverse structures and features to express their own ideas
- identify and explain aspects of the culture of German-speaking communities in texts
- use linguistic resources to support the study and production of texts in German.

## Aim

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

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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

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## 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.

## Content

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

Both strands cover the areas of:

- WHS - hand tools, power tools and equipment, timber finishes and solvents, electricity, workshop and tool maintenance
- Material Preparation - for projects and wood turning, wood characteristics, sighting for flatness and straightness
- Cutting and Shaping - marking out, drilling, chiseling, planing, sawing, clamping, turning, use of jigs and tool adjustment and basic maintenance
- Joining - joints (housed, rebate, butt, domino, mortise and tenon), laminating, screws (buglehead and countersunk), adhesives (PVA), Phillip, flathead, hinges and catches
- Assembly - assembling boxes and step ladder
- Finishing - preparing, sanding, staining, filling and applying finishes.

Associated theory work is completed in class. This will take 25% of the allocated periods. Students will be supplied with materials required for the course.

## 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.

## Content

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.

Both strands cover the areas of:

- WHS - 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.

# INDUSTRIAL TECHNOLOGY (CONT)

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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

1. It is expected that students will gain confidence in the knowledge and use of power tools and machines in the workshop.
2. Students will also gain a greater appreciation of timber, improve their skills in working with this medium and increase their standard of workmanship.
3. Students will gain experience and confidence in the design, drawing and ordering of materials.

# INFORMATION & SOFTWARE TECHNOLOGY

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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
- Robotics

The course covers a range of CORE 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 & 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 motorised Lego robots and use the computer to write programs that control their models in the Robotics and Automated Systems option topic.
- Students will also gain a taste of computer programming using languages such as Python to create basic computer programs and simulations in the Software Development and Programming option.

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

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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 to Australian, and to 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.

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.

# MATHEMATICS

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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 Years 9-10. 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 Years 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 Years 9-10 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 given reasons to support their conclusions; and make connections with their existing knowledge and understanding with the use of Mathematics in the real world.

# MUSIC

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Elective Music is designed for those students who wish to study in greater depth the Music program introduced in Years 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:

1. **Performing** – performance on a specialised instrument which requires solo playing and playing with a group, and ensemble singing. Students will need to receive outside tuition on their specialised instrument.
2. **Composing** – acquiring facility with western musical notation and developing technical skills that will assist the student in writing original creative expression (melodies, harmonic structures).
3. **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

1. 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.
2. Each student is encouraged to be involved in at least one extracurricular musical activity (e.g. Concert Band, School Musical, Senior Choir, etc).
3. 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

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## Content

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, Critical Study and Historical Study.

**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 make specific explorations of ideas and interests, formulate ideas for images and record relevant technical information. Students make images 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** – 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 perspective.

## 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.

## Expectations

1. Students who are considering studying Photography, Video and Digital Media in senior years should select the Photographic and Digital Media course.
2. 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.
3. Students are expected to produce well-presented, thoroughly completed works in both the making and studying of artworks.

Students undertaking this course MUST have access to their own Digital SLR Camera to use both at school and at home.

The course involves the following:

### Year 9

Get to Know Your Camera  
Safe Working Practices  
Stop Motion Animation  
Introductory Digital Photography  
Adobe Lightroom/Snapseed (iPads)  
Portraits and Landscapes

### Year 10

Creative Brief Writing  
Studio Photography  
Advanced Digital Photography  
Adobe Photoshop  
Creative Photography  
Adobe Lightroom – editing images  
Flash Photography

## Materials Charge: \$50 per term

Students undertaking this course MUST have access to their own Digital SLR Camera to use both at school and at home.

# PHYSICAL ACTIVITY & SPORT STUDIES

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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 – 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.

NB. There may be an additional expense involved in Year 10.

## Content

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

1. Foundations of Physical Activity
2. Physical Activity and Sport in Society
3. Enhancing Participation and Performance.

Learning is completed in a variety of 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
- willing 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

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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 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.

## Objectives

1. Using language - Students will develop the knowledge and understanding, and the listening, reading, speaking and writing skills necessary for effective communication in Spanish.
2. Making linguistic connections - Students will explore the nature of languages as systems by making comparisons between Spanish and English, leading to a correct use of language structures and vocabulary.
3. Moving between cultures - Students will develop knowledge of the culture of Spanish-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

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.

# TEXTILES TECHNOLOGY

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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.

**In Year 9**, projects involve designing and making soft toys, fabric prints, items to sell, pyjamas and outdoor gear.

**In Year 10**, it is expected that students use the skills and knowledge learned in Year 9 for their projects. These projects include designing costumes and taking the role of a fashion designer and creating your own clothing design. 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

1. 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.
2. It is important that students be ready to listen to instruction, participate cooperatively and to work to the best of his/her ability in both theory and practical classes.
3. The majority of class time will be dedicated to projects. Students may need to complete projects at home when needed.
4. Some materials will be supplied. Students may need to purchase their own depending on their design and availability of resources.

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

# VISUAL ARTS

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The elective Art course in Years 9 and 10 builds on the mandatory course in Years 7 and 8 and provides extension and depth of study in visual arts.

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

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.

## Content

**In 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.
- Begin a visual arts diary as they make specific explorations of ideas and interests, formulate ideas for artworks and record relevant technical information.
- 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:**

- Provides students with opportunities to interpret and evaluate works in the visual arts through developing the skills and understanding of art criticism.

**Historical Study:**

- Provides students with opportunities to understand and explain works in the visual arts 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 perspective.

## Expectations

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

The course involves one the following:

### Year 9

Painting  
Ceramics  
Drawing  
Research Assignments  
Art/Textiles  
Mixed Media  
Animation  
Critical/Historical Studies  
Printmaking

### Year 10

Painting  
Drawing  
Sculpture  
Design  
Digital Art  
Ceramics  
Essays and Critical/Historical Studies  
Participation in a public Art Exhibition

# DISTANCE EDUCATION (LANGUAGES)

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## NSW School of Languages (NSoL) Sydney Distance Education High School (SDEHS) Saturday School of Community Languages

Courses are available to students through the NSoL, SDEHS and Saturday School of Community Languages, and a number of our students have availed themselves of this opportunity in the past.

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 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 these centres. At Chatswood, which is our nearest centre, the following 2 Unit language courses will probably be offered (depending on demand): Armenian, Chinese, Dutch, Japanese, Korean, Modern Greek, Polish.

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 NSoL or Saturday School.
- Students with special medical needs, i.e. students with medical conditions which prevent them from attending school can apply to SDEHS.
- Students whose study has been interrupted by transfer from another school, i.e. Covenant does not offer a subject they were studying.
- Students with a special circumstance, i.e. students whose chosen career prospects are enhanced by the study of a subject that Covenant is unable to offer.

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.

Students may only study one course through NSoL, SDEHS or Saturday School of Community Languages. The school may only forward a maximum of nine new applications per annum.

Students studying in this manner are allocated the prescribed time of study 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 must be able to attend face-to-face lessons during school time at Randwick, 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 also be able to certify that any student applying to study through the NSoL or SDEHS is **capable of working independently**. There is an online component in most courses.

The **additional** cost to parents is as follows:

- Years 9 and 10 - \$340 per annum per subject
- Years 11 and 12 - \$800 per annum per subject
- Years 11 and 12 - 1 Unit Extension courses - \$400 per annum per subject

Any student interested in pursuing this option should discuss the matter further with the Deputy Principal Curriculum (7-12) or LOTE Coordinator.



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