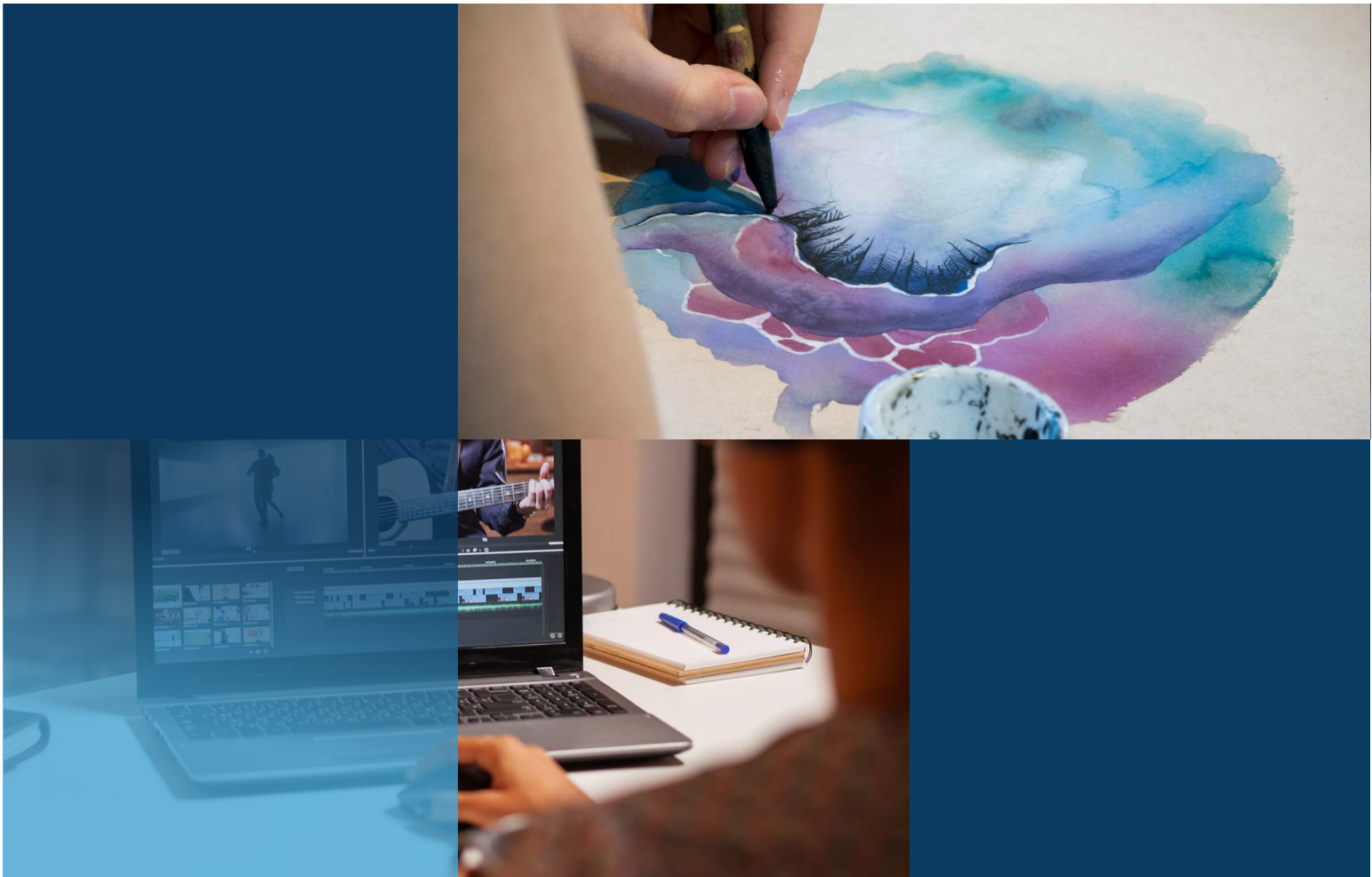


ELECTIVE SUBJECT INFORMATION GUIDE



YEAR 9 2026 & YEAR 10 2027
STAGE 5

PREFACE

Dear parents and students

In Year 8, students are presented with the chance to choose elective subjects for study in Years 9 and 10. This provides them with the opportunity to discover courses more closely aligned with their interests and abilities. Research indicates that the subjects which students enjoy are also ones in which they thrive. It is important for both parents and students alike to make informed, prayerfully considered decisions.

Parents play a significant role in this process. By helping your child identify areas of interest and strength you will also be helping them take the first steps to making sensible career decisions and pursuing a path in which to faithfully serve our Lord.

Students can begin their decision-making by reflecting upon the gifts and abilities God has given them. Potential for future study and career options, should also be considered.

Please note that while many courses are offered, individual courses will only run if there are enough students sufficient to run the course, which in the case of 2 Unit subject is the number of approximately ten.

This booklet outlines the courses on offer to Year 9 students in 2026. I encourage parents and students to read this information carefully, so that together, informed choices for Stage 5 (Year 9 and 10) elective subjects can be made.

To further assist this process, teachers are more than happy to discuss their subject in greater detail to ensure parents and students have all the information regarding course content. Additionally, Ms Larissa Bongco (Year 8 Advisor) and Mrs Kath Berry (Careers Advisor) are available to all students to discuss an appropriate way forward.

If you have any further questions or would like to discuss this process in greater detail, please feel free to contact me directly.

Yours in Christ's service



Sam Glassock
Head of Secondary School

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COURSE REQUIREMENTS IN YEAR 9 AND 10

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

- English
- Geography
- History
- Knowing God
- Mathematics
- Personal Development, Health and Physical Education (PDHPE), including Sport
- Science.

In addition, students **must choose two subjects** from the electives below:

- Commerce
- Computing Technology
- Dance
- Design & Technology
- Drama
- Food Technology
- Geography Elective
- History Elective
- Industrial Technology (Timber)
- Music
- Photography, Digital Media/Multimedia
- Physical Activity & Sport Studies (PASS)
- Spanish
- Textiles Technology
- Visual Arts.

NOTE: The final subject offering will be determined by several factors including student demand, availability of resources and the overall staffing needs of Secondary School.

Choosing an elective subject

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

- the student's ability and interest in the given subject, and how these can be used to serve God,
- the desirability for the student to keep options open about possible courses of study for Years 11 and 12, and future career choices; and
- the advice of parents and subject teachers, and the guidance of the Year Advisor and the Careers Advisor.

ADVICE TO STUDENTS ON CHOOSING SUBJECTS

Why are subject choices important?

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

Who can help?

- God: Spend time prayerfully considering God's plan for you
- Parents: Discuss choices with your parents
- Subject teacher: Seek advice regarding the suitability of a subject for you
- Careers Advisor: Seek advice on which subjects, if any, are required for particular career paths
- Home Class Teacher and Year Advisor: These people can help with ideas

Making decisions

Good reasons for choosing subjects

- Ability: Choose subjects to which you are suited and find enjoyable.
- Interest: Choose subjects which interest you.
- Motivation: Choose subjects you really want to learn.

Do not let these things influence your decision making

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

Changing subjects

What should you do if you choose a subject and then realise you have made the wrong choice?

- Talk to your parents, your teacher, the Year Advisor, and the Careers Advisor.
- You must complete and submit an *Application for Change of Class, Subject or Course* form (available from Student Reception). You cannot change subjects until you have submitted this form and been informed via email that your request has been approved.
- You must catch up on work missed in your new course.

NOTE: Changes cannot be made after **four weeks** of studying a course unless exceptional circumstances apply. Changes are made at the discretion of the Faculty Coordinator and the Head of Secondary School.

Subject information

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

COMMERCE

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

Objectives

The study of Commerce should enable students:

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

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

Content

The course has four core topics. These core topics comprise 40-50 hours of the course each year.

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

Additionally, there are eight options. Each option topic should be 15-25 indicative hours.

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

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

COMPUTING TECHNOLOGY

At Covenant Christian School, Computing Technology involves the application of creative gifts to solve problems and develop digital solutions with the use of computer-based technologies.

The course is taught primarily through practical learning and projects including:

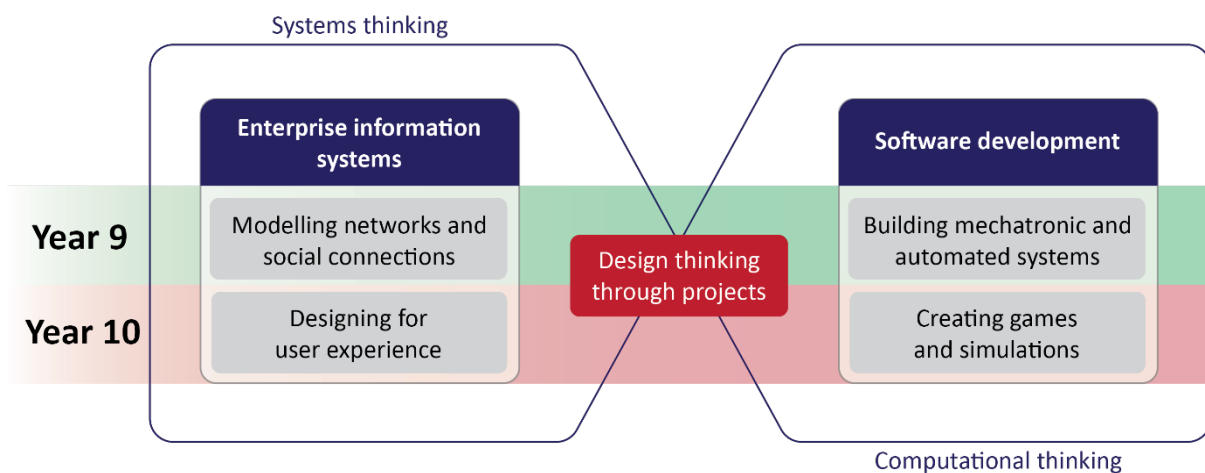
- building and programming mechatronic systems on LEGO-based hardware
- connecting people and systems in the context of social and computer networks
- user interface and user experience design
- creating simulations or games

Each project will include the development of thinking skills, social and cultural awareness, technical knowledge and skills, and project management, and also considers the biblical framework which underpins the use of digital technology. Students will be encouraged to examine how their use of technology is shaping their worldview.

Throughout the course, students will use hardware and software to manage and secure data. They'll also investigate the social, ethical, and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles. Students will engage with contemporary and advancing technologies that improve access and participation in society, like self-driving vehicles. Finally, they'll explore the impact of innovations in computing technology on society in general, and on the environment.

The course has been designed to be relevant to all students and requires no previous knowledge or experience.

Content



DANCE

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

Content

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

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

Year 9 focus areas

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

Year 10 focus areas

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

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

Expectations

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

DESIGN & TECHNOLOGY

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

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

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

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

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

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

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

Content

Students will complete at least two design projects annually, drawn from a variety of different focus areas.

Year 9 focus areas

- Industrial design
- Jewellery design

Year 10 focus areas

- Architecture design
- Student negotiated project

Expectations

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

DRAMA

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

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

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

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

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

Content

Students will engage in an integrated study:

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

Year 9 focus areas

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

Year 10 focus areas

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

Expectations

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

FOOD TECHNOLOGY

The study of Food Technology provides students with an opportunity to gain an understanding of food culture, technology, and the principles of nutrition. It will enable them to make creative and effective decisions about food.

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

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

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

Content

Year 9 focus areas

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

Year 10 focus areas

- Food Product Development. Students learn about the development of food products, from design and product testing to marketing and advertising. They examine the impact of food products on society.
- Food Service and Catering. These are important areas of the food industry, providing both food and employment. Students will examine food service and catering ventures and their operations across a variety of settings; investigate employment opportunities; and plan and prepare safe and appealing foods appropriate for catering for small- or large-scale functions.
- Food for Special Occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small- and large-scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

Expectations

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

GEOGRAPHY ELECTIVE

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

The study of Geography Elective should enable the students to:

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

Content

- Physical geography
- Oceanography
- Primary production
- Global citizenship
- Australia's neighbours
- Political geography
- Interactions and patterns along a transcontinental transect
- School-developed option

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

HISTORY ELECTIVE

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

Students will develop:

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

Students will value and appreciate:

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

Students may undertake either 100 or 200 hours of study in History Elective.

The History Elective course consists of three topics which include a range of options for study. The topics include:

- Topic 1: History, Heritage, and Archaeology
- Topic 2: Ancient, Medieval and Modern Societies
- Topic 3: Thematic Studies.

Content

Units to be studied at Covenant may include:

Year 9

- Family History
- Ancient Greek Myths and Legends (incorporating a study of Mycenae and the *Iliad*)
- Age of Reformation
- Heroes and Villains

Year 10

- Film as history
- The USA to 1901 (incorporating a study of the American War of Independence)
- Personal research project.

INDUSTRIAL TECHNOLOGY (TIMBER)

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

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

Content

Year 9 focus areas

The Year 9 Core Module: Timber 1 program involves completing the following projects:

- Step Ladder
- Turned Mallet
- Product Design

Associated theory is completed in class. This will take 25 per cent of the allocated periods and includes activities such as managing risk/ WHS, developing designs via sketching, Computer Aided Design (CAD) drawing development, costing, materials properties and characteristics and links to industry.

Year 10 focus areas

Students will build on the skills developed in Year 9 and apply them to new contexts and designs. The Year 10 Specialised Module: Timber 2 program involves completing the following projects:

- Mini Major Project
- Segmented Bowl

A portfolio that documents the design, management and production of the Mini Major Project is completed. As the Mini Major Project will vary in scope from student to student, materials for this project must be self-purchased. The Segmented Bowl materials will be supplied. Associated theory is also continued.

Practical experiences

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

- workplace health and safety – clothing, hand tools, power tools and equipment, work tools and workplace safety
- Sketching, design, and CAD Software
- tools – hand tools, power tools and workshop machines
- materials – composite boards, timber production, processing and conversion, seasoning and defects
- cutting and shaping – machine joints, routers, and edges, turning bowls, sharpening chisels, planes and lathe tools
- timber joints – Carcass, widening and framing
- assembly – carcass construction, clamping methods and checking
- finishing – enamel, acrylic, spray, brush, thinning and cleaning.

Expectations

- Students are expected to work safely and productively as they develop and hone their skills. There are no prior skills necessary for this course.
- Most of the class time will be dedicated to project design, management, and production.

This course can lead to further study in Industrial Technology Timber in Year 11 and 12.

MUSIC

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

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

Through these activities the students will:

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

Content

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

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

Expectations

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

Important information

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

PHOTOGRAPHY AND DIGITAL MEDIA/MULTIMEDIA

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

Content

This course provides students with opportunities to demonstrate their understanding of photography, digital and multimedia. Photography and Digital Media practical experiences include onsite camera and studio work, experimenting with composition and editing. Multimedia experiences include storyboarding, onsite filming, software tutorials and editing.

Year 9 focus areas - Photography and Digital Media -100 hours

- Making – students explore a range of ideas and interests in the world, using the broad areas of digital and moving image. Students maintain a process diary as they explore ideas and interests, formulate ideas for images and record relevant technical information. They make images that: build a body of work; develop over time; use an extended range of materials and techniques; and incorporate various investigations of the world.
- Critical Study – provides students with opportunities to interpret and evaluate photographic and moving images through developing the skills and understanding of image analysis.
- Historical Study – provides students with opportunities to understand and explain photographic and moving image works through developing the understanding and skills of art history.
- Learning experiences: Getting to know your camera; safe working practices; design elements, stop motion animation; introduction to digital photography and videography; Adobe Lightroom/Photoshop/Premier Pro; and portraits and landscapes.

Year 10 focus areas - Multimedia -100 hours

- Students develop knowledge, understanding, skills and values through interaction with multimedia tools, materials and processes. This occurs in the context of designing, planning, managing and producing quality projects.
- The course aims to grow student understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.
- Learning Experiences: Writing a creative brief; website development; advanced digital photography and videography; and editing in Adobe Creative Suite.

Expectations:

- Process diary/Folio: Students studying the Photographic and Digital Media (Year 9) and Multimedia (Year 10) courses are required to keep a process diary for the duration of the course. This must be available for teachers to use in their assessment of a student's achievement of the outcomes in an individual program of work and over the course of study.
- Students must be willing to give 'extra' time (capturing on weekends and outside of school when they can) to their photography where necessary, bearing in mind that all practical subjects demand time.
- Students are expected to produce well-presented, thoroughly completed works in both the making and studying of artworks and multimedia.
- Students undertaking this course **must have access** to their own Digital SLR Camera to use both at school and at home. It is highly advised to consider obtaining their own devices capable of storing and editing large files. All software will be provided by the school. There is also a materials charge of \$80 per year.
- This course leads into both the Industrial Technology Multimedia and Visual Arts Courses in Year 11 and 12.

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many benefits that physical activity brings. The implementation of this syllabus within our school, offers an excellent opportunity to express our fundamental belief that all aspects of life have the capacity to lead us to God and that physical activity is no exception to this. Participation in regular physical activity is essential for improving health status and quality of life. It is God, the Creator, who breathes, shapes, and forms human life and gives it meaning and an ultimate purpose. Formed in the image and likeness of their Creator, all human beings have within them the potential for life. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification and examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport. At Covenant Christian School, the structure of PASS is as follows:

Content

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

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

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

Year 9 focus areas

- Term 1 - *Physical Activity for Fitness Theory*: This unit explores the foundations of physical activity, examines what physical fitness is, as well as how to measure and improve physical fitness. *Leisure and Recreation Practical unit*. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future as part of the Physical Activity and Sport in Society Area of Study. Students will explore a range of different leisure and recreation activities.
- Term 2 - *Combined theory and practical unit: Circus Skills and Performance - Fundamentals of Movement*: Students learn about the 12 fundamental movement skills, how skills are learnt and practiced. They consider the role of technique and feedback in developing skills. Students learn a skill, reflect on the process, and then use that skill to develop a performance as part of a Circus show.
- Term 3 - *Body Systems theory unit*: Students learn about the body and how it works, studying specifically the skeletal, muscular, circulatory, respiratory and energy systems. This unit will lay important base knowledge for those wanting to study Stage 6 PDHPE. *Water-based sports practical unit*: Students will explore water-based sports and activities like Water Polo, Aqua Aerobics, and Synchronised Swimming as part of the Enhancing Participation and Performance Area of study.
- Term 4 - *Careers in Sport theory unit*: Students explore the opportunities and pathways that sport and physical activity can bring. This unit includes event management, professional sport and looking at other sport related careers. The event management involves experiencing the running of carnivals at Covenant Christian School. *Slide Hockey and European Handball practical unit*: Students participate in different sports to explore physical activity and sport in society.

Year 10 focus areas

- Term 1 - *Sport for Specific Groups: Combined practical and theory unit*. Students investigate physical activity and sport for a range of different groups. Students look at the challenges facing each group and

PHYSICAL ACTIVITY AND SPORT STUDIES (CONTINUED)

- advocate ways the group can enhance their participation. Students take part in sports and physical activities that are suited to the groups studied.
- Term 2 - *Coaching - Combined theory and practical unit*: This unit looks at coaching and is part of the enhancing participation and performance area of study. Students will gain a coaching accreditation able to be able to a sport of their expertise that will allow them to apply for basic coaching positions. Students will consider how to build on the learnt skills studied in Year 9 and expand that to teaching game knowledge and strategies. The class will pair up with a junior school class where possible to practice their coaching skills.
- Term 3 - *Enhancing Performance through training and technology combined theory and practical unit*: This unit looks at how we improve technique using training and technology. For the assessment, students select a skill that they would like to improve, film and analyse their chosen skill then develop a
- training program to improve the identified aspects in need of improvement. Students film their skill again post training and identify the ways in which their training improved their performance.
- Term 4 - *Bronze Medallion. Theory and practical unit*: Students explore participating with safety and have the opportunity to obtain their Bronze Star or Bronze Medallion certificates. This unit looks at the ways in which we can participate safely in water and how to keep others safe.

Expectations

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

- active participation in all practical lessons
- participation in all swimming, athletics and cross-country carnivals (school, zone and state) and gala days for which they are selected
- be sensitive to the varying ability levels within the group.

SPANISH

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

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

Learning another language gives students the opportunity to realise the diversity of the world and their place in the global community. Furthermore, it equips students with a unique sense of empathy and patience for immigrants who have needed to overcome the language barrier in English.

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

Content

Students use language for communicative purposes by:

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

Students analyse and understand language and culture by:

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

Studying Spanish is a fabulous opportunity which we hope many students at Covenant will embrace.

TEXTILES TECHNOLOGY

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

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

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

Content

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

Year 9 focus areas

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

Year 10 focus areas

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

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

Expectations

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

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

VISUAL ARTS

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

Content

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

The Year 9 and 10 courses include areas of study such as:

- ceramics
- digital art
- drawing
- essays and critical/historical studies
- film making
- painting
- participation in a public art exhibition
- printmaking
- research assignments
- sculpture
- short answer responses.

Expectations

- Students who are considering studying Visual Arts in Year 11 and 12 should select this course.
- Students must be willing to give 'extra' time to their artwork where necessary, bearing in mind that all practical subjects demand time.
- Students are expected to produce well-presented, thoroughly completed works in both the making and studying of artworks.

Important information

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

EXTERNAL LANGUAGE COURSES

In Years 9 to 12, students who wish to study a language not offered at Covenant Christian School may be able to do so via an external course through the NSW School of Languages (NSoL) or Secondary College of Languages (SCL).

NSoL offers a variety of courses in various languages. Study involves online lessons with weekly phone lessons, and face-to-face lessons at Petersham each term.

SCL teaches languages to students who wish to study their background community (family) language to Higher School Certificate level and who are unable to do so in their home school. Most of the modern languages offered as HSC subjects can be studied at one or more of the SCL centres. At our nearest centre in Chatswood, the following 2 Unit language courses may be offered (depending on demand): Armenian, Chinese, Japanese, Korean, Polish, Russian and Spanish. Classes are held on Saturdays.

For more information, visit:

NSW School of Languages <https://nswschoollang.schools.nsw.gov.au/>

Secondary College of Languages <https://sclanguages.nsw.gov.au/>

Important things to consider for studying languages via an external course

- Any student wishing to study a language externally at NSoL or SCL will need to discuss this with the Head of Secondary School and obtain their approval before applying. All application documents are processed by Covenant Christian School.
- Places in external courses are limited.
- Students may only study one language course through NSoL.
- A high level of motivation and time management is required for studying these courses. Students must be self-motivated, technology-literate and mature enough to study independently via online learning.

Additional Costs (subject to change)

For Year 9 and 10 language courses, the additional cost to parents in 2025 was:

- NSW School of Languages: \$340 per annum per subject
- Secondary College of Languages: no cost.

Important information

- Entry into external courses is based on applications being approved by Covenant Christian School and the external course provider.
- Submitting your subject preferences:
 - Students wanting to apply for any external course still need to select the two elective courses at Covenant when submitting their subject preferences.
 - They then need to book a meeting with the Head of Secondary School to discuss the option of studying a language externally.
 - If their application is approved, the external language course will replace one of their two elective courses at Covenant.

GENERAL INFORMATION

Record of School Achievement

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

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

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Literacy and Numeracy Tests

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

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

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



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