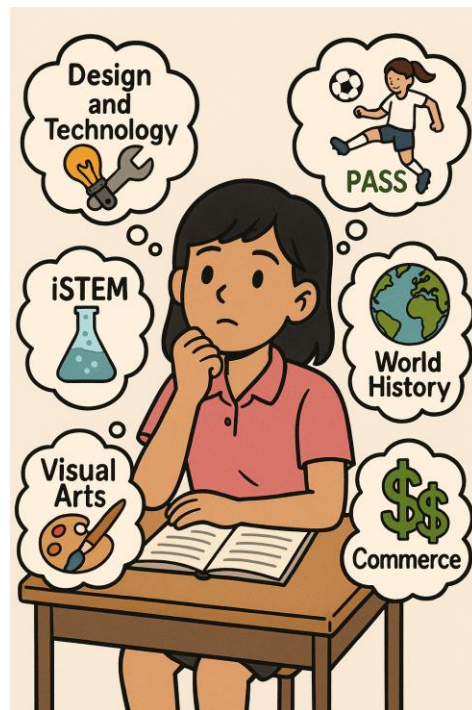




CHELTENHAM GIRLS' HIGH SCHOOL



COURSE INFORMATION BOOKLET

YEAR 9 - 2026
YEAR 10 - 2027

Foreword

In Year 9, students commence a **TWO** year course of study. It is important that from the commencement of Year 9, you develop and refine your abilities as a learner so that you can manage your chosen studies to the best of your ability. This includes your ability to work independently as well as in active collaboration with other students.

It is also important that decisions regarding course choices are made very carefully as they are generally binding from the commencement of Year 9. There is a very limited window of opportunity early in Year 9 (**Week 3 only**) for students to make a change to their elective choices, subject to availability. It is only in exceptional circumstances, following a formal review of student academic progress, that permission for a student to change courses at the conclusion of Year 9 will be granted. Requests made after the commencement of Year 10 courses cannot be considered. More detail regarding change of course can be found later in this booklet.

The choice of course should take into account the student's previous experience in that course or related fields in Year 8. Thus, a course which has proved unduly challenging in Year 8 is likely to remain so in Years 9 and 10.

When choosing elective courses students should ask **three** questions:

1. Which courses do I **enjoy** most?
2. Which courses do I **do well in**?
3. Which courses **interest** me?

Similarly, choosing a course on the basis of current friendship groups or possible career aspirations is unwise.

The purpose of this booklet is to provide you with information about the elective subjects offered. You are encouraged to read and think carefully about this information. It is also important that you take the opportunity to consult with the nominated contact teacher for each subject.

Subject Materials Contributions

Subject Contributions enhance student learning. Some courses require the purchase of special equipment and materials over and above what is provided through the general budget of the school. These extra costs are met by the students choosing these courses and are outlined in the course descriptions. The subject contribution stated is for consumables that students use within the classroom. Where a contribution is stipulated for a course, it is a cost for the student's personal consumables to enhance learning, above the school funded items.

Schools are entitled, under the NSW Department of Education and Training policy for voluntary school contributions, to 'charge students for elective subjects that go beyond the minimum requirement of the curriculum'. Subject Materials contributions are used to cover the expenditure on equipment and other non-reusable items specifically used by your daughter and these funds are fully expended each year in the provision of significant learning experiences.

The requirements to pay for these additional materials are made clear at the time students select these subjects. If your family is experiencing financial hardship, please contact the Head Teacher Wellbeing for a Student Assistance Application Form.

Due to Department of Education and Communities limitations on school staffing, Cheltenham Girls' High School is not able to support students in Year 9 with applications for NSW School of Languages or for Sydney Distance Education.

We will endeavour to allocate you to elective classes which meet your first three choices. However, like any school, there are practical limits on available staff, physical and teaching resources. This means that we cannot guarantee to place you in the subjects that are your top three choices. It must be noted that the listing of a course on the Subject Selection Website cannot be taken to imply that a class or classes will always be formed.

I assure you that we will consult with you directly if you need to make a further choice.

The commencement of Year 9 signals the first formal steps towards external accreditation. It is important that you set appropriate goals for yourself and that you keep motivated to achieve them.

Suellen Lawrence
Principal

Pattern of Study

At Cheltenham Girls' High School we have structured the curriculum into two modules.

The first module (Years 7 and 8, Stage 4) consists of the same set of compulsory subjects for all students. The second module (Years 9 & 10, Stage 5) consists of a mix of compulsory subjects and three elective subjects. The pattern of study in Years 9 and 10 is given below:

English
Geography
History
Mathematics
Personal Development, Health & Physical Education
Science
Non-Elective Music (Yr 9)
Careers (Yr 10)
Sport
+ 3 Elective Subjects

In relation to Mathematics in Stage 5 (Years 9 and 10), students study based on a core-paths structure which is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. Pathways include 5.3*, 5.2* or 5.1* (* denotes course name subject to change due to NESA syllabus changes from 2024). At the end of Year 8, you will be placed in the most appropriate level based on your achievement in Mathematics in Year 8.

In relation to the elective subjects, each student in Year 8 is required to choose the three subjects that she would most like to study throughout Years 9 and 10.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) contains the following key elements:

- It is cumulative, showing a student's achievement until the time they leave school
- It is based on school-based assessment
- It is able to be reliably compared between students across NSW
- It gives students the option of taking online literacy and numeracy tests
- It offers a means of recording extra-curricular achievements.

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

Students will be expected to maintain a satisfactory attendance record as defined by your school or school system authority.

NESA requires that all students must complete the following mandatory Years 7-10 curriculum requirements (during Year 7 to 10) to obtain their RoSA credential:

- **English:** By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** By the end of Year 10, 400 hours need to be completed.
- **Science:** By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. The 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** Our mandatory 300-hour course to be completed.

NESA has determined that Electives are no longer mandatory for students to receive their RoSA credential at the end of Year 10, However, the Department of Education (DoE) still requires each student completes 400 hours of electives.

If you complete electives during Year 9 and 10 that are Board Developed or Content Endorsed courses, they can still be listed on your RoSA credential.

If you complete electives that are listed as School Developed Courses (SDCs), they count towards the DoE mandatory 400 hours but SDCs courses completed after 2022 will not be included on NESA credentials.

Determining Grades

The process of determining grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- observe and record assessment judgments (eg marks, grades, comments);
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievement.

Grades A – E will be awarded in all courses including English, History, Geography, Mathematics

and Science. All grades are based on school-based assessment of students' achievement with reference to performance descriptors issued by NESAs.

Minimum Standard Tests

Each student is required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) testamur from 2020. During Year 10 each student will have an opportunity to sit the 3 tests in reading, writing and numeracy.

Students will have the opportunity to have up to six attempts each year to meet the test requirements from Year 10, until up to five years after the HSC.

Change of Course

While it is expected that most students will complete the courses started, a change in course **before** commencing Year 10 can be approved by the Principal when it is considered to be in the student's **best** interest.

Usually, a change of course would be approved only if the student is clearly struggling to achieve academic outcomes. A student who is achieving at average or above level will not be approved to change course unless there are exceptional and compelling circumstances which have been raised in the first instance with the Year Advisor and/or the Head Teacher Wellbeing.

However, the capacity to change is always dependent upon available student vacancies. Thus, it is very important that students make their subject selection after thorough consultation with family and teaching staff.

At Cheltenham Girls' High School students have the opportunity to change course at the start of first term of Year 9, specifically during week 4. A further review period is available at the conclusion of Year 9 (after 100 hours of study in the course has been completed) provided objectives and outcomes for each course have been met, but before commencing the Year 10 academic year.

At the commencement of the new school year, students are expected to engage conscientiously with the courses they have selected. When, after a period of three weeks, it may become apparent that the student has not chosen wisely, there is the opportunity for some change, depending on available vacancies.

No new courses can be offered at this stage due to staffing constraints. By creating this opportunity at the one time for all students to review their selection, it then becomes possible to better meet their needs through creating new vacancies and matching student choices. These changes occur before assessments commence.

After three weeks of engagement with a course, both staff and students have the opportunity to gauge the potential for a satisfying and successful program of study. Indeed, it has been our experience that students who may have initially felt that a course did not suit them, find that this is not so once they have made a genuine effort to engage with the course.

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Course Name:

DANCE

Key Learning Area: Creative and Performing Arts

Subject Contribution: \$10.00 per year. This contribution will be used for learning resources and student workbooks.

Course Information:

In Dance, knowledge, understanding and skills are built through engagement with 3 practices/focus areas:

- Performance (practical)
- Composition (practical)
- Appreciation (theory)



During Year 9 and 10, your study in Dance will allow you to:

- Perform a range of dances, in a variety of styles (e.g. Modern, Ballet, Contemporary, Jazz, Musical Theatre).
- Improve your dance technique based on the fundamentals of Classical Ballet and Modern Dance.
- Improve your strength, flexibility, coordination, endurance and dance skills.
- Learn about the basic physiology of the human body, causes and prevention of injury.
- Learn to express your ideas, feelings and experiences by developing methods of dance composition.
- Gain a better understanding of people, culture and society.
- View live/filmed dance performances, learn to deconstruct their meanings.
- Use technology to create dance for film.

Dance elective classes will be provided with various performance opportunities such as participating in the PAF nights and On The Move, which are compulsory school events. As an extension of elective study, students are given the opportunity to audition for CGHS Dance Ensembles to enrich their performance experience and extend their skills as dancers.

Students need to provide their own suitable, black dancewear and sport uniform to rehearse in during practical classes. Students need to use their own devices to listen to music, video themselves for composition tasks and theory work. All students are required to provide their own Dance Journal (A4 - art style) and dance blacks for assessment tasks.



For further information please contact: Ms Vine (HT CAPA)

Course Name:

DRAMA

Key Learning Area: Creative and Performing Arts

Subject Contribution: \$25 – The contributions cover consumables including journals, pens, pads, butchers' paper, fabrics, and neutral masks.

Course Information:

Drama gives students the opportunity to explore the different forms of performance and to develop their interpersonal and expression skills. In the study of Drama students explore:

- ❖ Improvisation – thinking on your feet
- ❖ Characterisation – finding out what makes an interesting character
- ❖ Playbuilding – creating a play as a group
- ❖ Scriptwriting – developing and writing your own scripts
- ❖ Mime and movement
- ❖ Technical Aspects of Production – looking at lighting, set design, backstage organisation, costume design, production promotion.



This course gives you the freedom to dive into the areas you're most passionate about; while still making sure everyone gets a chance to shine through performance.

Participation in Drama helps students develop valuable skills:

- ✓ Self-confidence
- ✓ Creativity and critical thinking
- ✓ Expression
- ✓ Ability to work collaboratively as part of a group
- ✓ Problem solving
- ✓ Public speaking ability and confidence in a class situation
- ✓ Job interview skills

Some work is done in groups while other parts of the course involve individual work. Drama provides the opportunity for students to express their own emotions and to explore and empathise with the emotions of others.

This is a performance-based subject, so you'll be expected to share your work with your classmates — and hopefully, many of you will be excited to take the stage at school events like our biannual Performing Arts Festival.

Each student will keep a written logbook to track their creative journey — a space to reflect on activities, document progress, and capture what they've learned along the way.

For further information please contact: Ms Vine (HT CAPA)

Course Name:

MUSIC

Key Learning Area: Creative and Performing Arts

Subject Contribution: \$15.00 per year – This contribution will be used for printing resources and musical scores and access to Sibelius notation program.

Course Information:

🎵 Discover Your Sound in Elective Music 🎵

Are you ready to take your passion for music to the next level? Stage 5 Music at CGHS is your backstage pass to an exciting world of creativity, performance, and self-expression! Whether you're a budding performer, an inspired composer, a music critic or just love everything about music, this course offers a dynamic and engaging experience tailored to your talents and interests.

What You'll Do:

In Stage 5 Music, students explore music through **performing, composing, and listening** across a wide range of styles—from classical to pop, jazz to film scores, and even music from around the globe and closer to home. You'll get hands-on experience playing instruments, using music technology, writing your own songs, and performing solo or in groups.

What You'll Learn:

- Sharpen your **musical performance skills** on your chosen instrument or voice
- Learn how to **compose original music** and bring your ideas to life
- Explore how music works, from rhythm and harmony to style and structure
- Use **industry-standard music software** and technology to record and make music
- Build confidence in **live performance** and collaborative music-making
- Discover the power of music in culture, history, and society

Students will also undertake a **depth study** in Stage 5. You will draw on content studied in class, and apply knowledge, understanding and skills in an area of **individual interest**. Depth studies may be completed individually or collaboratively.

Level of experience required:

The course caters for those students whose only experience in music has been through their Year 7 and 8 Music classes as well as those students who study music privately. The course studied in Years 7 and 8 leads directly into the Elective Music course. In Years 7 and 8, all students have been learning and performing on mallet percussion, voice and guitar. So, if you have not learnt any other instrument then you can build on these skills. Girls who are studying an instrument outside the school and/or play in CGHS extra-curricular ensembles will find that the Elective Music Course complements their study and enables them to broaden their experience even further.

Taking Music sets you apart. This course not only develops your artistic skills but also enhances **critical thinking, creativity, teamwork, discipline, confidence and emotional intelligence**- skills that are valued in any career. Whether you want to pursue music professionally or simply build a lifelong appreciation, this course is a springboard for success.

For further information please contact: Ms Vine (HT CAPA)

Course Name:

PHOTOGRAPHIC and DIGITAL MEDIA

Key Learning Area: Creative and Performing Arts

Subject Contribution: \$28 per year – This contribution will provide students with large format printing, paper (cartridge, gloss/matte photo), film/development equipment and a large-capacity SD card.

Course Information:

This is an elective course that involves specialist learning opportunities for students to understand, explore and experience a wide variety of photographic, video and digital media technologies, and produce quality photographic, digital and video artworks.

The course aims to:

- Explore the role of the photographer and cinematographer.
- Develop an understanding and knowledge of past and present photographic works.
- Develop an understanding and appreciation of film and cinematography.
- Develop and enjoy practical skills in specific technologies associated with the representation of ideas in photography and film.
- Develop a deep aesthetic understanding of these media areas.

The course involves such experiences as:

- Developing a deep technical understanding camera function and operation
- Applying photographic techniques creatively
- Using industry standard photographic and video editing software including Adobe Photoshop, Lightroom and Premiere Pro.
- Video and photographic lighting and production techniques

This is a Board Developed course aligned with the needs of our students in mind.

The Photographic and Digital media course is a separate course to the Visual Arts course and covers aspects specifically relating to the fields of Photography, digital imaging and video. Students may do both Photographic and Digital media and Visual Arts.

For further information please contact: Ms Vine (HT CAPA)

Course Name:

VISUAL ARTS

Key Learning Area: Creative and Performing Arts

Subject Contribution: \$62.00 per year- This contribution will be used for consumable art materials relating to the unit eg. paint, paper, printing, canvas, ink, lino etc.

Course Information:

In this course students create artworks based on their own personal experiences and surroundings. Themes explored provide the student with a deeper understanding of their environment, cultural context and the world of Art.

The course aims to encourage students to

- Think and act creatively
- Encourage visual imagination
- Develop practical skills in a wide range of artistic techniques and media areas such as drawing, painting, printmaking, ceramics and sculpture.
- Display visual expression and communication through a variety of art forms
- Explore the role of the visual artists
- Study the past and present through historical and critical analysis.

The course is designed to provide an opportunity for the development of the individual's artistic potential through a variety of 2D and 3d experiences such as; -

- Observational and illustrative drawing
- Painting techniques in both acrylic and oil paint
- Sculptural and functional ceramics
- Printmaking
- Collage and mixed media.

Students are required to keep a Visual Arts Process Diary to explore and document the artmaking process.

For further information please contact: Ms Vine (HT CAPA)

Course Name:

VISUAL DESIGN

Key Learning Area: Creative and Performing Arts

Subject Contribution: \$37.00 per year –This contribution will provide students with large format printing, unit materials - ink, paper (cartridge, tracing, lithography, watercolour), graphic markers, pencils, paint (watercolour, acrylic), foam and wire.

Course Information:

This course involves the study of diverse fields of design which are specifically related to both Visual and Graphic Design.

The Course aims to:

- Explore the role of the visual and graphic designer
- Develop an understanding and knowledge of past and present design works.
- Develop practical skills in specific technologies associated with the production of visual and graphic designs.
- Utilise the photographic and computer technology to experience design practices and vocational opportunities available in design fields.

The course will involve such experiences as:

- **Illustration and Character Design**
Students will explore illustration for editorial, concept art, and media, along with character design for animation, games, and storytelling.
- **Graphics and Communication**
Focuses on visual messaging through branding, typography, layout, advertising, and packaging.
- **Product and Object Design**
Involves designing functional and aesthetic everyday items like furniture, fashion, and accessories.
- **Environmental Design**
Covers spatial and sustainable design for interiors, architecture, landscapes, and sets.

This is a Board Developed course aligned with the needs of our students in mind.

The Visual Design course is a separate course to the Visual Arts course and covers aspects specifically relating to the fields of visual and graphic design. Students may do both Visual Design and Visual Arts as whilst the courses may complement one another, they are different entities.

For further information please contact: Mrs Kelly Vine (HT CAPA)

Course Name:

COMMERCE

Key Learning Area: Human Society and its Environment

Subject Contribution: \$15.00 for Year 9 and \$15 for Year 10 for Booklets and Consumables

Course Information:

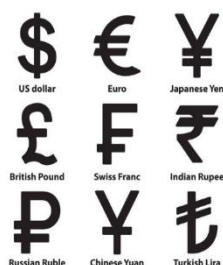
Commerce is a subject that provides you with a variety of life skills, knowledge, understanding and values that make you a more discerning consumer, financially literate, business savvy, politically informed, legally informed and be prepared for life in the workplace and as an active citizen. Commerce utilises information and communication technologies to develop and emphasise these key areas.

In Commerce we address topics in a practical and hands-on fashion so students can make sense of the world in which they live. Commerce provides a strong foundation for students interested in the senior Social Sciences (Business Studies, Economics and Legal Studies).



Year 9

- Consumer and Financial Decisions
- The Economic and Business Environment
- Promoting and Selling
- Running a Business



Year 10

- Law, Society and Political Involvement
- Employment and Work Futures
- Towards Independence
- Travel



For further information please contact: Mr Dziedzic (HT Social Science)

Course Name:

WORLD HISTORY

(Elective History)

Key Learning Area: Human Society and Its Environment

Subject Contribution: \$5.00 per year Booklets and Consumables

Course Information:

The World History course provides students with an opportunity to enjoy the study of History for its intrinsic interest. Students study a variety of Ancient, Medieval and Modern History topics from global history, including societies, personalities, significant events, historical themes and issues, and more. Units are selected based on teacher and student choice and interests within the following topics;



History, Heritage and Archaeology

Such as: Archaeology and the Lost City of Petra; The Sutton Hoo Burial, Family History, History and the Media, Heritage and Conservation. Within this unit, students contribute to the ANZAC and Remembrance Day school services.

Ancient, Medieval and Modern Societies

Such as: The Prehistoric World; Ancient Egypt, Entertainment in Rome; Sparta; Vikings; City of Angkor Watt; The Tudors; The Italian Renaissance; The French Revolution; The American Revolution.

Thematic Studies

Such as: Myths and Legends-Anastasia, Jack the Ripper, the ghost ship Mary Celeste, death in a Minoan Temple, the Princes in the Tower, the secret discovery of Australia; Heroines and Villainesses; Religious beliefs- Ancient Greece and Rome, Pirates and the Golden Age of Piracy, Disasters-the Titanic, Lusitania



Students will develop their understanding of the nature of History and Historical inquiry, and the ways in which both evidence and different perspectives and interpretations of the past are reflected in historical constructions. Selected excursions will enhance students' learning and experiences.

Please note this course will be listed as Elective History on your RoSA credential.

For further information please contact: Ms Inman (rel. HT History)

Course Name:

GLOBAL ENVIRONMENTAL ISSUES

(Elective Geography)

Key Learning Area: Human Society and its Environment

Subject Contribution: \$15.00 for Year 9 and \$15 for Year 10 for Booklets, Consumables and Stimuli Material

Course Information:

Deforestation, bee colony collapse, whaling, organ trafficking, sustainability in cities and promoting biodiversity...

These are some of the most important global environmental issues facing us today.

By choosing Global Environmental Issues you will have the opportunity to investigate these issues and others.

Global Environmental Issues will aim to teach students to develop their understanding of how and why decisions are made that affect the environment and the people of the world. They will also learn to evaluate the impacts of these decisions. Some examples of this include;

- What is coral bleaching and what is the latest research and decision making around the development and implementation of super corals on the Great Barrier Reef?
- Who are the people being most affected by rising sea levels and what are the future plans for these communities?
- How can the Whanganui River in New Zealand have the same rights as a person? Why did the local Maori people fight so long for the concept to be implemented and is this strategy working at protecting the river?

Students will learn to develop their own opinions on environmental issues and analyse the opinions of others.

Excursions and guest speakers will enhance the Global Environmental Issues experience.

Please note this course will be listed as Elective Geography on your ROSA credential.



For further information please contact: Mr Dziedzic (HT Social Sciences)

Course Name:

CHINESE

Key Learning Area: Languages

Subject Contribution: \$20.00 – This will be used for student booklets, script papers and learning resources.

Course Information:

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.



Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

Chinese is offered as an elective in Year 9 and 10. The study of Chinese enables students to communicate with others in Chinese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Students in this course will:

- Communicate through interaction, accessing language and responding and through composing language.
- Learn about the systems of language and the role of language and culture, and
- Develop an appreciation and interest in language, culture and identity of themselves and others.

Students are strongly encouraged to follow their interest in languages outside the classroom and have the opportunity to become involved in enrichment activities. Student exchange programs offer students the opportunity to host an exchange student or to travel on exchange themselves. Many universities now offer international degrees which incorporate language study and include a year of study in another country.

CHINESE

Chinese is an exciting and challenging language. Students extend their knowledge of the modern standard version of Chinese (Mandarin), Chinese characters as well as experiencing the richness of Chinese cultural heritage. The course is arranged around areas of student interest and includes engaging activities covering the topics such as daily life, seasons and weather, leisure time, shopping and travelling.

For further information please contact: Mr Alex Tsambouniaris (HT Languages)

Course Name:

FRENCH

Key Learning Area: Languages

Subject Contribution: \$20.00 – This will be used for student worksheets and learning resources.

Course Information:



Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its people. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

French is offered as an elective in Year 9 and 10. The study of French enables students to communicate with others in French, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Students in this course will:

- Communicate through interaction, accessing language and responding and through composing language.
- Learn about the systems of language and the role of language and culture, and
- Develop an appreciation and interest in language, culture and identity of themselves and others.

Students are strongly encouraged to follow their interest in languages outside the classroom and can become involved in enrichment activities. Student exchange programs offer students the opportunity to host an exchange student or to travel themselves. Many universities now offer international degrees which incorporate language study and include a year of study in another country.

FRENCH

French continues to be a world language and is spoken by 92 million people in many countries. French is the 2nd most widely recognised language in the world. It is spoken in the United Nations and throughout the Olympic Games Ceremonies. Whether in the world of fashion, dancing, International Relations, Diplomacy or fine food, French is invaluable. *Tapis Volant* is an exciting French course which develops strong communication skills and covers various topics such as school, hobbies, food, daily life, shopping, describing people, part time work and media.

REQUIREMENTS

Students may be required to purchase the workbook (*Tapis Volant* 1 Edition 4). This workbook contains Audio and Video files.

For further information please contact: Mr Alex Tsambouniaris (HT Languages)

Course Name:

JAPANESE

Key Learning Area: Languages

Subject Contribution: \$20.00 – This will be used for student booklets, script papers and learning resources.

Course Information:

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.



Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

Japanese is offered as an elective in Year 9 and 10. The study of Japanese enables students to communicate with others in Japanese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Students in this course will:

- Communicate through interaction, accessing language and responding and through composing language.
- Learn about the systems of language and the role of language and culture, and
- Develop an appreciation and interest in language, culture and identity of themselves and others.

Students are strongly encouraged to follow their interest in languages outside the classroom and have the opportunity to become involved in enrichment activities. Student exchange programs offer students the opportunity to host an exchange student or to travel on exchange themselves. Many universities now offer international degrees which incorporate language study and include a year of study in another country.

JAPANESE

Japanese is an exciting and challenging language. Students extend their knowledge of Japanese script as well as experiencing the richness of Japan's cultural heritage. The course is arranged around areas of student interest and includes engaging activities covering the topics of special events, school life, daily life, weather, shopping, eating and travel.

REQUIREMENTS

Students may be required to purchase the Obento Supreme workbook which costs approximately \$49.95 and covers both Year 9 and 10. It can be purchased from Abbey's Bookshop and other booksellers.

For further information please contact: Mr Alex Tsambouniaris (HT Languages)

Course Name:

CHILD STUDIES

Key Learning Area: Personal Development, Health and Physical Education

Subject Contribution: \$15 – This contribution will be used for learning resources and student workbooks.

Course Information:

Child Studies explores the social, environmental, genetic and cultural factors that influence children's development and sense of wellbeing and belonging between the ages of 0 and 12. The Child Studies course explores the nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore each stage of development in the early years of life through many practical opportunities.

Child Studies also includes study of family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Child Studies will assist 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 the world around them. They will learn to identify and evaluate what enhances a child's wellbeing. They become aware of and learn to access a range of relevant community resources and services. Students who select Child Studies will engage in experiences with some of our local community child care centres.

Modules we have the option to study:

- 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



Students will develop:

- Knowledge and understanding of child development from preconception through to and including the early years
- Knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
- Knowledge and understanding of external factors that support the growth, development and wellbeing of children
- Skills in researching, communicating and evaluating issues related to child development.

For further information please contact: Mr Smith (HT PDHPE)

Course Name:

PHYSICAL ACTIVITY and SPORT STUDIES

Key Learning Area: Personal Development, Health and Physical Education

Subject Contribution: \$15 per year – This contribution will be used for learning resources and student workbooks.

Course Information:

This course is an extension of the Personal Development, Health and Physical Education Curriculum. It is both theoretical and practical, providing opportunities for students to acquire knowledge, skills and positive attitudes about health and wellbeing, fitness, sporting performances and active lifestyle.

Area of Study:

The content is organised into modules with the following three areas of study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation in Performance

From these core topics, a number of optional modules are studied from the list below.

Topics optional for study include:

- Body systems – Anatomy and Physiology
- Physical Activity for Health
- Nutrition and Physical Activity
- Physical Fitness
- Fundamentals of Movements Skill Development
- Participating with Safety
- Lifestyle, Leisure and Recreation
- Australian Sporting Identity
- Physical Activity and Sport for Specific Groups
- Opportunities and pathways in Physical Activity and Sport
- Issues in Physical Activity and Sport
- Event Management
- Coaching
- Promoting Active Lifestyles
- Enhancing Performance - Strategies and Techniques
- Technology, Participation and Performance



This is a useful course for those wishing to take 2 Unit Health and Movement Science in Year 11 as it prepares students with sufficient foundation knowledge for the senior course however, it is not a prerequisite for Year 11 and 12 PDHPE.

This course also builds coaching skills which students could apply when coaching sport outside of school. The approximate costs of excursions associated with this subject depend on modules programmed for study.

For further information please contact: Mr Smith (HT PDHPE)

Course Name:

COMPUTING TECHNOLOGY

Key Learning Area: Technology & Applied Studies

Subject Contribution: Year 9 -\$28.00 **Year 10** - \$24.00 – This contribution is used for learning resources.

Course Information:

The new computing technology course prescribed by NESA is designed to enable students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts. It aims to enable students to become safe and responsible users of computing technologies and developers of innovative digital solutions.

When studying this course, students have opportunities to develop skills in areas such as analysing data, designing for user experience, connecting people and systems, programming (coding) skills, developing websites and apps, building mechatronic systems and creating simulation or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles. The knowledge and skills developed in the course will enable students to contribute to an increasingly technology-focused world.

Computing Technology focuses on systems, design and computational thinking. Students develop these skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

Students are able to transfer the knowledge gained to new situations, building on technical skills and experiences. Students improve their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions. They become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions.

The two main categories are System thinking and Computational thinking and they are **linked** via Design thinking through projects.

System Thinking- Enterprise Information System		Computational thinking- Software development
Modelling networks and social connections	<i>Design thinking through projects</i>	Building mechatronic and automated systems
Designing for user experience		Creating games and simulations
Analysing data		Developing apps and web software

Students undertaking the - hour Computing technology course are required to complete at least 2 Enterprise Information Systems focus areas, at least 2 Software Development focus areas and at least 1 group project. Students will complete the course requirements through practical learning and project work for most of the course time.

For further information please contact: Mrs Goodhue (HT TAS)

Course Name:

DESIGN & TECHNOLOGY

Key Learning Area: Technology & Applied Studies

Subject Contribution: Year 9 - \$45.00 Year 10 - \$53.00 –This contribution is used for consumable resources for a variety of design projects and a student workbook.

Course Information:

Design and Technology is a STEM focused, Project Based Learning subject. The subject is logical, creative and practical; a subject that gives students the opportunity to apply what they have learned in Maths and Science by blending their knowledge and skills to create innovative solutions to global design problems. The world needs a future workforce that understand the holistic nature of Design and Technology and who can apply design processes, develop ideas, communicate and justify solutions and use technologies to meet identified needs and opportunities.

Students who study Design and Technology will develop knowledge and skills in the following areas:

Design Thinking

- How to apply design thinking to solve problems in a creative manner

Understanding Users

- Defining a Target Market and exploring demographics
- Analysing User Experiences for possible design opportunities
- Understand how products are used by consumers and their needs

Analysing Products

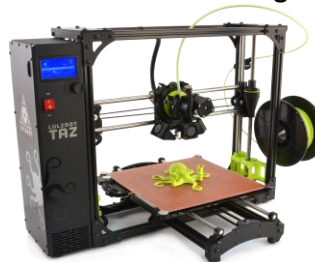
- Understand how everyday products have been designed and manufactured
- Develop an understanding of materials and their properties
- Learn about the work of past and present designers and

Designing

- Concept sketching and design communication
- CAD (Computer Aided Design) 3D modelling & Rendering
- Prototyping using a variety of materials
- Manufacturing
- The importance of taking risks in order to innovate

Making

- CAM - Computer Aided Manufacturing
- Working safely with tools and equipment
- Exploring resin
- Textile digital printing using industry standard sublimation printing.
- Cutting Edge Manufacturing Technologies - 3D Printers, Laser Cutter, Dye Sublimation Printing
- Future Focused STEM skills are embedded throughout the course.



The syllabus focuses on students using a variety of technologies in the production of quality design projects.

Project focus areas may include: Product Design, Jewellery, Engineering, Urban Architecture, Digital Media, Promotional Design, Medical, Information Systems, Electronics, Control Technologies, Student Negotiated

Students are required to **complete a minimum of three** and a maximum of six units of work that address at least three areas of design. In each of the projects, students will learn how to be creative in their thinking, planning and designing whilst developing a wide range of subject skills. Students enjoy the variety of tasks and challenging nature of design and technology, which enables students to maximise their individual talents and capabilities for life-long learning.

For further information please contact: Mrs Goodhue (HT TAS)

Course Name:

FOOD TECHNOLOGY

Key Learning Area: Technology & Applied Studies

Subject Contribution: \$82.00 per year – This contribution is used for food consumables and a student booklet.

Course Information:

Food Technology involves the investigation of food through practical 'hands on' applications and processes such as designing, researching, making, communicating and managing.

It provides opportunities for students to evaluate the relationship between food, technology, nutritional status and quality of life.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food.

Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context 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 will students learn about?

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

Cores of Food **Preparation and Processing** and **Nutrition and Consumption** are covered within the Focus Areas which may include:

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



For further information please contact: Mrs Goodhue (HT TAS)

Course Name:

GRAPHICS TECHNOLOGY

Key Learning Area: Technology & Applied Studies

Subject Contribution: Year 9 - \$28.00 Year 10- \$35.00 – This contribution is used for consumable resources for a variety of design projects and a student work booklet.

Course Information:

Graphics is a universal language and an important tool for thinking and communicating in the 21st Century. Students undertaking this course will develop skills in using a variety of tools, materials and techniques that are used in industrial, commercial and domestic settings. Students should be aware that this subject is practical in nature.

Through the study of Graphics Technology students become increasingly productive, creative and confident in the use of modern day technologies. In an age of rapid technological development, where Computer Aided Design (CAD), Computer Aided Manufacture (CAM) and Multimedia applications such as 3D animation are widely used, the study of Graphics Technology is particularly relevant. Students will gain experience in a variety of industry standard CAD software packages such as:

- Autodesk Fusion 360
- Autodesk Flow Design
- Rhinoceros
- Keyshot
- Adobe Illustrator
- Adobe After Effects
- Figma

What will students learn about?

Students will work through a range of projects from the list below

Computer Aided Design

Computer Aided
Manufacture

Product Design / Illustration

3D Animation

Graphic Design

Engineering Drawing

Special Effects

Architecture

Student Negotiated Project



Above: a sample of works created by Year 9 students in Graphics Technology

For further information please contact: Mrs Goodhue (HT TAS)

Course Name:

INDUSTRIAL TECHNOLOGY (Timber)

Key Learning Area: Technology & Applied Studies

Subject Contribution: Year 9 - \$65.00 Year 10 - \$65.00 – This contribution is used for timber, glue, fasteners and finishes. Students will need to provide their own materials for individual projects and a student work booklet.

Course Information:

Industrial Technology (Timber) for Years 9 and 10 is an elective course that builds on the knowledge, skills and experiences developed in the Technology Mandatory course studied in Years 7 and 8.

The major emphasis is on students being actively involved in the planning, development, and construction of quality practical projects. Students will be provided with a range of theoretical and practical experiences, including the use of hand and power tools, which develop knowledge and skills associated with the use of timber.

What will students learn about?

A project report is required for each practical project completed and will form part of the overall assessment of each module. Each project report will involve the submission of:

- Homework study units
- Project management (budgeting / time management)
- Use of computer aided design
- Research of existing products and materials
- Evaluation of work

Students will also have the opportunity to personalise their work and use industry level CNC tools in the production of their work.

Projects to be undertaken include:

- Serving board/cutting boards
- Handheld caddy
- Step Lader
- Side table
- Jewellery boxes



For further information please contact: Mrs Goodhue (HT TAS)

Course Name:

TEXTILES TECHNOLOGY

Key Learning Area: Technology & Applied Studies

Subject Contribution: Year 9 -\$64.00, Year 10 - \$58.00 – This contribution is used for textile fabrics, thread, dyes, paints, fasteners, experimentation materials, etc. Students will need to provide their own materials for individual projects. Students will also be provided with a student work booklet.

Course Information:

What will students learn about?

Students learn about textiles through the study of different focus areas & areas of study. The following focus areas are recognized fields of textiles that will direct the choice of student projects:

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel



Course Description: The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students also investigate the work of textile designers.

Students will undertake a range of practical experiences that occupy the majority of course time. Textile projects give students the opportunity to be creative, independent learners and allow students to develop skills and confidence in the use of a range of equipment.

What will students learn to do? Students will learn to use the creative process to design textile items. Students design ideas and experiences will be documented and communicated through portfolio work. Students learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile products. Students will learn to identify the properties and performance criteria of textiles and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

For further information please contact: Mrs Goodhue (HT TAS)

Course Name:

INTERNATIONAL STUDIES

Key Learning Area: Human Society and Its Environment

Subject Contribution: \$5.00 for Year 9 & 10 Booklets and Consumables

Course Information:

International Studies explores different cultures, the different ways people around the world live and their experiences.

The course investigates features of different cultures, the values and customs of different cultural groups, the things that make people across the world similar and different to us, the way culture affects our lives.



This course provides interesting information and cultural understanding if you ever plan to:

- travel overseas
- work overseas
- work for an overseas company
- work in a hospitality, people or tourism industry
- study a subject like International Studies at university



The course includes a core topic and a choice of electives including:

- Culture Diversity (Core, Year 9)
- Travel and Tourism
- Culture and Food
- Culture and Performing Arts eg Bollywood, K-Pop
- Culture and Sport eg cricket, surfing, Irish dance, wife carrying, tree throwing
- Media and Australian Culture, politics and religion
- Culture and Gender traditions, work and significant women
- Coming to Australia (migrants and refugees)
- Culture and Belief Systems (religion and non-religion)



So the course content is a bit like **The Olympics** meets **Getaway**, mixed with **Food Safari** and **Master Chef/My Kitchen Rules**. Then thrown in a little **Amazing Race** and any other 'around the world experience' you can think of (like **I'm a Celebrity Get Me Out of Here**).



For further information please contact: Ms Inman (rel. HT History)

Preference for this subject will be given to non-accelerated students. If class capacity is reached, due to staffing availability, accelerated students will be notified and asked to reselect.

Course Name: **iSTEM**

Key Learning Area: Science, Technology, Mathematics

Subject Contribution: \$50.00 per year – This contribution will be used for learning resources and student handouts.

Course Information:

iSTEM is a hands-on, NSW Department-approved elective that blends Science, Technology, Engineering, and Mathematics into one dynamic learning experience. Students tackle real-world problems through design thinking and project-based learning, developing key skills in communication, teamwork, critical thinking, and leadership.

Designed to spark innovation, iSTEM explores potential STEM career pathways while encouraging entrepreneurial thinking. It offers students the chance to engage in creative problem-solving and collaborate on developing innovative solutions.

Course structure

Across Year 9 and 10, students will complete both core modules, at least one elective and up to five specialised modules;

Core Topics	Elective Topics	Specialised topics
STEM fundamentals	Computer-aided design (CAD)	Advanced manufacturing
Project-based learning	Critical thinking	Aeronautical engineering
	Project-based learning (extension)	AgriTech
		Cyber security
		Design for space
		Mechatronics and robotics
		MedTech
		Surveying and geospatial engineering
		Sustainable transport

During the course, students will be introduced to the following skills;

- Problem-solving,
- Creative thinking,
- Critical inquiry
- Literacy and numeracy in real world
- Engineering- design thinking
- Collaboration and communication

Students in this course may work on exciting projects such as 3D printing, building rockets and airplanes, designing transportation solutions, and creating models. They may also have the opportunity to code and design robots, as well as participate in competitions to showcase their skills and creativity.

Due to staffing a maximum of 2 classes can run in this subject.

For further information please contact: Mr Lewis Tsui (HT Science)