



Education
Public Schools

ELECTIVE SUBJECT SELECTION YEAR 9 AND 10 2021 - 2022



Subject Selection Year 9 - 2021

Students in Years 9 and 10 at Merriwa Central School study the following courses. The number next to each course indicates the number of lessons per two week cycle.

English [8]	Mathematics [8]	Science [8]	HSIE [8]
PD-Health-PE [5]	Elective 1 [6]	Elective 2 [6]	Elective 3 [6]
Careers [1]			

You will be placed in one of three **Mathematics** pathways - based on your achievement levels in Year 8. **HSIE** (Human Society & Its Environment) is mandatory History and Geography.

Some courses have an **elective subject contribution** which is indicated next to the course and is due by **Monday 2 March 2021**. This helps to pay for consumable materials used in the elective. Student Assistance Funds may be available for parents unable to pay elective subject contributions. Please contact Mr Noonan if financial assistance is required. Students are also required to meet the costs of individual projects, especially take-home projects using high-cost materials.

Your tasks are to read the descriptions that follow, of the electives offered at Merriwa Central School and decide which electives you would like to take in Years 9-10.

You should select courses based on your interests, ability and career hopes. If you are unsure of which courses to take in Years 9-10, make sure you discuss your choices with the Year Adviser Mr Buchan, Head Teachers Miss Millevoi and Mr Dean, Deputy Principal Ms Kenaly or Principal Mr Noonan.

Please number your choices, following the instructions carefully and return the form to the office before Monday 7 September, 2020.

Although all courses are offered in good faith, a particular course will only run if staffing permits and if sufficient students select it. If a course is 'over subscribed', and we do not have the numbers or staffing to form another class, students will be selected by the Executive for that course, based on their specific aptitude for it. If all else fails, it may well have to be a case of 'first in, first served'. For this reason, these forms will be numbered in order of receipt. Students who do not get into a particular course will be interviewed and placed in another suitable course. Parents will be contacted in this situation.

Years 9-10 Electives 2021

Agricultural Technology

Course description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

What students learn

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied. Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Students undertaking the 200-hour course are required to complete:

Core A/Core B

- Introduction to Agriculture AND Agricultural Systems and Management
- Plant Production 1 AND Plant Production 2 AND/OR
- Animal Production 1 and Animal Production 2

Record of School Achievement

Satisfactory completion of Agricultural Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Elective subject contribution \$30/year



Child Studies

Course description

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

What students learn

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules should be between 15 and 30 hours' duration. The syllabus modules are:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

Throughout the course students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Course Requirements

A 200-hour course should be structured in the following way:

- A minimum of SIX modules, with each module being between 15 and 30 hours duration.
- Schools can include TWO school-developed modules to address an area not covered in the Board-developed Child Studies modules.
- It is not necessary to cover all content in selected modules.

Record of School Achievement

Satisfactory completion of Child Studies during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Elective subject contribution \$20/year



Commerce

Course description

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What students learn

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Core study

Each Core Study topic should be 20–25 indicative hours

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

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

Record of School Achievement

Satisfactory completion of Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). Further information about the Record of School Achievement (RoSA) can be found on the NESAs website.



Food Technology

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

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. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

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

Course Requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Students will undertake either 100 or 200 hours.

Record of School Achievement

Satisfactory completion of Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Elective subject contribution \$50/year



Industrial Technology

Course description

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This may include study in the focus areas of:

- Metal
- Timber

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only. Students will complete 100 or 200 hours. Students undertaking the 200-hour course in each focus area are required to complete:

- the core module plus specialised module(s).

Students completing 200 hours are required to purchase their own materials for a practical design project.

Record of School Achievement

Satisfactory completion of an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.

Industrial Technology – Metal

The Metal 1 core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.

Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies. These may include:

- fabricated projects
- metal machining projects
- sheet metal products

Elective subject contribution \$40/year



Industrial Technology – Timber

Course Description

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

What will students learn about?

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

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 technologies. These may include:

- decorative timber products
- furniture items
- small bowls or turned items
- storage and display units
- storage and transportation products

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Course Requirements

Students completing 200 hours are required to purchase own timber for a practical design project.

Elective subject contribution \$40/year



Photographic and Digital Media

Course Description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and multimedia techniques. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of Photographic and Digital Media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make a range of photographic technologies

- Photoshop
- Edit
- Movie Maker

Students learn about how Photographic and Digital Media is shaped by different beliefs, values and meanings by exploring visually appealing media works and artists from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art practice.

What will students learn to do?

Students learn to make Photographic and Digital Media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time which can be used in future interviews as a career starter. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Record of School Achievement

Satisfactory completion of Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Elective subject contribution \$30/year



Physical Activity and Sports Studies

Course description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What students learn

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

Throughout the course students develop knowledge, understanding and skills that develop their ability to:

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

Course Requirements

A 200-hour course should be structured in the following way:

- Address all outcomes and include a minimum 20 hours study of a Board-developed module from each of the THREE Areas of Study with all content from these modules being taught.
- Schools can include TWO school-developed modules to address an area not covered in the Board-developed Physical Activity and Sports Studies modules.
- School-developed modules should be of a minimum 15 hours and maximum 30 hours duration.

Record of School Achievement

Satisfactory completion of Physical Activity and Sports Studies CEC during Stage 5 (Years 9–10) will be recorded with a grade on the student's Record of School Achievement (RoSA).



Visual Arts

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times, places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a Body of Work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Course Requirements

Students are required to produce a Body of Work and keep a Visual Arts Process Diary.

Record of School Achievement

Satisfactory completion of Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Elective subject contribution \$30/year



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