



Stage 5 (Years 9 & 10)

Subject Information



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Introduction

At Calderwood Christian School, Year 9 and 10 students can choose two electives. The range of subjects offered as electives are included in this booklet.

The NSW Education Standards Authority (NESA) is responsible for the curriculum that leads to a RoSA (Record of School Achievement) award.

All Year 9 and 10 students will continue to study the core subjects:

- English
- History
- Geography
- Mathematics (Different Pathways in Stage 5 Mathematics)
- PDHPE
- Science
- Biblical Studies

In addition to the core subjects mentioned above, students will take four electives across Year 9 and Year 10. Two electives will be studied in Year 9 and another two in Year 10.

Mr Andrew Brown
Head of Secondary School

Mathematics

Under the Core-Paths structure of the new curriculum, students will study the following strands.

Stage 5 Mathematics

1. Number and Algebra
2. Measurement and Geometry
3. Statistics and Probability

The new Core-Paths structure is designed to encourage students to aspire and use their gifts whilst providing the flexibility to allow teachers to create pathways for students working towards Years 11 and 12 (Stage 6).

Whilst the Core will generally cover teaching and learning experiences up to the middle of Years 9 and 10 (Stage 5) the aim is for most students to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6.

The intention of the Core-Paths structure is to avoid locking students into predetermined pathways at the end of Years 7 and 8 (Stage 4). Similarly, Pathways in Years 9 and 10 (Stage 5) give some students the opportunity to engage with Advanced and Extension courses.

Students must realise that their performance in Years 9 and 10 will determine their future studies and subject selection in Years 11 and 12 (Stage 6). Students will be placed into the appropriate course based on their performance in Year 10.

Students are encouraged to seek advice from their Mathematics teachers on the most suitable pathway for Stage 6.

Biblical Studies

At CCS we believe that “the fear of the Lord is the beginning of wisdom” (Proverbs 9:10-12). As such, all students will study Biblical Studies within their two-week timetable.

Over the course of Years 9-12, every student will study the following:

Year 9

Introduction to the Bible

Year 10

New Testament Study 1

Year 11

Promise to Fulfilment

Year 12

Doctrine 1

These materials are based off Moore College's Preliminary Theological Certificate (PTC). Students can choose to complete an external examination at the conclusion of each year. This is not compulsory. By nominating to complete an examination for the four subjects above, they will be 1/3 of the way to completing the Preliminary Theological Certificate when they finish their Higher School Certificate.

Please note, if students would like to complete the examination component of the course, they will need to inform their teacher at the commencement of the year. Completion of the examination requires more rigorous study than what time permits in class. They will be provided with the complete study guide and class materials.

How to choose an elective

When choosing subjects:

- Take time to think about your choice
- Find out about the subjects offered
- Choose subjects that interest you
- Choose subjects you are good at
- Choose subjects that you want to learn

Electives

Agricultural Technology

Students learn skills that will be useful throughout their lives, such as:

- propagation of plants from seeds and cuttings
- use of garden materials
- how to grow healthy, productive fruits and vegetables.
- keeping chickens for eggs
- care of livestock.

They will also learn about animal care, including breeding methods, disease control and good nutrition. This subject is taught within a permaculture/organic gardening context, widely accepted as best practice. Part of this method is to place plants and animals where they can work together rather than compete.

The students will also appreciate God's created order through this process. Students who like to learn in an outdoor, hands-on environment will find this course valuable.

This course aims to be highly practical and equip students with real skills they can use in the workplace, around their homes and even on mission trips.

Students will learn the following each year:

- Nursery techniques—plant growing, seeds, cuttings, grafting, plant care, use of a shade house, and advanced greenhouse methods.
- Organic vegetable growing—lots of vegetables in season—from seed to table. Making organic brews, use of compost, organic pest control, and raising seedlings.
- Egg production—raising chickens, breeding, collecting and selling eggs. All students raise a chicken from egg to hen.
- Fruit trees—types of fruit, cuttings, grafting, pruning, organic pest control. The school has over 25 trees covering all temperate fruit types and many varieties.
- Dairy cows—the school borrows two poddy calves for three weeks every year. The students take turns feeding the calves, mixing powdered milk and feeding them through a teat bottle. This is part of a larger competition where the students produce a video and a scientific report to be submitted to Dairy Australia.

Child Studies

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

This is achieved by studying the nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. Students have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Each school develops its own unique Child Studies course by selecting modules and/or integrating content from the modules listed below:

- 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
- The diverse needs of children
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- Childcare services and career opportunities

Commerce

Commerce is for any student who wants to be able to grow in their knowledge and understanding in making sound decisions about consumer, financial, economic, business, legal, political and employment issues. You will learn strategies and gain skills in managing your own money more effectively and work in teams to solve real-world problems such as environmental sustainability and equity in the workforce.

As a student of Commerce, you can expect to be well prepared to undertake further studies in both Business Studies and Legal Studies in Stage 6 and develop the skills required to plan, run, and manage your business to contribute to the local community.

Students will explore a range of innovative businesses throughout the course and discuss their experiences as consumers within the business environment. The syllabus has recently been updated to reflect the dynamic nature of our global community, which means it is relevant in equipping students with relevant skills to our global and digital world.

We may study Law, Society and Political Involvement, The Economic and Business Environment, Travel, and Running a Business. This means plenty of conversations in the classroom about the real issues of life. As a student of Commerce, you can expect to be inspired to use your God-given gifts to contribute towards a more just society and have fun in your learning.

Design & Technology

Design & Technology provides many learning opportunities through practical experiences and project work. 60-70% of the time in class will be practical work.

Students will be expected to participate in 3-4 projects annually with the possibility of engaging in negotiations regarding their involvement in select projects.

The design and production of quality projects allow students to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diverse learning experiences encourage independent and collaborative learning and the development of skills in designing, planning, managing and evaluating, which are transferable across the curriculum.

The study of Design & Technology assists students to appreciate and explore a range of careers in design and technological innovation. Students critically analyse and reflect on the implications of design to understand why some designs, technologies and processes perform better than others in meeting their intended purpose.

These may range from technical pursuits with a STEM focus to creative endeavours in areas of:

- Materials - timberwork, electronics, jewellery-making
- Digital technology - websites, graphics design, CAD
- Engineering - building bottle rockets, CO2-powered racers
- Food - producing, nutrition, packaging
- ICT - websites, graphics design, CAD
- Agriculture - planting, landscape design, animal care.

Students will learn to:

- analyse and evaluate
- design and experiment
- construct and market.

All projects will be complemented with design folios that focus on different communication and skill development areas.

This elective is only offered as a 100-hour/1-year course. It can only be taken for 1 year. For instance, students who choose this elective for Year 9 cannot take it again for Year 10. However, students who have not taken it in Year 9 can take it in Year 10.

Drama

The study of Drama is an exciting opportunity for students to exercise freedom and get creative by using their minds, voices and bodies. Students can develop an interest in investigating and enacting a wide range of theatrical forms, styles and acting methods.

Students respond to the ideas and work of others by collaboratively developing their ideas into dramatic action for performance. Students participate in practical activities each week to build self-confidence and skills to build their acting and performance techniques.

The course is currently comprised of:

- Practical Work - Each week, students will take part in warm-up activities, as well as acting games and scenarios. They will collaborate with peers to create scenes and plays and deliver these to the class for evaluation and critique.
- Theory Work - Students watch, discuss, and analyse others' work and critique acting techniques, styles, set design and lighting techniques.

Food Technology

Food is a basic physiological need. In this course, we will consider food's physical, technical, social, and cultural aspects. As consumers, we need to understand food technology and nutrition to make informed decisions that will contribute to the health and well-being of ourselves and others.

Rapid technological development has influenced food production, processing, presentation, and distribution methods. With the growing concern to use resources wisely and reduce waste, we have a responsibility to be wise stewards of God's creation and to use resources with integrity and justice.

The life experiences, and interests of students will be catered for as they seek to use their God-given abilities to his glory. Topics studied across the 100 and 200-hour courses include food equity, food in Australia, food product development, food selection and health, food for special occasions, food for specific needs, food service and catering and food trends.

The course aims to provide opportunities for students to:

- gain an understanding of a diverse range of activities involved in food technology
- evaluate relationships between food technology, nutrition and quality of life
- develop skills relating to design, communication, management and use of resources
- design solutions in response to specific food needs
- develop an understanding of our responsibility to design and use food technologies for the betterment of others
- develop an understanding of food styling and presentation
- understand food trends and their importance in the food industry.

History (Elective)

History (Elective) provides students with opportunities to develop a knowledge and understanding of past societies and historical periods that extend beyond that which is offered in the compulsory History 7-10 course. It challenges students to consider more complex ideas about History. It allows students to prepare to engage more deeply with the ideas covered in the Stage 6 courses Modern History, Ancient History and History Extension. There are also many opportunities for students to follow their interests and passions and to conduct research and inquiry.

History (Elective) challenges students to answer the question 'How do we know?' by examining the nature of historical inquiry itself. As students study this subject, they consider the shaping of world history from a Christian perspective and what the past can teach us about our place in God's story for the world.

In the History (Elective), students study at least one option from three topics:

- History, Heritage and Archaeology (such as family history, film as history, or digging up the past)
- Ancient, Medieval and Modern Societies (such as the Tudors, Vikings, or Ancient Rome)
- Thematic Studies (such as music through history, slavery, the space race, or crime and punishment)

History (Elective) is ideal for students who have a passion for history and want to think critically about how the past is viewed. It is also beneficial for students considering studying Modern or Ancient History in Stage 6.

Industrial Technology (Timber)

Industrial Technology (Timber) is a very practical course that immerses students in the fundamentals of timber work. Students develop knowledge, understanding and skills about workshop practices, timber production and associated industries.

Students learn about WHS, tools, equipment, material selection, processes, and techniques to design and construct timber projects.

These may include:

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

Each project will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

The course is currently:

- 70% practical—Students will use various hand and power tools, including marking equipment, lathes, bandsaws, disc sanders, drills, thicknessers and routers.
- 30% theory—WHS, tree growth and harvesting, material production, joining techniques, designing and communicating for production etc.

This elective is only offered as a 100-hour/1-year course. It can only be taken for one year. For instance, students who choose this elective for Year 9 cannot take it again for Year 10. However, students who have not taken it in Year 9 can take it in Year 10.

Music

The Music course is designed for students seeking to extend their experience and enjoyment of music. Students choose their instrument or voice to specialise in as they create and perform music together.

The course is made up of the integrated learning experiences of:

- Performing—learning, rehearsing and performing songs in small groups throughout the year on students' chosen instruments.
- Composing—improvising, arranging, notating and recording original compositions using modern technology such as Digital Audio Workstations and synthesisers.
- Listening—analysing works with discernment, meaning and appreciation for various musical styles.

Students will enjoy various topics and music styles, including the music of Australian and other cultures, pop, rock, art music, film music, musical theatre, jazz and contemporary Christian music.

Throughout the year, additional performance opportunities are available to students, including:

- Performances for a local elderly church congregation
- Creative Arts Showcase
- Open Mic Night
- Rock, Stage and Concert bands
- Calderwood Voices
- Attending concerts and musicals

Physical Activity & Sports Studies (PASS)

Physical Activity & Sports Studies (PASS) focuses on enhancing students' ability to participate in a wide range of physical activities and sport effectively and efficiently for their lifetime. In Australia's current health climate, the leading causes of death and morbidity are lifestyle diseases that can be prevented by a healthy lifestyle and by participating in regular physical activity and having a nutritious diet.

PASS aims to promote students' ability to lead a healthy lifestyle and contribute to the school and wider community by leading and encouraging others to develop healthy lifestyles.

PASS is a practical subject with all learning experiences taught with strong movement application in every study area. It supplies students with access to various sporting and physical activity opportunities. Additionally, it encourages students to think beyond just participating in sports but how they can contribute in other ways such as event management, sports leadership, coaching, technology, sports medicine and sports promotion.

PASS provides different and enhanced opportunities for those students interested in sports and physical activity that the stage 4 and 5 PDHPE syllabus does not supply.

These include:

- the opportunity to explore a broad range of movement experiences to identify with activities that they may pursue beyond school.
- the opportunity to transfer movement skills and build social skills across contexts and appreciate the variety of benefits provided by physical activity and sport.
- contexts that are relevant and stimulating for students, and that can be supported by school and community resources.

Visual Arts

Visual Arts allows students to make artwork using drawing, painting, printmaking, ceramics, sculpture, and photography in a relaxed, well-resourced art room. In Stage 5, the artworks students make are inspired by the artists and artworks they study, along with their interests and abilities.

Students will sometimes be free to focus on the material that challenges and interests them the most. Visual Arts teaches problem-solving, reflective thinking, critical judgement, and the ability to design, develop and resolve ideas. These are all highly portable skills that students will always find valuable in their future life choices. There is an odd and even year rotation.

Stage 5 units of work include studying:

- Christian symbolism with a printmaking response (to be taught in 2026)
- Modern Art with a Canvas painting, digital artwork or ceramic response (to be taught in 2026)
- The Beach with a multimedia response
- Street Art with a skateboard deck response

In Stage 5:

- 60% of the course is focused on making artwork
- 40% of the course is focused on studying and writing about artworks and artists

Frequently asked questions

What is Stage 5?

In their curriculum organisation, the NSW Education Standards Authority (NESA) considers Years 7 and 8 as Stage 4 and Years 9 and 10 as Stage 5. At the satisfactory completion of a prescribed curriculum of study at the end of Stage 5, the RoSA (Record of School Achievement) is issued to students who leave school before the completion of the Higher School Certificate (HSC).

Can a student change an elective subject if they do not like their choice?

Yes—until Week 5 of Term 1 and only IF there is room in the class they want to move into. Students who wish to change their elective choice **MUST**:

1. Print the Stage 5 Application for A Subject Level Alteration form which can be found in Documents < SEQTA Learn/Engage.
2. Fill in the form and get the appropriate signatures before handing in the form to the Head of Secondary.
3. Acknowledge a change of elective is not granted automatically and requires a good reason, available space in the new elective, and the support of their parents/carers. Change of elective may not be used to avoid commitments in the subject that a student wishes to leave.
4. Accept that they are required to complete work that occurred in the subject that they are changing into before their move.
5. Catch up on any work missed.

Can a student choose different electives every year?

At Calderwood Christian School, our elective courses are for the year (100 hours). For example, if John selected Commerce in Year 9 and would like to choose Music in Year 10, he may do that. If John has enjoyed Commerce in Year 9 and would like to continue in Commerce in Year 10, he also may do that. Since he will have completed two years of Commerce, he will have finished 200 hours of Commerce.



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