



Green Point
Christian College

YEARS 9 / 10 ELECTIVES HANDBOOK

2022



Equipped for Life

Contents

Introduction	3
English	4
Mathematics	5
Science	6
History and Geography	7
Personal Development, Health, Physical Education	8
Biblical Studies	9
ELECTIVES	10
Aboriginal Studies	11
Commerce	12
Distance Education: Chinese - Mandarin	13
Drama	14
Food Technology	15
French	16
Elective Geography	17
Elective History	18
Industrial Technology - Timber	19
Information and Software Technology	20
Music	21
Physical Activity and Sports Studies	22
Textiles Technology	23
Visual Arts	24
Visual Design	25
Changing Electives	26
Further Information	27
Submitting your Subject Preferences	28
Possible Elective Subjects	30

Introduction

Dear Parents,

The Years 9 and 10 curriculum consists of English, Mathematics, Science, PDHPE (Personal Development, Health and Physical Education), Biblical Studies, History and Geography, two Electives and *Life* (previously known as Chapel). This booklet has information to help in the selection of Elective courses for Years 9 and 10.

While your son or daughter may have some vocational choices in mind, a helpful guideline when choosing Electives is for students to do those subjects that they enjoy. Students are still exploring various subject areas and their experiences in Years 9 and 10 can help refine their interests. Students often go well in subjects they enjoy, so if your son or daughter has gained good results in particular subjects, those subjects may be worth considering as possible Elective choices.

Apart from subject content, time spent in Years 9 and 10 serves as a learning experience in terms of time management, self discipline and the development of good study and work habits. Such experiences will serve to help students in further study at higher levels. Each Elective subject involves study over Years 9 and 10. The Electives are all NSW Education Standards Authority (NESA) courses, yet, as with all subjects, are taught within a specific Christian frame of reference. The Bible is used to present absolute standards where this is relevant to the course.

Information on the following pages gives details about those subjects that all students will study and the **possible** Elective subjects. Which Elective subjects will run is yet to be decided. Knowing the subjects students want to study will help to determine which subjects will be available for study next year. The table on the "Possible Electives" page shows the list of Electives the College can provide. In order to know where student interest lies, please have your son or daughter consider their first four preferences in order of priority from 1 to 4. Their subject preferences will be collected in due course via an online software program (Edval Choice). It is not feasible to run all Electives on the Possible Elective list, hence the need to list four preferences, that is, each student's two desired electives and two backup reserve choices.

After students' elective preferences are collected, the College will then determine the subjects that are to be offered for next year. These subjects will be arranged in two groups - students will be placed in one subject from each group using, if necessary, their reserve preferences. If a student does not have enough preferences to allocate them into two elective subjects, a Staff member will talk with the student about what subject(s) he or she might do.

In terms of Mathematics in Years 9 and 10, there are three levels that can be studied. The school will place each student in the most appropriate course. NESA has developed these three levels to cater for students' varying abilities in Mathematics. If you wish to discuss your son or daughter's Mathematics course for Years 9 and 10, please contact Mr Kastelan, the Mathematics Co-ordinator.

Due to the Government initiative about minimum Literacy and Numeracy Skills for students obtaining an HSC, students will need to show that they satisfy the minimum standards by successfully completing online Literacy and Numeracy Tests at some stage during Years 10-12 (and even after Year 12, if needed). Generally, these tests are run during Year 10. Students only need to do the tests once if they show they have reached the required literacy and numeracy standards. Multiple attempts are allowed to successfully show achievement of the standards.

If you have any enquiries regarding the Electives, other aspects of the curriculum or the minimum standards tests, please feel free to contact me at school or send a note with your son or daughter.

David Russell,
Curriculum Co-ordinator/Student Advisor

English

At Green Point Christian College, we are deeply concerned with equipping students for life. In English, this involves providing opportunities for students to engage thoughtfully and reflectively in considering a range of ideas and values; to develop perspective and clarity in their understanding of themselves and their world; and to gain increasing confidence and skill in their ability to communicate with each other, their communities and their context effectively, wisely and actively.

English is the only mandatory subject from Kindergarten to Year 12 in the NSW curriculum. The study of English in Years 9 and 10 is grounded in the Stage 5 English NSW Syllabus for the Australian Curriculum. In accordance with this syllabus, the study of English in Years 9 and 10 is aimed at developing a love of literature and learning through challenging and enjoyable learning experiences.

In keeping with the school vision and mission, the English faculty has integrated the following characteristics with our delivery of the English syllabus:

Godly Character in English (Phil 2:5)

Our ability to communicate through spoken, written, digital and visual modes reflects our Creator. Through language, we are able to connect and engage with God and with others. Students learn about the art, power and value of the English language as a tool by which they can express and explore ideas and develop and challenge moral, ethical and spiritual values. By raising aesthetic, ethical and moral issues through our study of a range of texts, students are encouraged to mature in discernment, wisdom and humility in addition to reflecting personally on their own beliefs and attitudes. The study of literature allows students to reflect on the representations of truth, faith and humanity over time and to consider their personal response to these ideas.

Collaboration in English (1 Cor 12:26-27)

All students bring individual insight and skill to English and we aim to foster a safe and positive learning environment that encourages questions and peer learning opportunities. In discussing texts from past and contemporary contexts and by working with each other, students will broaden their understanding of human experience and culture. The consideration of a range of perspectives and engagement with others will assist students in refining their use of language to argue, persuade and empathise whilst also improving clarity and precision in their written and oral skills. Students will continue to mature in their recognition of the value of other perspectives.

Lifelong Learning in English (Prov 1:7)

By engaging with reading and viewing a wide range of texts, students are encouraged to enjoy and pursue the experience of learning in English. The ability to communicate clearly and confidently is a lifelong skill. Students are given opportunities and learning experiences that aim to engender problem-solving, critical thinking, collaboration and a love of reading; approaches that will continue to serve them effectively beyond their formal education. Reflection on values, attitudes and learning is undertaken regularly and acts to continue to shape students' views of themselves and their environment.

Critical and Creative Thinking in English (Rom 12:2)

Confident, critical and imaginative use of the English language can shape, direct and enrich the lives of students as they engage with others and the complexities and realities of the world. Through their study of English, students gain mastery and control of language as they question, evaluate, challenge and reframe information, ideas and values. By exploring texts and ideas within a Biblical framework, students are encouraged to develop discernment and creativity in the ways they interpret and use language to represent their opinions, beliefs and attitudes. Students learn to think critically about their own experience and to express their ideas with clarity and precision.

Socially Engaged in English (Proverbs 31:8-9)

We aim to equip students to engage thoughtfully and confidently in their communities in order to persuade, inspire, challenge and encourage others through their command of language. In addition to gaining knowledge in the purpose and use of written, visual and spoken language features, students also develop skills in using technology and understanding its current role and impact on society. Students are given opportunities to actively engage in their community through learning tasks that connect to personal experiences and contemporary issues.



Mathematics



In Year 9 there are three Mathematics courses being offered, titled 5.1, 5.2 and 5.3, with 5.3 catering for high ability students and 5.1 catering for students who struggle with Mathematics. These courses replaced the old Advanced, Intermediate and Standard courses.

These courses are designed to provide the opportunity for students to tackle a course suited to their level. For some, the extra challenges in 5.3 Mathematics will be enticing as they will be faced with greater challenges and harder work compared to their experiences in the past. Others may have been struggling with Mathematics and will appreciate the easier level of the 5.1 Course. Typically we would expect approximately 60 Mathematics students in the 5.3 Course and approximately 60 students in the 5.2 Course. The class lists for Year 9 will be drawn up after the Yearly Examinations.

The 5.2 Course is similar in pace to Year 8, although the work is obviously more difficult. The 5.3 Course is faster and harder than the 5.2 Course. The work is sometimes quite difficult, and the pace is sometimes hard for some students to handle, resulting in some lower marks for students.

As a guide, we would expect that students would be drawn from the following classes in Year 8:

5.3 Mathematics: Most students from the current top classes and a few outstanding students from other classes.

5.2 Mathematics: A few students from the top classes who desire to take 5.2 Mathematics and the remainder of students from the middle to lower streamed classes.

Note: Some students who find the 5.2 Course challenging, may only achieve outcomes at a 5.1 Mathematics level.

Our aim will be to place students in a course appropriate to their level and one in which your child will find challenges, yet also be able to succeed in their work. The Mathematics Department will draw up class lists ready for Year 9 at the end of the year, taking into account each student's ability and their performance in Year 8. At this time, we will also inform parents of our recommendations and make any adjustments if they are required.

Currently, you could probably guess what Mathematics class your child is heading for! If your child is "borderline" between classes, then I would encourage them to work hard to show that they have the ability to handle the harder course if that is their desire. It is also important to realise that placement in any of these courses still leaves opportunity for future study in Mathematics in Years 11 and 12.

If you need any further information, please feel free to contact the Mathematics Co-ordinator, Mr Kastelan, at the College.

Science

The aim of the Science program, in keeping with the mission and values of the College, is to contribute to the spiritual, physical, intellectual, and social development of each student through a variety of experiences. The aims of the Science program at Green Point Christian College are to:

1. Develop the students' knowledge and understanding of Science within the framework of a Christian world view.
2. Increase the students' understanding of how the world operates, so they may care for God's creation properly and manage it well.
3. Encourage Godly attitudes to their work, their world and their fellow man.

The fulfilment of the above aims involves the development of the following areas:

- a. A broad based store of knowledge and scientific concepts.
- b. Practical and investigative skills.
- c. Ability to apply information to new situations and solve problems.
- d. Clear expression and communication.
- e. Social interaction skills.

These aims form the basis of faculty and class programs and should be achieved through the use of a variety of experiences based on experimenting, observing, recording and communicating, both individually and in groups.

Stage 5 (Years 9-10) Science

The study of Science in Stage 5 develops students' scientific knowledge and understanding, skills and values and attitudes within broad areas of Science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of Science as a gift given by God to explore His world. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing Science and the role of Science in developing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

The work of scientists involves planning and carrying out investigations, communicating ideas and findings and seeking constructive evaluation by peers. Students are to undertake at least one research project during the Stage 5 Science Course. The introduction of a student research project provides opportunities for students to engage in similar processes during the course of their learning.



History and Geography

The NESAs History Course is being taught to Years 7-10 and the NESAs Course for Geography is being taught to Years 7-10.

HISTORY

The aim of this course is to stimulate students' interest in, and enjoyment of, exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens. This subject allows for students to understand different world views about the past and to explore the heritage of Christianity and its impact on the world and the working of God's purpose for humanity. It also allows for students to explore the influence of different value systems on human decision making and to debate the ethics and morality of past actions in their historical contexts. This allows for a Christian response to issues of human rights and social equity and justice.

The course will cover:

- * The Industrial Revolution
- * Australians at war (World Wars One and Two)
- * The Struggle for Human Rights in America and Australia
- * The Holocaust
- * The History of Pop Culture in Australia



GEOGRAPHY

The aim of the mandatory Geography Course is to stimulate students' enjoyment of and interest in the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens.

The study of Geography helps the student in understanding the local environment in which he/she lives. It locates that local environment in the wider global system in which all places and people are interdependent. It also calls us to become 'Green Christians' who want to look after the world and play an active part in caring for it. Therefore the study of Geography has an interest in God, the planet and people. Firstly, concern for the state of the environment, whether local, national or global and secondly, concern for the plight and condition of people in other places. Christ gave us the Great Commandment – to love others – and geography can help in creating empathy and compassion for the human condition, especially in distant places. Christ also gave us the Great Commission – to go into the entire world.

The course has four focus areas:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing



Geography is best taught in the field. The syllabus prescribes that students engage in at least one significant field work task.

"Then God said, Let us make man in Our image, according to Our likeness; let them have dominion over the fish of the sea, over the birds of the air, and over the cattle, over all the earth and over every creeping thing, that creeps on the earth. So God created man in His own image; in the image of God He created them; male and female He created them. Then God blessed them and God said to them, Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth." Genesis 1:26 –28:

Personal Development, Health, Physical Education

The PDHPE program studies the central creature of God's creation by examining how wondrously we are designed and how to look after our bodies.

The three aspects of PDHPE investigate the different areas that make each of us so different from the rest of Creation.

Personal Development looks at how we develop as individuals:

- Physically
- Emotionally
- Mentally
- Socially
- Spiritually

Another aspect of PDHPE is how each of these aspects of an individual's development relate to one another.

Health investigates the various influences that can affect our total wellbeing. It looks into topics such as nutrition and fitness training and preventative measures to reduce the risk of disease.

Physical Education develops the basic physical skills used by individuals not only in sport but in all areas of life. The PDHPE Department seeks to build confidence in all students to find pleasure in physical activity and the resulting benefits.



Biblical Studies

This is a College designed course aimed to challenge, nurture and equip our students with a clear understanding of Biblical teachings and the Christian world view.

Through their studies, students will be encouraged to become committed to applying Godly values and principles to the many moral challenges which are part of an adolescent's life. Students will be challenged to hear and act upon instruction and guidance from the Bible. The content of the Year 9 and 10 Course builds on the Years 7 and 8 core study of both Old and New Testaments with an emphasis on the person of Jesus Christ. By the end of Year 10, students are expected to be able to articulate what they believe about Jesus and the God of the Bible, offering the reasons for such belief.

In Year 9, students will study the topics of:

- The Youth Alpha Course to explore basic Christian beliefs
- How the Bible provides guidance in the area of relationships
- The Gospel of John
- The Kingdom of God
- Christian Apologetics

In Year 10, students will study the topics of:

- Barriers to faith in God or reasons some people doubt His existence, including topics such as suffering, forgiveness and Science.
- Christian perspectives on contemporary ethical issues such as Cloning, Racism and Stewardship
- Famous Christians who have impacted our world
- Barefoot Christianity (What is Christianity all about?)

In Years 11 and 12 students will have the opportunity to complete Preliminary and HSC Courses in Studies of Religion.





ELECTIVES



Aboriginal Studies



Aboriginal Studies in Year 9 and 10 is designed to enable and encourage students to deepen their understanding of the commonalities and diversity of Aboriginal cultures, experiences and perspectives. They will have opportunities to explore the continuity and dynamism of Aboriginal identities, communities and cultural expressions, the importance of self-determination and autonomy, and assess the roles of Aboriginal Peoples locally, regionally, nationally and internationally.

Students will also be instructed as to how to conduct research in Aboriginal communities, both locally and distant, which is respectful, enriching, and God honouring.

If students are hoping to undertake Aboriginal Studies, Community and Family Studies, History, or Society and Culture in Years 11 and 12, they are encouraged to undertake Aboriginal Studies in Years 9 and 10.

Students will participate in excursions in both years 9 and 10.

Topics studied in Aboriginal Studies in Years 9 and 10:

2 Core Units

- Aboriginal Identities
- Aboriginal Self-Determination and Autonomy

6 Electives

- Aboriginal Enterprises and Organisations
- Aboriginal Peoples and the Visual Arts
- Aboriginal Peoples and the Performing Arts
- Aboriginal Peoples and Oral and Written Expression
- Aboriginal Peoples and Technologies
- Aboriginal Peoples' Interaction with Legal and Political Systems



Commerce

The course develops the Christian values so vital in dealing with the pressures associated with various situations faced in life.

What is Commerce about?

- Buying Wisely
- Borrowing, Saving and Investing
- Advertising
- Travel
- Participating in Society
- Being Independent
- Running a Business
- Politics
- Law
- Employment



Learning Activities

Students enjoy (among many activities):

- **Commencing, Running and Promoting a School Based Business.**
- **Excursions to:**
 - Local and Sydney Courts
 - The Police Museum
 - Hyde Park Barracks Museum
 - The NSW Parliament, including participating a question time role-play.
 - The Reserve Bank of Australia
 - Local Businesses
 - Canberra High Court, Parliament and the Mint
- **Playing the Stock Market Game and other Simulation Games**
- **Developing Advertising Campaigns**
- **Hearing Guest Speakers**

The End Goals of the Commerce Course are:

- To permit students to acquire skills which enable them to competently and responsibly participate in the commercial world.
- To develop an understanding of the operations of government and the economy and how they can participate and contribute positively to the community
- To provide an understanding of how a Christian should live in the changing social and commercial environment in which they live.

Values and Attitudes Developed are to:

- Equip students to be more ethical and socially responsible in relation to personal decision making, business practices, employment and legal issues.
- Promote better understanding of:
 - Fundamental human rights
 - Justice and equity in our society
 - Rules and laws that promote fairness
 - Responsible and active citizenship

Commerce is highly recommended for any student intending to enrol in Business Studies, Legal Studies and Economics in Years 11 and 12. Studying Commerce in Years 9 and 10 will provide a better understanding of fundamental concepts necessary for the Senior Courses and will improve student HSC results.

Distance Education: Chinese - Mandarin

Chinese – Mandarin

The Stage 5 course of study in Mandarin offers students an opportunity to further understand and appreciate social, cultural, geographical and historical contexts of other countries. Gaining proficiency in other languages is an excellent learning experience, as movement between countries and cultures and increased globalisation supports an understanding of the rich diversity of the world.

The following topics of study will support the development of language and writing, and understanding of culture:

- Food for Thought;
- House and Home;
- Leisure;
- Schooling;
- Travel;
- Traditions.

Through the study of Mandarin, students will be encouraged to reflect on their own cultural heritage and on the contributions to Australian society of its culturally diverse population. Students will learn to appreciate, and to interact appropriately with, people of diverse cultural and linguistic backgrounds. Chinese is the language of communication of approximately 15% of the world's population.



Green Point Baptist Church is involved with Central Asia and supports a team that travels there to teach English to students at one of the Universities. The College is keen to be part of this experience and therefore is including Mandarin in the learning curriculum.

Depending on numbers, support may be provided through the School of Languages.

Central Asia is one of Australia's largest trading partners and hence there are many cultural ties and connections between the two countries, and these will continue to grow. Cultural ties between Australia and Central Asia make Mandarin an excellent choice both vocationally and recreationally. Central Asia continues to be one of Australia's main trading partners. A knowledge of Mandarin may provide students with enhanced vocational opportunities in such areas as trade, tourism and hospitality, finance, arts, media and advertising.



Drama

Drama provides opportunities to explore social, cultural, ethical and spiritual beliefs and fosters an understanding of continuity and change and of the connections between different times and cultures. Students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience and explore ways people react and respond to different situations, issues and ideas.

Drama is a unique fusion of many art forms and expressive skills, including Writing, Acting, Movement, Music, Design and Dance. The Drama Course provides opportunities for students to develop physical, creative, technical and critical skills. In their appreciation of Drama and Theatre, students develop an awareness of the collaborative contribution of Actors, Directors, Playwrights, Designers and Technicians to productions.

Some areas of study include:

Improvisation Acting
 Script Writing
 Performance
 Mime
 Set Design
 Make up and Costume

Theatrical Conventions
 Confidence in a Job Interview
 Observing and Discussing Theatre and Film
 The History of Theatre
 Theatre Elements from On Stage to Back Stage
 Promoting a Performance
 Movie Making

In Years 9 and 10, Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of Drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in co-operation with others, much like our everyday lives.



Food Technology

The study of Food Technology is fun! During class we discover lots of interesting things about food. We prepare and cook a wide range of recipes and enjoy eating our creations.

Topics to be studied include:

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

Integrated throughout the course are the various Christian perspectives related to serving others, creative use of our individual talents and maintaining our bodies. Throughout the course students learn to develop and master a range of kitchen skills, make wiser food choices and explore the science, industry, law and eating of food. These two areas are integrated throughout each of the main topics.

Study in Food Technology and related courses will give you many employment opportunities. The Australian Food and Beverage Industry is the largest manufacturing activity in Australia. Tourism and Hospitality are growth areas in the Australian Economy and offer good employment opportunities for skilled workers. Other employment opportunities arising from the study of Food Technology and related curricula in later years are those of Food Technologist, Nutritionist, Dietician, Home Economist, Chef, Caterer and Food Stylist to name just a few.

Students are given the opportunity to undertake some catering for events at the College. We even learn, hands-on, how to make Camembert Cheese! Over the two years we have many opportunities to explore more about food in our lives.



French

Learning a second language helps students to appreciate and value heritage, culture and identity; both their own and that of other citizens of the world. It helps to diversify their thinking and open their eyes to different ways of communicating, reflecting, respecting others and acting on a world stage.

French is a world language, a language for the international job market, the language of culture, a language for travel, a language for higher education, the language of international relations, a language that opens up the world, a language that is fun to learn and a language for learning other languages.

The content of the French elective syllabus is organised into the following strands as illustrated in the diagram.

The Topics of study will include:

- **Interactions**

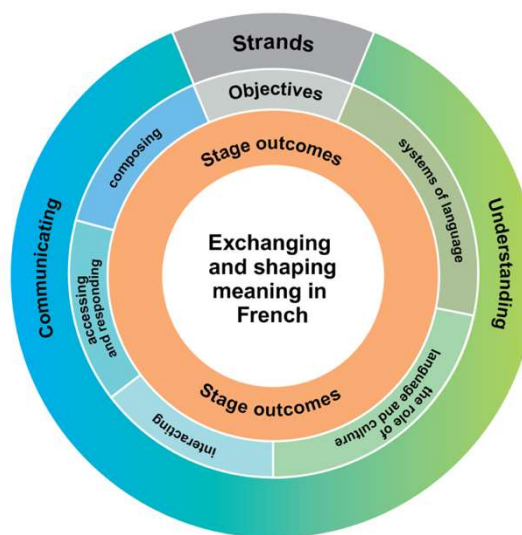
- Initiating conversations
 - Describing friends and families
 - Asking and expanding questions
- Sharing personal experiences and opinions and comparing lifestyles
 - Sport & leisure
- Accepting and declining invitations
 - Making excuses and apologising
 - Interview skills (new job)
- Negotiating and problem solving
- Researching a French speaking overseas destination
 - Transport, travel, currency, museums, and climate

- **Communicating**

- Obtain information from media texts and summarising it
 - Weather
 - French Music
 - French Films
 - Advertisements
 - Websites

- **Understanding**

- Using tone and intonation to for emphasis and emotion
- Language and grammatical forms



Through these topics students can expect to gain a basic understanding of spoken French, and the ability to read and write in French.

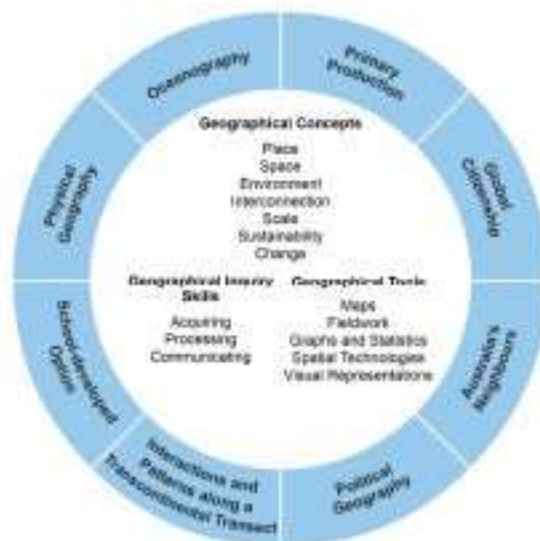
Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical, and reflective capabilities, and enhances creative and critical thinking.

The Stage 5 course of study in French assumes that the students have no prior knowledge of French but some existing transferable language skills. The course is offered in both Year 9 as a 100 hour course or Years 9 and 10 as a 200 hour course. Students must undertake French in Year 9 to study the course in Year 10.

Elective Geography

Students who enjoy Geography and desire to develop a broader understanding of the world we live in may wish to choose Elective Geography. Students who undertake this course will receive a grade for Geography (Elective) as well as a grade for Australian Geography (Mandatory).

Elective Geography enables depth studies drawn from a variety of focus areas as shown below:



Through flexible programming, students are able to study content within these focus areas that matches their interests. This may range from human rights issues and undertaking missions to Geographical inquiry practical applications through field work and the study of landforms.

The content will NOT overlap with the Mandatory Australian Geography Course and will provide students with the opportunity to study both the spatial and ecological dimensions of our world.

This course also provides an excellent foundation for students interested in continuing their Geography Studies in Years 11 and 12. Above all, it enables students to learn more about their Creator, to develop a Christian perspective on geographic issues and identify their responsibilities as Christians in a rapidly changing world.

Excursions:

- Sydney Aquarium
- Fieldwork trips

Elective Geography is highly recommended for any student intending to enrol in Geography in Years 11 and 12. Studying Elective Geography in Years 9 and 10 will provide a better understanding of fundamental concepts and content necessary for the senior course and will improve student HSC results.



Elective History

“Without History individuals find great difficulty in relating to others, in finding their bearings, in making intelligent decisions – they have lost their sense of identity.” (Marwick, 1988)

Unless you know where individuals and the world have gone before you, how do you know where you and the world are going? If you want to see where we have been and where we are going, choose Elective History. History is important in teaching information gathering, analysing, presenting and evaluation skills, useful in all stages of History and in all subjects.

Students who undertake this course will receive a grade for History (Elective), as well as a grade for History (Mandatory). The course will focus on the following areas:

- Constructing History
 - Film as History: Tora, Tora, Tora and Pearl Harbor
 - Local Histories, Local Stories: Developing Histories closer to home
- Ancient, Medieval and Early Modern Societies
 - Deep Time Dreaming: Archaeology of Aboriginal Australia
 - The Americas: European Conquest of the North American Continent
 - Literature of the Ancient World: Homer’s Odyssey
- Thematic Studies
 - Ancient and Modern Terrorism: From 1st Century Zealots to 9/11
 - Religious Beliefs and Rituals through the Ages: A History of Witchcraft

The content will not overlap with Mandatory History or the Year 11 Preliminary Course. You will learn about all the good bits the other courses do not cover. A wide variety of excursions to museums and historical sites are included wherever possible in this course.

The course will enable students to develop a Christian response to both past and current world events. Elective History is highly recommended for any student intending to enrol in either Ancient or Modern History in Years 11 and 12. Studying Elective History in Years 9 and 10 will provide a better understanding of fundamental concepts and content necessary for the Senior Courses and will improve student HSC results.



Industrial Technology - Timber

Stage 5 Industrial Technology – Timber is a hands-on subject where students learn to use different tools and techniques to assist them in building practical projects. Making a project from scratch is a challenging and fulfilling activity. It brings together and applies many concepts and skills taught in other subjects, providing concrete examples of their use in everyday life. Students will develop useful skills in project management and development including planning, drawing, material preparation, tool use and maintenance, marking out and cutting joints, problem solving, assembly and applying finish.

The majority of the time will be spent undertaking practical projects, examples of which include; tables, clocks, bluetooth speakers, mirrors, storage boxes, stools, and bowls.

The course begins with a dedicated unit of work to develop student knowledge, understanding and skill in the application of tools and techniques. In doing so, students are equipped to move on to steadily more challenging projects with greater freedom of design choice and greater autonomy in production processes.

Throughout the two years, students will cover a broad range of woodworking concepts including:

- Hand tools, power tools and machines
- Sharpening
- Joints and Joinery
- The use of jigs, moulds and templates
- Project assembly
- Adhesives
- Safety, basic first aid, risk assessment and risk management
- Edge treatments and timber decoration including laser etching
- Computer Aided Drawing
- Designing and planning a project
- Properties and characteristics of timber

Industrial Technology – Timber enables students to engage in real world problem solving, making informed and researched decisions about materials, joinery and processes. They build confidence as their skills develop and gain a sense of achievement in seeing their hard work produce tangible results.

Note: All projects completed in class are brought home



Information and Software Technology

Technology in today's society is constantly evolving and changing. Information and Software Technology (IST) is a challenging and exciting course, which provides students with plenty of opportunities to explore a wide range of software and hardware. The students will acquire an extensive set of skills that are all necessary for a technology rich future.

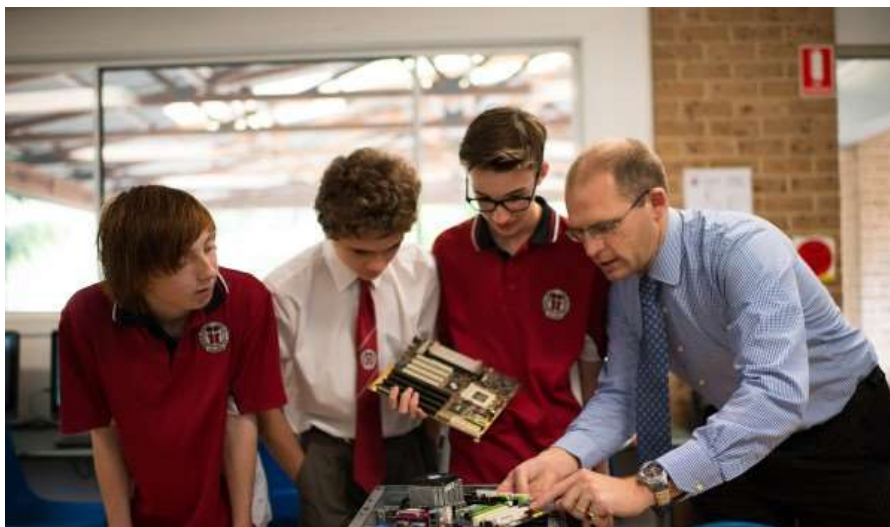
The course content includes a high aspect of practical projects, which are designed to develop students' knowledge, confidence and creativity in designing, analysing, developing and evaluating Information Technology solutions.

This is very much a hands-on course and students spend a significant amount of time on each project, which are the main basis for assessments. Some of the fun projects included are:

- Taking a computer apart and explaining how they work by creating their own website
- Designing and creating a database
- Creating videos using a variety of different digital media (text, video, audio and images)
- Creating 2D and 3D animations
- Coding
- Programming language to control Lego Robots

The course encourages and reinforces literacy strategies, especially the development of technical and technological literacy.

At the end of your course, you will be equipped with lifelong skills that you can use in a whole variety of jobs; from management to consulting, from programming to information systems administration, from IT companies to any company, large or small.



Music

The Stage 5 Music Course provides students with the opportunity to compose, perform and analyse a variety of different musical areas including:

- World Music (Music from Africa, Ireland and The Caribbean)
- Music for large ensembles (Classical, Baroque and Romantic Music)
- Musical Theatre
- Music and Technology
- Popular Music (from 1970- now)
- Jazz
- Australian Music

Students who study elective Music at Green Point Christian College have access to advanced music technology, performing and rehearsal spaces. The adaptable curriculum structure meets the interests and abilities of students. Students are given regular opportunities to perform outside of the classroom in various school services and events.

The musical skills and knowledge that the students engage in throughout the Music Course will enable them to further their craft as a composer, producer, audio engineer, performer or other various music vocational roles.



Physical Activity and Sports Studies

Physical Activity and Sports Studies (PASS) is a course designed for those students who want a more in-depth study of the human body and its mechanics than covered in PDHPE. The course specifically looks at how the human body develops and performs during strenuous activity such as sport.

The course's theory component looks at the major body systems and how they work under movement. It also investigates the major Sports Sciences of Kinesiology and Physiology. It trains students in coping and dealing with sports injury as well as the development of coaching skills.

The topics that have previously been covered in the theory component of the course include: Event Management, Enhancing Performance, Sports Coaching, Body Systems and Energy for Physical Activity, Nutrition, Issues in Sport-Drug Use, Technology/Participation and Performance and Physical Fitness.

The practical component gives a wide range of experience of various sports and activities. It aims to give students the strategies and tactics that are used to succeed in competition. It also applies the coaching techniques used in these sports by which coaches develop strong performances from their athletes.

The sports that have been taught in PASS include: Self-Defence, Soft Lacrosse, Tennis, Duathlon, Gymnastics, Weight Training, Stand Up Paddle Boarding, Canoeing, Ice-skating, Ten-Pin Bowling and Indoor Soccer.

Christian values and attitudes will be taught in relation to how athletes can glorify God by participating in Sport.



Textiles Technology

Explore, Experiment and Make - With Fabrics and Yarns

Textiles in Years 9 and 10 involves learning new and traditional ways of sewing and applying fabric decoration.

In Textiles Technology you will learn how to design, plan, construct, decorate and make textile products. There will be an emphasis on documentation to show the development of your project work. Students use an A4 folio art book to record their work and present their written assessment for each article that they make. Students will investigate the work of Textile Designers.

Christian perspectives on dress and resource use will be addressed to design, produce and maintain appropriate solutions to design problems. Opportunity is given for students to develop their God given talents through design situations.

Areas of study will include:-

- Design
- Properties and Performance of Textiles
- Textiles and Society



Project work and development of practical skills will centre on focus areas. Focus areas include:

- Apparel (Clothing)
- Furnishing, Costume
- Textile Arts
- Non-apparel

Please be aware that you will need to buy your own material and patterns when sewing. This is to cater for individual choice of garments.

We attend at least one excursion per year. Year 9 visit the Quilt and Craft Fair at Darling Harbour Convention Centre and attend a workshop. Year 10 visit the Sydney Opera House Centre where they find out about costume and stage development.

Textiles Technology will contribute to your overall education, helping you to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits.



Visual Arts

Visual Arts fosters interest and enjoyment in the making and studying of Art. The Years 9 and 10 Elective Course encourages students to become informed and active citizens and consumers of the visual arts and contemporary culture. It encourages the creative and confident use of technologies including traditional and contemporary art forms and emerging applications in Information and Digital Media.

Visual Arts places great value on the development of students' intellectual autonomy, reflective action and critical judgement. Visual Arts plays an important role in the social, cultural and spiritual lives of students and offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who take responsibility for their own learning.

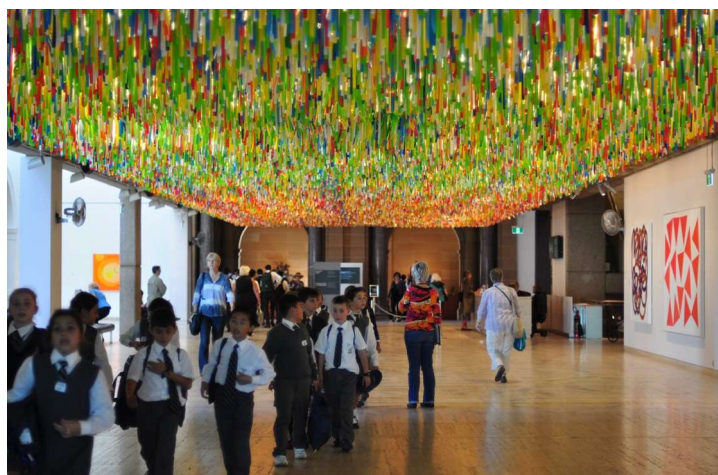
Students will be taught skills in a variety of media, and will explore Art through critical observation, historical reference and art making practice. Students will have the freedom to create individual artworks based on themes being studied, incorporating the skills they have learned.

Students will experiment with:

Painting	Drawing
Photography	Print making
Mixed Media	Graphic Design
Sculpture	Textile/Fibre
Ceramics	Digital Media

Students will maintain a Visual Arts Process Diary to record learning experiences. And will attend a variety of excursions to exhibitions and art sites.

Visual Arts assists students in building conceptual, practical and critical skills. These can be applied to the diverse fields of Art, Design and other contexts requiring creative thinking.



Visual Design

The impact of Visual design in our lives cannot be understated. Much of a student's knowledge of the world and concepts of identity come from the print, object and space-time design that surrounds them.

The Years 9 and 10 Elective Course in Visual Design investigates:

- How design and artworks come into being artistically, conceptually and technologically
- The role of the Artist as designer
- The value and meaning of visual design artworks in society
- The role of the audience as consumer in these contexts
- Concepts of reality, surface and appearance, and emerging and future visual design developments.



Students choosing to study Visual Design will have the opportunity to:

- Develop their critical judgement, reflective actions and understanding of the field of design in making of, and critical and historical interpretations of, visual design artworks
- Explore a range of ideas and interests in the world and select, apply and utilise a range of materials and techniques to make Visual Design artworks in the areas of print, object and space time design
- Develop their own personal style and creativity within the framework of set tasks

The Visual Design Course encourages students to become more informed participants in, and consumers of, print, object and space-time design in contemporary culture. It encourages the creative and confident application of contemporary visual design forms and the emerging use of Information and Communication Technologies and digital media forms. Students who study Visual Design at Green Point Christian College have access to state-of-the-art technology and design programs.

The knowledge, understanding, skills and values gained from the study of Visual Design assists students in building skills that can be applied to many fields of learning and to employment in areas such as: Graphic Design, Web Design, Illustration, Game Design, Architecture, Interior Design, Fashion and Costume Design, Film, Object Design and other related fields.

Changing Electives

It is the expectation that students embark on their elective studies in Years 9 and 10 as two year courses. However, the policy for changing electives makes it possible to change within certain time limits, provided that there is room in the relevant class and that it is feasible to catch up on missed subject matter. An exception to this relates to Industrial Technology - students cannot join the second year of the course without having done the first year as per a NESA requirement. Changes are only possible within the timetable structure, for example, a change from one elective to another elective that occurs at the same time or by swapping the same elective subject from one line to the other in order to open up further choices. There needs to be a significant reason to make a change. A Subject Change Form needs to be obtained from Mr Russell to commence the process. A subject Co-ordinator may take the opportunity to talk with the student about his or her talents and make recommendations in the student's interest.

Assuming the Head of School gives approval for the change to take place, the student will be notified and given a new timetable and also an entry slip to give to the teacher on commencement in the new class.

Elective Subject changes in Year 9 can occur in the first four weeks of Term One.

Students are expected to catch up on missed work as set by the teacher when they join a new elective class so as to complete the course concerned.

Changes can subsequently occur at the commencement of Year 10 but should be arranged during Term 4 of Year 9 so that the student is ready to commence at the start of the new year. When such a change is made one of the conditions of the change is that the student complete a "catch-up" assignment – this will help the student gain some knowledge of the subject content that has been missed. Satisfactory completion of an assignment that helps to develop the student's knowledge and/or skills in the subject area will be a condition of the change. The assignment should be submitted in Term 4 of Year 9 or by day one of Year 10. The Co-ordinator of the new subject will set the assignment work to be done and collect and check that the work has been attempted satisfactorily. The change will not take place until the assignment work has been submitted, reviewed and approval granted.

Sometimes a change cannot occur because there are no places available in the elective class being sought. At the commencement of Year 10, however, a place may become available due to student movement from one course to another or because students may leave the school. In such an instance, a change may be allowed during the first four weeks of Term One in Year 10. A suitable assignment will be set for students in this situation and submitted within 72 hours so that, if a change is to occur the student can be admitted into the class without too much loss of time. The change will only occur after the assignment is completed and reviewed. While the assignment is being completed the student will need to attend the previous elective subject until the work is submitted to the required standard and approval given by the Co-ordinator of the new subject.

It should be noted that courses in Stage 5 (Years 9 and 10), are reported on NESA documentation as 100 or 200 hour courses and given grades according to student achievement. A 100 hour course is generally completed in one year of study and a 200 hour course in two years of study. Hence, a 100 hour course completed in Year 9 will attract a grade that will be reported for that subject. Grades indicating student achievement are based on the same scale whether 100 or 200 hour courses have been attempted.

Further Information

If you have questions, please feel free to contact the Secondary Staff listed below for more information:

English	Mrs Jillian McKay	jmckay@gpcc.nsw.edu.au
Mathematics	Mr Troy Kastelan	tkastelan@gpcc.nsw.edu.au
Creative Arts	Mrs Angela Scott	ascott@gpcc.nsw.edu.au
HSIE	Mr Michael Street	michael.street@gpcc.nsw.edu.au
Languages	Mr Paul Chambers	pchambers@gpcc.nsw.edu.au
PD/Health/PE	Mr Andrew McGillivray	amcgillivray@gpcc.nsw.edu.au
Science	Mr Stuart Drennan	sdrennan@gpcc.nsw.edu.au
TAS	Mr Jeff Ogden	jeffrey.ogden@gpcc.nsw.edu.au
Biblical Studies	Mr Greg Masters	greg.masters@gpcc.nsw.edu.au
Library	Mrs Nicole Van Wyk	NVanWyk@gpcc.nsw.edu.au

Notes and Questions....

Below is a space for you to write your own notes and questions to discuss with teachers.

Submitting your Subject Preferences

Student subject preferences will be collected electronically and then an overall summary picture of subject requests will be considered in the curriculum decisions for next year. Please think and pray about your preferences, then complete the electronic collection form. You may want to ask teachers about the content of various elective courses and/or look at NESA syllabi that describe subject content. NESA syllabi are available via the link [Stage 5 \(Years 9–10\) | NSW Education Standards](#).

It is important to nominate your subject preferences by the **due date 8:00am on Monday 9 August 2021**, so that they can be considered in the overall analysis of students' subject interests. To make elective choices, students and parents will need to go to a website, Edval Choice (see link below), that will capture the elective subject preferences you would like to make for next year. This will include two main elective preferences and two backup reserves. You will receive from the College a Webcode that will be needed as part of the process. Once entered, the College will assume a student's subject preference choices have the permission of his/her parents.

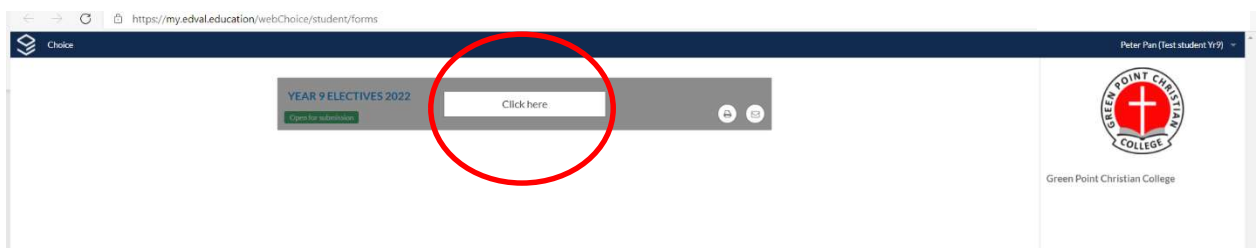
Edval Choice Web Address: - <https://my.edval.education/webChoice/student/forms>

The subject preference website is easy to use. Some examples of what the pages looks like are shown below. Please note the due date, 8:00am on Monday 9 August 2021, for submitting subject preferences.

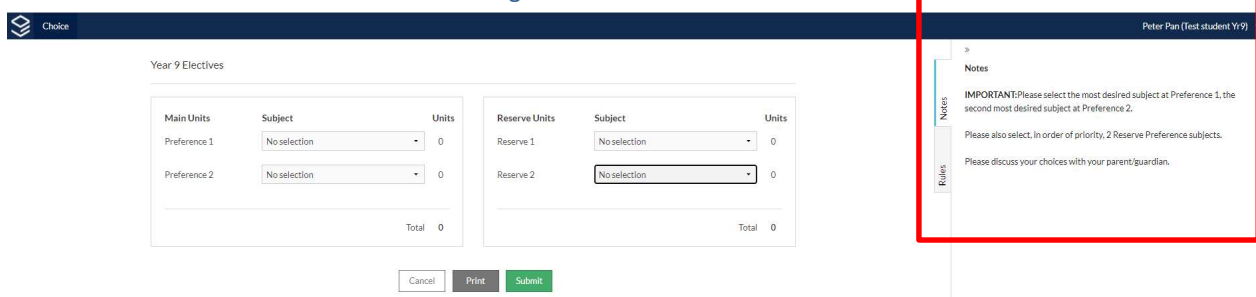
This is the opening web page...



Hover the mouse over the rectangle area and click in the "click here" space provided...



Read the Notes and the Rules sections at the right-hand side...



Choose your main subject preferences and your reserve preferences in your priority order... (don't choose the same subject twice). Talk with your parents before you click "Submit".

After submitting your preferences, click "Print" or "Send email" so you have a record of your choices. You can go back into the form and change your choices as long as you do this before the closing date when preferences are due.

Year 9 Electives



Student name: Peter Pan (Test student Yr9)

Notes: Your choices are registered.

Submitted date: Thu 27 May 2021 10:42:47

Main units

Main Units	Subject	Units
AS	Aboriginal Studies	1
Mus	Music	1

Total units: 2

Reserve units

Reserve Units	Subject	Units
IST	Information and Software Technology	1
Dr	Drama	1

Total units: 2

Please print or email this form for your records.

Please discuss your choices with with your parent/guardian.

**** If you are not intending for your son/daughter to continue next year or there is a possibility of them leaving, please advise the Registrar, Mrs Angela Sheather, in writing by 15 September, 2021. Mrs Sheather's email address is: registrar@gpcc.nsw.edu.au**

***** If a student is to be withdrawn from the College, written notice must be given 10 weeks prior to departure (not counting school holiday time). If such notice is not given you will become liable for 10 weeks late notice fee plus GST.**

Possible Elective Subjects

Note that not all of these subjects will run next year. The electronically collected survey information will help determine student interest.

SUBJECT
Aboriginal Studies
Commerce
Distance Education: Chinese - Mandarin
Drama
Food Technology
Geography (Elective)
History (Elective)
Industrial Technology – Timber
Information and Software Technology
French
Music
Physical Activity and Sports Studies
Textiles Technology
Visual Arts
Visual Design