



EDUCATING THE FUTURE



STAGE 5 CURRICULUM GUIDE

Principal: Ms Kelly Lawson (Mr Michael Kowalewski - Relieving)
Phone: (02) 6456 2346
Fax: (02) 6456 1082
Email: jindabyne-c.school@det.nsw.edu.au
Website: www.jindabyne-c.schools.nsw.edu.au
Address: 8-20 Park Road Jindabyne NSW 2627



NSW
GOVERNMENT

Education

Public Schools NSW

This booklet is to assist Year 8 students in their selection of elective courses for Year 9 2022.

Support Staff

Year 9 Adviser	Ms Jenny Paterson
Careers Adviser	Ms Rayna Green
Deputy Principal	Ms Hannah Moloney (Relieving)
Head Teachers	English/History Mrs Sharn Stewart
	Maths/LOTE Mrs Vanessa Gillroy
	Science/TAS Mrs Olivia Belshaw /
	Ms Sheryn West
	PDHPE/CAPA Mrs Melissa Kowalewski (Relieving)
	Admin/HSIE Mrs Belinda Bell (Relieving)
	Wellbeing Ms Lauren Sewell

HSC	Higher School Certificate
JCS	Jindabyne Central School
NESA	NSW Education Standards Authority
RoSA	Record of School Achievement
Note:	STAGE 5 = Year 9 and Year 10
	STAGE 6 = Year 11 and Year 12

Disclaimer: All information in the JCS Stage 5 Curriculum Guide is correct at time of production.

Table of Contents

Subject Selection Process.....	5
The NSW Record of School Achievement (RoSA).....	7
Content of the RoSA.....	7
Key Features Of The Record of School Achievement:	8
RoSA General Performance Descriptors	8
School Leaving Age	9
HSC Minimum Standard	10
NSW Higher School Certificate	11
A Checklist for Success in Stage 5.....	11
Enrolment Procedures	12
How to make your Subject Selections.....	12
Stage 5 Studies at Jindabyne Central School.....	13
Safety equipment	13
Mandatory Subjects in Stage 5	14
English.....	14
Mathematics	15
Science.....	17
Personal Development, Health & Physical Education	18
Geography (Mandatory)	19
History (Mandatory)	19
Elective Courses.....	20
Agriculture.....	21
Commerce.....	22
Drama.....	23
Food Technology.....	24
Industrial Technology - Timber.....	25
Information and Software Technology.....	26
LOTE - Japanese.....	27
Music.....	28
Photographic & Digital Media.....	29
Physical Activity & Sports Studies (PASS)	30
Visual Arts.....	32

PRINCIPAL'S MESSAGE

Welcome to the elective subject choice booklet for **Stage 5 Studies**.

This is an excellent time for you to explore different subject offerings and see the wide range of subjects which are offered at Jindabyne Central School.

Some of these you may have experienced in Stage 4 but others may be new to you altogether. Whatever courses you decide on these will contribute to your Record of School Achievement (RoSA).

This is not the time to be concerned with what you wish to do when you enter the workforce but rather look at the wide variety of subjects on offer and decide which of these you are interested in.

This stage of your school is about exploring different options which will then allow you to wisely choose subjects to study in Year 11 and Year 12.

Having said that, it is important to recognise that it is not possible to move between subjects after classes have been formed, so you need to choose wisely. The subjects you choose will span across Stage 5 (Years 9 and 10).

This delivery method mirrors the Year 11 and Year 12 courses. We wish you the best in your subject selections and remind you to seek assistance from your parents, your teachers, the executive team and the senior executive.

Mr Michael Kowalewski

Mr Michael Kowalewski
Principal (Relieving)

Subject Selection Process

Choosing Year 9 and 10 Subjects

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year 9 and 10, and later the selection of subjects for Year 11 and 12. These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- You enjoy and are passionate about
- In which you have already had some success
- Which may help you reach your chosen career/careers, or at least keep many careers open to you
- In which you develop skills, knowledge and attitudes useful throughout your life

Keep your options open

Many students in Year 8 have thought about their future, but they are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choices to keep your options open. This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach Year 11. However, the HSC syllabus is very different to the elective courses and there are *no* prerequisites for HSC courses.

Other factors to consider when choosing

- Some courses require the payment of a course fee which must be paid at the start of the year
- Some courses may not be able to take all of the students who choose them – this is why you will choose “reserve” subjects. However, students will receive at least one first preference for one elective.

Make a decision about a combination of subjects that suit you

It is important to remember that you are an individual and that your particular needs and requirements in a subject selection will be quite different from those of other students. This means it is unwise to either take or avoid a subject because:

- Someone told you that you would like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher

Be honest about your abilities and realistic with your career aims. If your career aims require the study of certain subjects; do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be prepared to ask for help

If you need more help then seek it, or you may regret it later – talk to your parents and teachers.

Mandatory Curriculum Requirements

Students must complete the following between Years 7 – 10:

400 hours of English	400 hours of Mathematics
400 hours of Science	200 hours of Geography
200 hours of History	100 hours of LOTE
200 hours of TAS	200 hours of Creative Arts
300 hours of PDHPE	

Students are required to study two 200-hour electives over the course of Year 9 and Year 10. In Stage 5 students are expected to do **at least one 200-hour elective**, which will take 2 years. They may do as many 100-hour electives as they wish, within the constraints of staffing, class sizes, and the timetable and must be discussed with the Deputy Principal.

Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes.
- c) achieved some or all of the course outcomes

School Attendance

For the satisfactory completion of a course, NESA does not mandate attendance requirements. As a guide, however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, a Principal may determine that, as a result of absence, the above course completion criteria may not be met.

The NSW Record of School Achievement (RoSA)

Stage 5 Eligibility

Students entering Year 9 are eligible for the NSW Education Standards Authority (NESA) credential, the *Record of School Achievement* (RoSA) when they have completed Stage 5 at the end of Year 10. The RoSA will be issued to students **only** if they complete Year 10 and leave school before they complete the HSC.

Students must have:

- Attended a government school, or have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the *Record of School Achievement* applies, or have attended a school outside New South Wales recognised by NESA
- Participated and satisfactorily completed courses of study which have been determined as appropriate by the NESA for the *Record of School Achievement*
- To the NESA's satisfaction, undertaken the requisite examinations or other forms of assessment
- Completed Year 10

Content of the RoSA

The Record of School Achievement (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA is only awarded to students who complete Year 10 and then leave school before completing Year 12. Students who complete Year 10 and then successfully complete Year 11 and Year 12 will not receive a RoSA. Instead, they will be eligible for the award of the HSC.

The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded.

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A cumulative record of all academic achievement:

The RoSA is designed to record all secondary school students' academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system also captures grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Years 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

School leavers who are not eligible for the RoSA will receive a Transcript of Study.

Key Features of the Record of School Achievement:

Some of the key elements of the RoSA are:

- It will be cumulative, showing a student's achievement until the time they leave school, prior to receiving their HSC.
- It will be awarded on moderated school-based assessment.
- It will be able to be reliably compared between students across NSW.
- It will give students the option of taking online literacy and numeracy tests.
- It will offer a means of recording extra-curricular achievements.

The NESAs 'course performance descriptors' are used to measure student achievement on school assessment tasks, compared to a set of predefined (NESA) standards of student achievement. These grades are summarised as A, B, C, D, E or N.

RoSA General Performance Descriptors

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N Determination	Where N appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: <ol style="list-style-type: none"> Followed the course developed by the NESA. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Achieved some or all of the course outcomes.

'N' Determination

A student may receive an 'N' Determination for a course or courses if they:

- Do not follow the course developed by the NESA;
- Do not apply themselves with diligence and sustained effort in the set tasks;
- Do not achieve some or all of the course outcomes.

Warning letters will be issued where any student is failing to meet NESA requirements throughout Years 9 and 10.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they and their parents will be warned in writing in time for the problem to be corrected and satisfactory completion to be achieved.

A student may appeal against an 'N' Determination. Such appeals may only be made on the grounds that the grade awarded is not consistent with the progressive reporting. The marks awarded for individual tasks will not be subject to review. A form can be obtained from the Deputy Principal and the appeal is lodged with the Principal. If the outcome of the appeal at school is not satisfactory, then a further appeal may be made to the NESA.

If a student is deemed to have not completed a course in Year 10, the Record of School Achievement (RoSA) will indicate that they have not successfully completed the Stage 5 curriculum.

Stage 5 must be completed satisfactorily and all NESA requirements met before a student is eligible to proceed to Stage 6. Students who fail to meet course requirements in a number of courses may be deemed non-serious students and may be repeated.

School Leaving Age

Students must stay at school until they complete Year 10. A participation phase then applies until the student reaches the age of 17. There are a number of options for the participation phase. They could be:

- Continued education at secondary school in order to complete the HSC
- Undertaking a full time training course at TAFE NSW
- Undertaking an apprenticeship or traineeship
- Enrolling in a training course with a private training organisation, or in some cases a combination of the above

Students who, after completing Year 10 decide to leave school before completing Year 12 and the Higher School Certificate will receive a RoSA - Record of School Achievement.

HSC Minimum Standard

The New South Wales Higher School Certificate (HSC) is a highly valued credential in Australia and internationally. NESA has identified key areas for reform through extensive consideration of issues relating to the HSC at board level and in consultation with major stakeholders over the past three years.

At the heart of the HSC reforms is the establishment of a minimum standard in literacy and numeracy for the award of the HSC. The minimum standard reform underpins the two other areas of reform – Curriculum and Assessment – through revised course structure and content, as well as streamlined assessment.

These changes will provide a flexible HSC that caters for the needs of all students, with options to extend students in their studies.

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a [level of skills](#) necessary for success after school.
- Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Optional Literacy and Numeracy Tests:

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

- The tests, which will be offered online and under teacher supervision, will be reported separately to 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
- They will be able to sit the tests only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student leaves school

More information on the RoSA can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

NSW Higher School Certificate

The Higher School Certificate recognises thirteen years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers students a full range of study areas matching individual abilities, interests and goals.

- Courses within the HSC are linked to further education and training
- Extension courses enable students to undertake more in-depth study in areas of special interests
- Vocational guidance courses count towards the HSC and also lead to qualifications recognised across a range of industries
- The HSC includes life skills courses for students with special needs
- The HSC assess each student's knowledge and skills fairly

On the completion of Year 12 and sitting the external HSC examination, students will receive a Higher School Certificate and ATAR (Australian Tertiary Admission Rank), determined by their pattern of study and final results

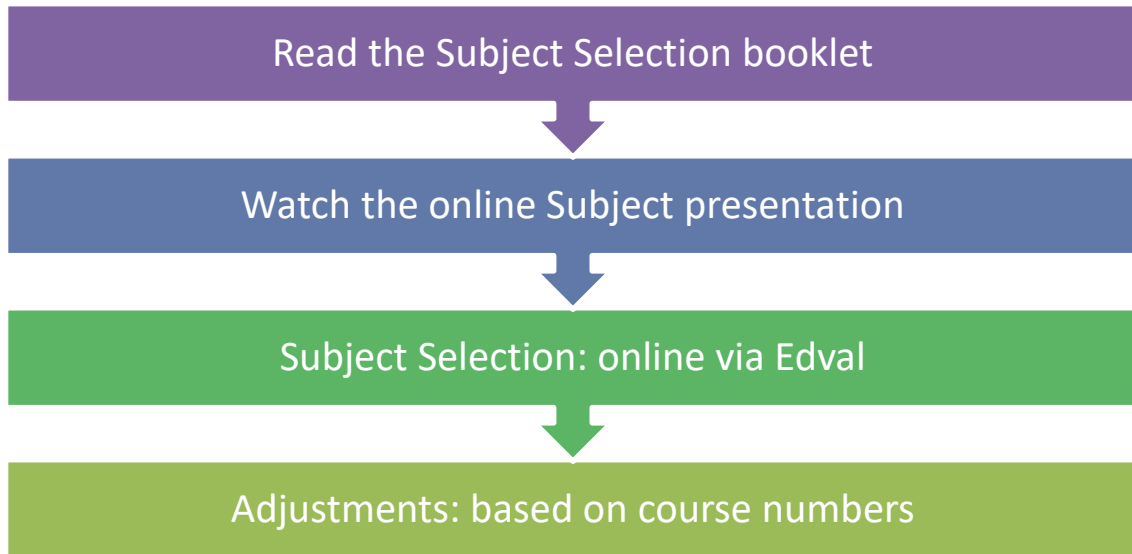
A Checklist for Success in Stage 5

- Set realistic and attainable goals
- How will you make sure that you reach your potential?
- Be organised
- Be prepared to seek help
- Do you know that study is beyond homework?
- Be involved in sport and co-curricular activities
- Manage your time in a balanced way

Assessment Expectations

- Apply diligence and sustained effort in each course
- Students to take an active role in their learning
- Prepare adequately and well in advance
- Adhere to deadlines
- Approach work honestly
- Actively seek feedback from teachers
- Make a serious and full attempt at all set tasks
- Come to class fully prepared for each lesson
- Ensure the due dates are strictly enforced
- Plagiarism will not be tolerated

Enrolment Procedures



How to make your Subject Selections

All students will use Edval Webchoice to make their subject selections. Students **MUST** use their DEC email address (firstname.surname@education.nsw.gov.au) to receive the invitation email with the link and a unique web-code.

Step 1:

Go to <https://spring.edval.education/login> and enter the unique code. If you have not received your code, see Mrs Bell.

Step 2:

Select a subject from the X Elective and from the Y Elective, including a *reserve* choice for each line that you are willing to study in case your main preference is full.

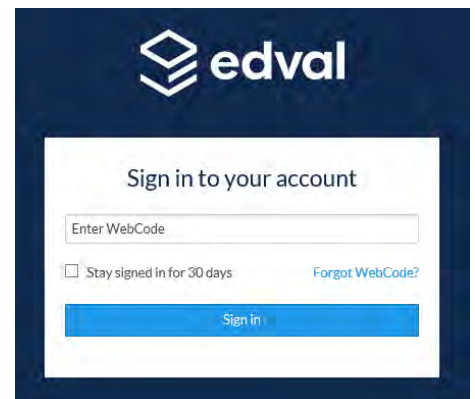
Step 3:

Once you have made your subject selections click '**Submit**'.

Step 4:

Print it out your selections and get your parent/guardian to sign the form. Return it to Mrs Bell by **6 AUGUST 2021**

Selections **cannot** be processed without a parent signature showing consent on the form.



Stage 5 Studies at Jindabyne Central School

Jindabyne Central School is a K-12 school which offers increased opportunities for students through the provision of Stage 5 curriculum designed to meet the diverse needs of students. The school offers an outstanding range of co-curricular cultural, community and sporting activities K-12, made possible by the extensive experience and generosity of our staff.

Safety equipment

All practical courses require students to wear **leather** shoes and other Personal Protective Equipment. It is important that you consider this in your choices because you will be required to wear them to school for your courses.

Subject fees

Some courses have fees because they use materials. These fees enable us to provide enriched learning programs for students. If you are currently experiencing some difficulties with fees, it would assist us greatly if you would apply through the Student Assistance Scheme for the fees to be paid. This will help us maintain the quality of our learning programs.

Changing Your Selections

Students may apply to change units chosen while in Years 9 and 10. Considerable effort is made to satisfy the requests from students, however, it should be noted that classes will be allocated on the basis of these primary selections and class changes will only be possible when there is room in the new classes being selected. Students must also review and be responsible for the impact the change may have on their 200 hr and 100 hr course electives. Requests for change will not be granted if they render the student ineligible to complete the Stage 5 requirements.

Life Skills

The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved by students undertaking Life Skills outcomes and content in Year 10. It will be printed and issued by the Board to school leavers, together with the RoSA (or Transcript of Study for ineligible students). In addition to students leaving school, the Profile for all students will be available in electronic format for schools to download and print.

Schools will report students' achievement in Stage 5 outcomes through *Schools Online* in the same way as occurs for students undertaking HSC Life Skills courses.

Things to remember when choosing electives:

- All courses are studied for two years
- All class sizes are limited but special limits apply in some areas for health and safety reasons. For example: Food Technology and Visual Arts must be capped at 24 students
- The elective lines are predetermined as they are combined with Year 10
- If an elective reaches maximum capacity, those students concerned will be offered one of their second preferences. Therefore, it is important that students choose their electives and reserve preferences carefully

Mandatory Subjects in Stage 5

English	Cost: Nil
<p>Course Outline</p> <p>After the focus on English literacy skills, including reading, comprehension, handwriting, grammar, spelling and punctuation in Years 7 and 8, study in Stage 5 English explores the ways that meaning is conveyed and exploited in written, graphic and electronic texts.</p> <p>Students will continue to:</p> <ul style="list-style-type: none"> ▪ be actively engaged in learning about language by using language in a range of contexts to shape and make meaning ▪ respond to and compose texts throughout their study of English ▪ study a range of different types of texts ▪ reflect on and develop their individual and collaborative skills. <p>Key processes in English include:</p> <ul style="list-style-type: none"> ▪ engage personally with texts ▪ develop and applying contextual knowledge ▪ understand and applying knowledge of language forms and features ▪ respond to and composing texts <p>Over Stage 5, students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move through Stage 5.</p> <p>Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing works of fiction, poetry, film, non-fiction and drama. These texts will be spoken, print, visual, media, multimodal and digital.</p> <p>Across the stage, the selection of texts will give students experience of:</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature; • a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia; • a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books; • texts written about intercultural experiences; • texts that provide insights about the peoples and cultures of Asia; • Shakespearean drama; • every day and workplace texts; • a wide range of cultural, social and gender perspectives, popular and youth cultures; • texts that include aspects of environmental and social sustainability; • nonfiction, picture books, graphic novels; and <p>an appropriate range of digital texts, including film, media and multimedia.</p>	

Mathematics

Cost: \$18.00

Course Outline:

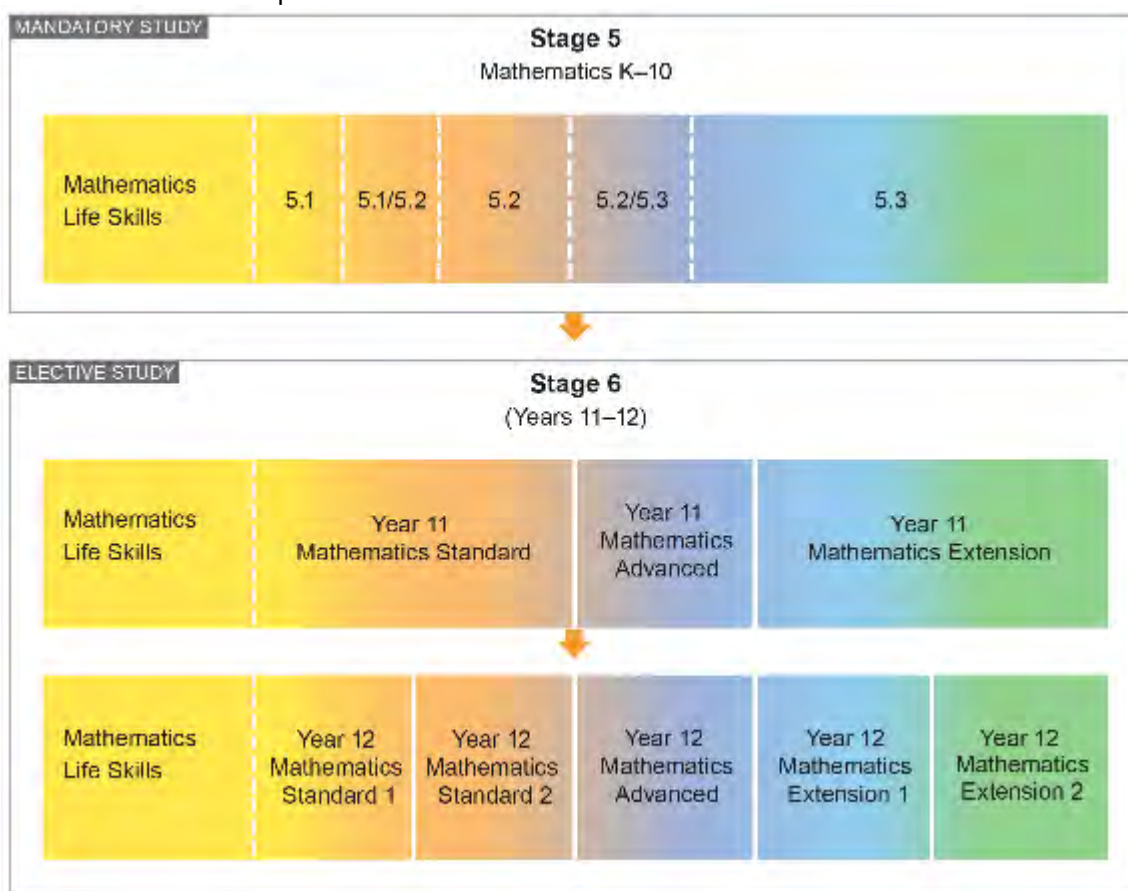
The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8.

Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and are made explicit in the syllabus:

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

Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and Stage 5.2. Content written in different sub-stages within Stage 5 may be studied continuously. A large variety of 'endpoints' is possible in Stage 5. For example, some students may achieve all of Stage 5.2 outcomes and a selection of the Stage 5.3 outcomes by the end of Year 10.

The table below outlines Stage 5 content recommendations in relation to current Stage 6 Mathematics Board Developed Courses:



Course Requirements:

- Students are expected to keep all their workbooks up to date for the duration of the two-year course.
- Students are required to have a scientific calculator and mathematical instruments.
- Students are expected to complete set homework and assignments.
- Students are required pay fees in order to access the Maths Online program.
- A variety of assessment techniques will be used to assess the outcomes of the course.

Satisfactory completion of Mathematics Stage 5 is recorded with a grade on the Record of School Achievement (**RoSA**).

Key competencies are incorporated into the objectives, outcomes and content of the syllabus. They are: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems and using technology.

Both non-calculator and calculator skills are assessed in Mathematics.

Science	Cost: Nil
<p>Course Outline: Science is compulsory in all years from 7 to 10. To complete the course, students must satisfy Board of Studies requirements of attendance, behaviour, progress and application. In addition, students will need to meet requirements in areas such as practical work, assignments, bookwork and problem solving. Successful completion of the Science course is needed for the award of the Record of School Achievement (RoSA).</p> <p>Students will continue to:</p> <ul style="list-style-type: none"> ▪ develop science skills, knowledge and understanding through learning experiences set in contexts that are relevant to students' learning needs and interests ▪ explore scientific concepts through integration of content across the skills, knowledge and understanding strands ▪ develop skills in and understanding of the processes of Working Scientifically ▪ undertake practical experiences for a minimum of 50% of the allocated course time ▪ undertake at least one compulsory substantial student research project in Stage 5 ▪ develop knowledge and understanding about: <ul style="list-style-type: none"> – the nature, development, use and influence of science – scientific concepts, ideas and principles related to the Physical World, Earth and Space, the Living World and the Chemical World. 	
<p>Assessment:</p> <p>Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.</p> <p>In Year 9, all students are required to complete an Student Research Project (SRP) as part of their assessment.</p> <p>A range of formal and informal strategies will provide opportunities for students to demonstrate:</p> <ul style="list-style-type: none"> • the extent of their knowledge, understanding and skills • their learning using a range of resources and stimulus material, including ICT. <p>Assessment activities may include: group discussions, team assignments and investigations, research and practical investigations, filed work, laboratory experiments.</p>	
<p>Other Information Fully-enclosed shoes with leather upper MUST be worn for practical lessons.</p>	

Personal Development, Health & Physical Education	Cost: Nil
<p>Course Outline: The aim of PDHPE is to develop students' capacity to enhance their personal health and well-being, enjoy an active lifestyle, maximise movement potential, and advocate lifelong health and physical activity. This course reflects the multi-dimensional nature of health and physical activity in a context of a diverse and changing society. PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and well-being of themselves and others, now and in the future. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide range of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives and ultimately increase the likelihood of lifelong physical activity. Learning in PDHPE encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges.</p>	
<p>Course Requirements:</p> <ol style="list-style-type: none"> Students will need to bring a workbook to each theory class. Students will need to wear the Jindabyne Central School <u>sports uniform for all practical classes</u>. They will change into their uniform before PE lessons. The sports uniform is: <ul style="list-style-type: none"> Black sports shorts Black micro fibre sports track-suit (pants / jacket) JCS sports shirt - monogrammed White Socks Sports Shoes Black cap or wide-brimmed hat Incorrect Uniform - If a student cannot bring correct sports uniform, the student will need to bring an <u>explanatory</u> note plus a <u>change of clothing</u> so that students can still participate in class activities. 	
<p>Other Information A variety of assessment techniques including research, data analysis, digital production will be used appropriate to the outcomes to be assessed. A number of techniques have been recognised as a successful means of providing assessment information in the area of Personal Development, Health and Physical Education.</p>	

Geography (Mandatory)	Cost: Nil
Course Outline	
<p>In Year 9, the emphasis is on Sustainable Biomes and Food Security, along with Changing Places and the increasing urbanisation of countries.</p> <p>In Year 10, students develop an understanding of the effect of people's action on the environment and they explore environmentally sustainable practices to management. Students also investigate Human wellbeing and strategies to improve their own wellbeing and the wellbeing of others.</p> <p>Students will develop a wide range of skills including:-</p> <ul style="list-style-type: none"> • Understanding and interpreting maps; • Creating a formatted, multi-paged document containing hyperlinks; • Developing, researching and reporting on their own geographical enquiry; • Creating and maintaining a media portfolio; • Completing fieldwork. 	
Course Requirements:	
Students will complete a variety of assessment tasks which address the skills and outcomes of the course, including fieldwork and independent research projects in both Years 9 and 10.	

History (Mandatory)	Cost: Nil
Course Outline	
<p>In Year 9 History, students will study major world events and global experiences including:</p> <ul style="list-style-type: none"> • Making a Better World? • Australia and Asia • Australians at War (World Wars I and II) <p>In Year 10 History, students will study <i>The Globalising World</i>, with an overview of the Migration Experience in Australia and a Mandatory Study on <i>Changing Rights and Freedoms</i>. As part of their study for this course, students will also complete a depth study, as determined by their teacher.</p>	
Course Requirements:	
Students will complete a site study, either physically or digitally, in their course.	

Elective Courses

Two other elective subjects are to be chosen from those listed below.

PLEASE CHOOSE WISELY

All of the elective courses are designed to be two-year courses. Once you have chosen them, you will be required to continue doing them throughout Years 9 and 10.

Students will need to have very good reasons to change courses once they start them in Year 9.

The elective subject choices for 2020 are:

Key Learning Area	Elective Course
Human Society and Its Environment	<ul style="list-style-type: none"> Commerce
Languages Other than English	<ul style="list-style-type: none"> Japanese
Technological and Applied Studies	<ul style="list-style-type: none"> Agricultural Technology Food Technology Industrial Technology – Timber Information and Software Technology
Creative Arts	<ul style="list-style-type: none"> Drama Music Photographic & Digital Media (PDM) Visual Arts
Personal Development, Health and Physical Education	<ul style="list-style-type: none"> Physical Activity & Sports Studies (PASS)

Elective Lines

Please choose ONE subject from each line and then ONE reserve for each line.

X	DRA	ITT	PAS	FDT	VAR	AGR	PDM
Y	MUS	ITT	PAS	JAP	VAR	COM	IST

Agriculture	Cost: \$50.00
<p>Course Outline</p> <p>Through the study of Agriculture, students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. The syllabus provides scope for students to explore the many and varied career opportunities in agriculture and related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of related outside activities.</p> <p>The study of Agricultural Technology develops students' knowledge, understanding and skills in the management of plant and animal enterprises and the technologies associated with these enterprises. Students are encouraged to develop skills to solve problems, plan, organize and consider the impact of agricultural practices on the basic resources of soil, air and water. The syllabus also provides opportunities for students to make responsible decisions about the appropriate use of current and emerging agricultural technologies.</p> <p>Students will study both an extensive and intensive agricultural enterprise focusing on:</p> <ul style="list-style-type: none"> • Beef Cattle • Sheep and Goats – Meat Production • Aquaculture • Crop Production • Sheep – Wool Production • Trees for fruit and wood • Poultry • Horticulture 	
<p>Course Requirements</p> <p>Practical experiences will occupy a minimum of 50 percent of allocated course time. To satisfy the requirements of the syllabus students must undertake a range of practical activities. It is expected that students engage in experiences relevant to all aspects of the enterprises studied. These experiences may include fieldwork, small plot activities, laboratory work, plant and animal husbandry activities, and visits to commercial farms and other parts of the production and marketing chain. Practical experiences should be used to develop the skills of designing, investigating, using technology and communicating.</p>	
<p>Other Information</p> <p>Fully-enclosed shoes with leather upper MUST be worn for practical lessons.</p>	

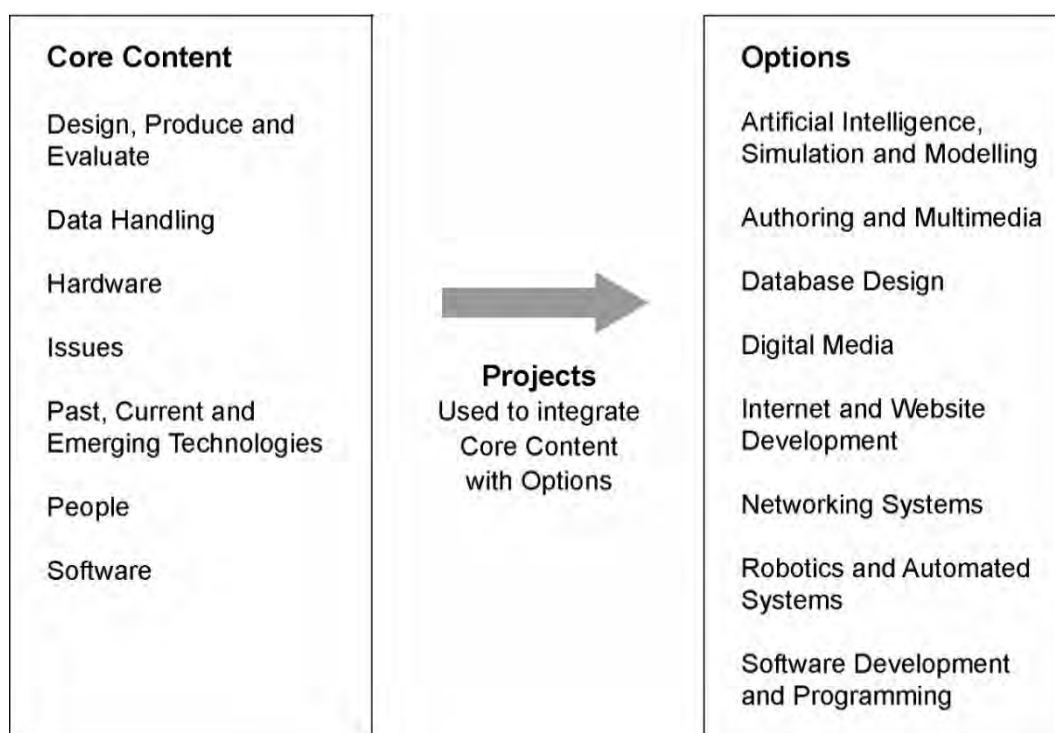
Commerce	Cost: Nil		
<p>Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal, economic and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce, students develop financial literacy which enables them to participate in the financial system in an informed way.</p> <p>Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. Students develop skills in effective research and communication, decision making, working independently and collaboratively, and Information and Communication Technologies (ICT). The aim of the <i>Commerce Years 7–10 Syllabus</i> is to enable Commerce students to learn to value and appreciate:</p> <ul style="list-style-type: none"> • 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 <p>By studying Commerce, students can learn about such things as:</p> <ul style="list-style-type: none"> • earning an income • how to look after their money • decisions that governments make and how laws are made and changed • their legal rights in employment and society • marketing products and how they are influenced by marketing techniques • how to run a business through selling their products on Market Day • living independently • travel <p>Commerce is a sequential course, delivered over two years, and designed to enable students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, economic, business and employment issues in order to make informed and responsible decisions as individuals and as part of a community.</p>			
<p>Course Outline:</p> <p>The Commerce course is structured as a series of topics which are developed over Years 9 and 10.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>There are four Commerce Core topics studied:</p> <ul style="list-style-type: none"> • Consumer and Financial Decisions • Law, Society and Political Involvement • Employment and Work Futures • Economic and Business Environment </td> <td style="width: 50%; vertical-align: top;"> <p>These topics are optional areas of study and include:</p> <ul style="list-style-type: none"> • Promoting and Selling • Running a Business • Travel • Towards Independence • Law in Action </td> </tr> </table>		<p>There are four Commerce Core topics studied:</p> <ul style="list-style-type: none"> • Consumer and Financial Decisions • Law, Society and Political Involvement • Employment and Work Futures • Economic and Business Environment 	<p>These topics are optional areas of study and include:</p> <ul style="list-style-type: none"> • Promoting and Selling • Running a Business • Travel • Towards Independence • Law in Action
<p>There are four Commerce Core topics studied:</p> <ul style="list-style-type: none"> • Consumer and Financial Decisions • Law, Society and Political Involvement • Employment and Work Futures • Economic and Business Environment 	<p>These topics are optional areas of study and include:</p> <ul style="list-style-type: none"> • Promoting and Selling • Running a Business • Travel • Towards Independence • Law in Action 		
<p>Course Requirements:</p> <p>Commerce is assessed on the basis of research reports, group projects and yearly examinations.</p>			

Drama	Cost: Nil
<p>Drama is an integral aspect of our society and is taught in school curricula worldwide. Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.</p> <p>Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this art form engages students in a creative process of sharing, developing and expressing emotions and ideas. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.</p>	
<p>Course Outline</p> <p>The elective Drama course is aimed at providing students with the opportunity to develop personal expression, performance, and observation and reflection skills in theatrical production.</p> <p>Students will gain knowledge and understanding of:</p> <ul style="list-style-type: none"> • Improvisation and play building • Scripted drama • Dramatic elements in real life • Performance techniques, and the technical aspects of theatre • Dramatic forms • The variety of dramatic styles • The role of drama in society - present and past 	
<p>Course Requirements:</p> <p>Students will be expected to maintain a learning log (A4 Visual Art Diary) as part of their assessment.</p>	

Food Technology	Cost: \$100.00
<p>Course Outline</p> <p>Food Technology aims to broaden students' experience of food. It encourages their enjoyment of preparation activities and provides them with the knowledge and skills that will enable them to make informed food choices throughout their lives. It is structured around a study of the physical and nutritional properties of food and of preparation techniques and presentation skills.</p> <p>It provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students develop food-specific skills, which can then be applied in a range of contexts.</p> <p>The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied:</p> <ul style="list-style-type: none"> • Food of Australia • Food product development • Food service and catering • Food for special occasions • Food equity • Food selection and health • Food for special needs • Food trends 	
<p>Course Requirements:</p> <p>Assessment will be based on four tasks that will encourage students to develop their creative side in their interests in food. The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently. There are practical and theory experiences and assessment tasks spread throughout the course.</p>	
<p>Other Information</p> <p>Fully-enclosed shoes with leather upper MUST be worn for practical lessons.</p>	

Industrial Technology - Timber	Cost: \$80.00
<p>Course Outline</p> <p>The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.</p> <p>Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:</p> <ul style="list-style-type: none"> • Cabinetwork • Wood Machining. <p>Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:</p> <ul style="list-style-type: none"> • furniture items • decorative timber products • storage and transportation products • small stepladders or similar • storage and display units. <p>Students work to improve their skills and knowledge in relation to the practical application of joinery techniques and the safe use of woodworking equipment.</p> <p>They also develop their ability to manage project work through the designing, drawing, costing and construction stages. Workplace health and Safety issues in the work shop are applied and evaluated throughout the course.</p> <p>With each project students build on their skills and knowledge making use of advanced machinery to undertake more complex projects as they progress through Stage 5 in this course.</p>	
<p>Course Requirements:</p> <p>Assessment will include an evaluation of projects produced by the student, folio work, research tasks and oral presentations.</p>	
<p>Other Information</p> <p>Fully-enclosed shoes with leather upper MUST be worn for practical lessons.</p>	

Information and Software Technology	Cost: \$30.00
<p>Course Outline</p> <p>Increasingly we find computers being a normal tool for information processing at home, at school and in the work place. Many other curriculum subjects include computing in the form of multimedia presentations, Internet searches, process writing and folio development. This course provides a valuable additional resource to these skills.</p> <p>Information and Software Technology helps students understand computers, their limitations, effects on society and responsibility for technological change. This subject assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through practical project based tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology based solutions.</p> <p>Students will learn to develop skills to critically use and evaluate the pitfalls of technology. They will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. Students will use a variety of technologies to create, modify and produce products in a range of media formats. Group and individual project-based work will assist in developing a range of skills, including research, design and problem solving strategies over the chosen topics.</p>	
<p>Projects</p> <p>Projects include an organised series of activities to design, produce and evaluate information and software technology solutions for an identified need or problem. The content for projects focuses on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions. The projects are relevant to student needs and interests and address real-world problems.</p> <p>The core content to be covered in this course is integrated into the options chosen within the school, delivered through projects. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.</p>	



LOTE - Japanese	Cost: \$40.00			
<p>Course Outline</p> <p>The study of Japanese Stage 5 is a two year course which is intended to build on the language skills acquired in Stage 4.</p> <p>'...Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community....'</p> <p style="text-align: right;">NSW K-10 Japanese Syllabus. 2017.</p> <p>=</p> <p>High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world. The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It gives students the opportunity to learn Japanese that can be utilised in very practical situations such as:</p> <ul style="list-style-type: none"> • Shopping. (financial transactions). • Local Area (using transport, identifying landmarks) • Daily Routine (time, sequencing events) • Health (expressing illness and seeking assistance) • School Life • Travel (planning a trip to Japan) • Future Plans (Career, further education) <p>The aims of studying Japanese in fall into three main strands: <i>Communicating, Understanding and Values and Attitudes</i>. The <i>Communicating</i> and <i>Understanding</i> strands are interdependent and one or more of the objectives may be emphasized at any given time, depending on the language and the Stage of learning.</p> <p>In the course Students learn to interact verbally and in writing using a Japanese in familiar contexts. As contemporary research shows, the study of Japanese develops students' understanding of how languages work as systems, thereby enhancing literacy and language skills in Japanese, as well as English. This enhanced knowledge about language in general not only develops ability for abstract thought, but also gives students a greater insight into learning other languages as the need may arise in their future.</p> <p>The third Strand is <i>Values and Attitudes</i>. This strand aims to enable students to develop an interest in and enjoyment of language learning, appreciate and value their own heritage, culture and identity and appreciate and respect the culture, beliefs and values of others through language learning.</p>				
<p>Career Pathways</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Foreign Affairs, Trade & Politics • Tourism & Hospitality • Defence </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Public Service • Journalism • Teaching – Primary or Secondary </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Commerce & Economics • Translating & Interpreting • Performing Arts </td> </tr> </table>		<ul style="list-style-type: none"> • Foreign Affairs, Trade & Politics • Tourism & Hospitality • Defence 	<ul style="list-style-type: none"> • Public Service • Journalism • Teaching – Primary or Secondary 	<ul style="list-style-type: none"> • Commerce & Economics • Translating & Interpreting • Performing Arts
<ul style="list-style-type: none"> • Foreign Affairs, Trade & Politics • Tourism & Hospitality • Defence 	<ul style="list-style-type: none"> • Public Service • Journalism • Teaching – Primary or Secondary 	<ul style="list-style-type: none"> • Commerce & Economics • Translating & Interpreting • Performing Arts 		

Music	Cost: Nil
<p>Course Outline</p> <p>Music is a unique medium that engages the whole brain, making it a creative and satisfying practical subject. Through Music, students learn about feelings, self-expression, cultures and history. In this course, students will develop knowledge and understanding of the following musical concepts:</p> <ul style="list-style-type: none"> • Duration • Pitch • Dynamics and Expressive Techniques • Texture • Structure • Tone Colour <p>Students develop skills in performance, composition, and listening analysis.</p> <p>Topics covered include;</p> <ul style="list-style-type: none"> • Australian Music (Mandatory) • Music of a Culture • Theatre Music • Music & Technology • Blues Music • Music for Small Ensembles <p>Students complete tasks in Performance, Composition and Listening.</p> <p>Music develops key workplace competencies and 21st Century skills:</p> <ul style="list-style-type: none"> – Critical thinking – Creativity – Collaboration – Communication – Technical literacy – Flexibility 	
<p>Career Options</p> <p>Skills developed in this subject, such as the ability to collaborate and creative problem solving, will assist the student in any workplace that they ultimately decide on.</p> <p>Students who wish to pursue a career in the music industry as a performer, songwriter, sound engineer, producer, educator, or in the supportive services such as Artist/Event/or venue management, marketing or finance, can gain relevant knowledge and experience through this course.</p>	

Photographic & Digital Media		Cost: \$15.00
<p>Course Outline</p> <p>The Photographic & Digital Media course provides students with the opportunity to investigate concepts such as technological, artistic and theoretical development and making of photographic and digital works; the role of the artist as photographer and digital artist; and the use of photographic and digital forms in society.</p>		
<p>Making and Studying Photographic and Digital Works</p> <p>In the studying and making of photographic and digital works, students explore the range of representation of ideas and interests in the world and the conventions, procedures and strategies of photographic and digital media practice. They undertake making images in one or more of the photographic and digital media forms. These may include:</p>		
<p>Still</p> <ul style="list-style-type: none"> • Digital photography • Camera based works • Non-camera based works • Manipulated images • Digital images in printed form • Computer generated images 	<p>Interactive</p> <ul style="list-style-type: none"> • Computer generated images • Games • Internet art 	<p>Moving</p> <ul style="list-style-type: none"> • Video • Film • Animation
<p>Photographic and Digital Portfolio and Journal</p> <p>Students build a portfolio of photographic and digital works that demonstrates their investigations of the world. It develops over time as students use a range of equipment and techniques. Students use a journal to document their exploration of ideas, interests and experiments with materials, techniques and technologies and to record relevant technical information.</p>		
<p>Course Requirements</p> <p>Assessment will include a range of activities in the following components:</p>		
<p>Components</p> <p>Making photographic and digital works including:</p> <ul style="list-style-type: none"> • Portfolio of work • Photographic and digital journal 		<p>Weight</p> <p>70%</p>
<p>Critical and historical studies</p>		<p>30%</p>

Physical Activity & Sports Studies (PASS)

Cost: Nil

Course Outline

Physical Activity & Sports Studies provides for a broad view of physical activity and movement. It incorporates study of the way the body functions and how to prepare for efficient movement in a variety of contexts.

The course includes the study of the social issues related to physical activity and its role in the lives of the individual and throughout Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals. It has a strong focus on physical activity and is designed so that students learn through movement. All aspects of the course are to be explored through participation in selected contexts in which students experience, examine, apply and analyse new understandings.

Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Course Content

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Participation and Performance
Modules	<ul style="list-style-type: none"> • Body Systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of motor skill development • Nutrition and physical activity • Participating with safety • School-developed module 	<ul style="list-style-type: none"> • Australia’s sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity • Issues in physical activity and sport • School-developed module 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching and leading • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management • School-developed module
Movement Applications	Aerobics Games Martial Arts	Aquatics Dance Outdoor Education	Athletics Gymnastics Recreational pursuits

Some units have activities outside the school and involve costs and travel by bus to venues.

Course requirements

1. Students will need to bring a workbook or digital device to each theory class.
2. Students will need to wear the Jindabyne Central School sports uniform for all practical classes. They will change into their uniform before PASS practical lessons.

The sports uniform is:

- Black sports shorts (and option of black skorts for girls)
 - JCS track-suit (pants / jacket)
 - JCS sports shirt - monogrammed
 - White Socks
 - Sports Shoes
 - Black cap or wide-brimmed hat
3. Incorrect Uniform - If a student cannot bring correct sports uniform, the student will need to bring an explanatory note plus a change of clothing so that students can still participate in class activities.

Assessment for learning in Physical Activity and Sports Studies is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce work that leads to development of their knowledge, understanding and skills.

Physical Activity and Sports Studies will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Visual Arts		Cost: \$50.00
Course Outline		
<p>Visual Arts provides learning opportunities designed to encourage students to understand the Visual Arts, including the different kinds of creative works they and others make. It fosters interest and enjoyment in the making and study of art.</p>		
Making and Studying Artworks		
<p>In the elective course students make artworks that build a range of Body of Works, developed over the course, using an extended range of materials and techniques and various investigations of the world. Students build their artmaking practice across a range of 2D, 3D and/or 4D forms.</p>		
Career Options		
<p>Skills developed in this subject, such as knowing how to learn and creative problem solving, will assist the student in any 21st Century Workplace that they ultimately decide on.</p>		
2D Forms	3D Forms	4D Forms/Time-Based Works
<ul style="list-style-type: none"> • Painting • Drawing • Printmaking • Graphics • Collage, Frottage, Montage 	<ul style="list-style-type: none"> • Ceramics • Sculpture • Designed Objects • Textiles • Installations 	<ul style="list-style-type: none"> • Video • Digital Animation • Performance Works
Visual Arts Diary		
<p>Students are required to keep a diary which documents their concepts, development of ideas and addresses critical points during the production and resolution of their artworks.</p>		
Course Requirements		
<p>Assessment will include a range of activities in the following components:</p>		
Components		Weight
<p>Artmaking including:</p> <ul style="list-style-type: none"> • Body of Work • The Visual Arts Diary 		60%
Critical and Historical Studies		40%