

Chatswood High School

INSPIRING EXCELLENCE - ACHIEVING SUCCESS

**ELECTIVE
INFORMATION
GUIDE**

**Stage 5
Years 9 and 10
2021–2022**

MESSAGE FROM THE PRINCIPAL

Dear Parents and Students

Chatswood High School is a dynamic school that has the resources and expertise necessary to provide opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

As a part of this process, we encourage our students to pursue their interest and abilities through our elective curriculum.

Students entering Year 9 are given the opportunity to elect subjects of interest to them. This booklet contains information about those subjects as well as other important information you need to know. Please read this book thoroughly.

Chatswood High School is proud to offer a diverse range of electives for Years 9 and 10, designed to meet the passions, learning needs and learning styles of our dynamic student body. I encourage all students to consider their interests, their learning strengths and their broader abilities when they determine their preferences. By giving good consideration to their electives now, students will be better placed to make more successful academic decisions as their schooling career continues.

In making choices, students should remember that these courses must be studied to a satisfactory standard for two years. Changes during this time are not usually feasible, so a wise choice is necessary. If students would like additional information they are encouraged to talk to their classroom teachers, faculty Head Teachers or their Year Adviser.

By encouraging our students to make informed choices, we empower them to achieve.

David Osland

Principal

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RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Department of Education follows curriculum courses as mandated by the NSW Educational Standards Authority (NESA). If students successfully complete Years 7 to 10 they are eligible for a Record of School Achievement (RoSA) credential, issued by NESA.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

Students are required to complete the following mandatory curriculum for the RoSA:

- English (400 hours by the end of Year 10)
- Mathematics (400 hours by the end of Year 10)
- Science (400 hours by the end of Year 10)
- Human Society and Its Environment (400 hours by the end of Year 10)
- Languages other than English (100 hours by the end of Year 10)
- Technological and Applied Studies (200 hours in Years 7 and 8)
- Creative Arts (200 hours by the end of Year 10)
- Personal Development, Health and Physical Education (300 hours by the end of Year 10)

Schools award each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grades are reported on the student's RoSA and range from A to E based on performance descriptors as outlined for each Stage 5 course by NESA.

YEAR 9 AND 10 CURRICULUM STRUCTURE 2021–2022

In Years 9 and 10 students are required to study the mandatory subjects of:

- English
- Mathematics
- Science
- PDHPE
- History
- Geography

At Chatswood High School students in Years 9 and 10 complete **three** additional subjects (electives).

MAKING THE BEST CHOICE

This booklet contains information relating to all the electives being offered at Chatswood High School. Students and parents are asked to read the information and choose their elective subjects carefully.

Students should consider their interests and abilities when selecting elective subjects. There are few pre-requisite elective studies in Year 9 or 10 that impact student studies in Year 11 and 12.

Chatswood High School further supports students in making informed choices with regards to their study through the Year 8 Subject market held during school time. Head Teachers from each elective course will be explaining their courses directly to all Year 8 students. At that time students can ask questions that will help them get a better idea of what is involved in each of the courses.

In addition to this booklet students are encouraged to discuss their choices with their classroom teachers or Year Adviser, as well as parents and students in Years 9 and 10.

SELECTIVE STREAM STUDENTS

Parents and students should be aware that selective groupings continue for the mandatory courses but not for electives.

SUBJECT SELECTION PROCESS

Subjects are selected electronically using the Edval Web choices system.

Students will have a link and an individual code emailed directly to their Department of Education (DoE) student email which can be accessed via the student portal at the following address: <http://student.det.nsw.edu.au>

It is imperative that students are aware of their DoE Student email address and login details. If they are unable to access their account they are encouraged to see the Librarian.

Students will be asked to nominate **FIVE** elective subjects; however, only **THREE ELECTIVES** will be studied. Students need to indicate their choices in order of preference.

Students will have approximately one week to record their subject preferences. It does not matter how quickly within that week they make their preferences, although students are reminded that the ranking of their preferences is important.

Please note that the offering of a subject is not a guarantee that the course will run. Final classes being run and their alignment on the timetable will be based on overall interest levels and whole-school constraints.

The electronic submission of subject choices is most important as it directs decisions regarding the viability of courses. Failure to submit an electronic subject choice may result in a student not receiving their higher prioritised subject choices.

SUBJECT AVAILABILITY

Once the students have completed their preference lists, the Principal and Executive team consult to determine the final number of classes and subjects running.

If a student has chosen an elective that will not be running they will be interviewed and asked to re-prioritise in order to ensure they have the required courses to complete their studies in Years 9 and 10.

CHANGES TO SUBJECTS SELECTED

Students continue with their selected subjects from Year 9 into Year 10.

Only in extreme and special circumstances will changes to elective subjects be considered.

Students seeking to change their elective subjects should consult their Deputy Principal or their Year Adviser.

SUBJECT ACCELERATION

In 2021-2022, Chatswood High School is offering HSC Studies of Religion as an accelerated course. Students complete a Stage 6 (Year 12) course instead of a traditional Stage 5 elective. Students complete the Year 11 course in Year 9 and the Year 12 course in Year 10. They receive HSC credit for their outcomes and completion can count towards their ATAR.

Students wishing to undertake an accelerated subject must complete a comprehensive selection process undertaken by the History Head Teacher in consultation with the Principal. They must be aware that participation in the accelerated program will require attendance of lessons outside of traditional class times (usually mornings).

Students will still be required to take two other elective subjects as usual. Students will only be able to undertake one acceleration subject as an elective in Year 10.

CHANGE OF SUBJECT POLICY

Students in Year 9 may find that their choice of elective subjects is not appropriate after beginning a course. In such circumstances, students will be permitted to change provided that:

- there is a valid educational reason supporting the need for the change
- there is sufficient room in the subject into which they wish to change.

In general, subject changes for Year 9 will be allowed in Week 3 of Term 1. This will allow sufficient time for the students to experience their elective subjects. The process will be advertised during the school assembly time, through the daily notices and on the TV screens around the school. Forms for subject changes can be obtained at that time from the Front Office or from the Deputy Principal, must be fully completed and handed in to the Deputy Principal by the due date. Any late forms will not be accepted.

Further changes after that time **will not be permitted** as it may make students ineligible for their RoSA.

SUMMARY OF SUBJECTS OFFERED FOR 2021

Subject	Faculty
Chinese	Languages – Ms Zhang
Commerce	Social Sciences – Ms Richardson
Dance	Creative and Performing Arts – Mr Kelly
Design and Technology	TAS – Mr Spence
Drama	Creative and Performing Arts – Mr Kelly
Food Technology	TAS – Mr Spence
French	Languages – Ms Zhang
Global Issues	Social Sciences – Ms Richardson
History (Elective)	History – Mr Bromley
Industrial Technology - Electronics	TAS – Mr Spence
Industrial Technology - Timber	TAS – Mr Spence
Industrial Technology - Multimedia	Computing – Ms Quick
Information and Software Technology	Computing – Ms Quick
International Studies	History – Mr Bromley
Japanese	Languages – Ms Zhang
Media Power	Social Sciences – Ms Richardson
Music	Creative and Performing Arts – Mr Kelly
Photographic and Digital Media	Creative and Performing Arts – Mr Kelly
Physical Activity and Sports Studies	PDHPE – Mr Panckhurst
Studies of Religion (accelerated)	History – Mr Bromley
Textile Technology	TAS – Mr Spence
Visual Arts	Creative and Performing Arts – Mr Kelly
Visual Design	Creative and Performing Arts – Mr Kelly

CREATIVE AND PERFORMING ARTS	
MUSIC	VISUAL ARTS
<p>Music is studied through the following areas:</p> <ul style="list-style-type: none"> • Performing • Composing • Listening <p>Music in Years 9 and 10 encourages the practical aspect of the subject, so students who already play an instrument will have the opportunity to develop performance skills. Any student interested in doing Music should commence instrumental lessons as soon as possible.</p> <p><u>Performing</u> Students are encouraged to develop performance skills through solo and group work. Elective students are expected to participate in at least one of the many extra-curricular performing groups available at the school – Concert Band, Big Band, String Ensemble, Guitar Ensemble, Vocal Ensemble. Practice for these activities is treated as homework and a mark for practical work and participation is given as part of the year's work.</p> <p><u>Composing</u> This area involves the study of notation, harmony, structure, and tonality leading to the development of compositional techniques and aural skills using a variety of compositional digital music software.</p> <p><u>Listening</u> Students will encounter a wide variety of music representative of different periods and styles. They will study the concepts of: pitch, duration, dynamics and expressive techniques, tone, colour and structure.</p>	<p>Visual Arts is concerned with developing students' abilities to make and study images and objects, which have a range of meanings and purposes. It is a universal means of communication that allows individuals to express themselves through the manipulation of a range of media. The Visual Arts course has an emphasis on practical work, which is excellent preparation for senior practical based courses as students learn to become independent creative thinkers.</p> <p><u>Artmaking (60%)</u> involves learning to give form to images and objects to represent ideas, experiences and understandings. Students will be encouraged to explore and develop skills in the processes of making two, three and four-dimensional works from a wide range of materials. Through investigation, application and problem solving, they will gradually come to understand their own stylistic characteristics, symbols and methods as they gain insights into themselves and their world.</p> <p><u>Critical and Historical Studies (40%)</u> Students examine the work of artists through the eyes of the audience and historical accounts, investigating how and why artworks are made. These studies inform and develop students' understandings of the relevance of visual images to the changing world and societal views. Through these accounts, students are challenged to find personal images that have meaning.</p> <p>While the main emphasis in this course is on art making through the development of ideas in a range of materials, students will gain understanding of artists and artists' practices in critical studies of variety of relevant works.</p> <p>Visual Arts provides a solid basis for the development of a creative portfolio and lifelong personal enjoyment.</p> <p>A course fee is charged to cover the cost of materials used. Students also need a process diary in which to record ideas and class work.</p>
Course Fee: Nil	Course Fee: Year 9 \$80
	Course Fee: Year 10 \$60

CREATIVE AND PERFORMING ARTS	
PHOTOGRAPHIC AND DIGITAL MEDIA	VISUAL DESIGN
<p>Photographic and Digital Media provides specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.</p> <p>The broad areas of photography and digital media as print, interactive and moving forms are extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia.</p> <p>The Photographic and Digital Media course has an emphasis on practical work, which is excellent preparation for senior practical based courses as students learn to become independent creative thinkers.</p> <p>The Photographic and Digital Media Syllabus for Years 9 and 10 consists of two main parts:</p> <p><u>Making photographic and digital works (60%)</u></p> <p>Students investigate the practice of photographic and digital works in the context of a range of ideas and interests in at least one of the areas of still, interactive and moving forms. They undertake a broad investigation of digital media, video and interactive works. During artmaking activities, students will:</p> <ul style="list-style-type: none"> • use a journal to document explorations of ideas and interests. • experiment with materials, techniques and technologies and record the relevant technical information. • build a portfolio demonstrating a range of photographic and digital equipment and techniques. • perform various investigations of the world • use digital SLR cameras • use Adobe Photoshop to create, manipulate and edit imagery <p><u>In critical and historical interpretations, studying photography (40%)</u></p> <p>Students use the conceptual framework, the frames and the practices to understand the field of photographic and digital media. They investigate relevant events, photographers, artists, designers, agencies and critical accounts of photographic and digital media practice.</p> <p>In addition to class activities, the course requires the completing of homework and research for in-depth photographic practice and the study of influencing artists.</p>	<p>Visual Design plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of visual design as a constantly changing field of artistic practice, conceptual knowledge, material and textual appearances.</p> <p>The areas of print, object and space-time design are extremely relevant and of fundamental interest to students. Much of a student's knowledge of the world and concepts of identity come from the print, object and space-time design that surrounds them.</p> <p>The Visual Design course has an emphasis on project work which is excellent preparation for senior practical based courses as students learn to become independent creative thinkers.</p> <p>The Visual Design Syllabus for Years 9 and 10 consists of two main parts:</p> <p><u>Designing and Making Visual Design Artworks (60%)</u></p> <p>Students explore a range of ideas and interests in the world, and select, apply and utilise a range of materials and techniques to make Visual Design in one or more of the broad areas of print, object and space-time design. They undertake a broad investigation of one or more forms, for example print and space-time forms; or a more specialised focus of one form, for example the body as a site for design. Students investigate computer-based technologies and the impact of these on visual design practices and build a folio of work over time investigating and resolving a range of visual design concepts. Students use a journal to document the investigation, development and resolution of visual design concepts, and ideas and interests in the world.</p> <p>During artmaking activities, students will use:</p> <ul style="list-style-type: none"> • traditional and new artmaking methods • Adobe Illustrator • Adobe Photoshop • Adobe InDesign <p><u>In critical and historical interpretations (40%)</u></p> <p>Students use the conceptual framework, the frames and the practices to understand the field of visual design. They investigate artists as visual designers, visual design practices, including collaboration, and traditions, conventions and innovations.</p> <p>In addition to class activities, the course requires the completing of homework and research for in-depth photographic practice and the study of influencing artists.</p>
Course Fee: Year 9 \$80	Course Fee: Year 9 \$80
Course Fee: Year 10 \$60	Course Fee: Year 10 \$60

CREATIVE AND PERFORMING ARTS

DRAMA

This course involves the practical and theoretical aspects of drama including:

- Improvisation
- Acting of scripts from Shakespeare to modern scripts for film, television, radio, theatre
- Writing and performing scripts
- Editing and evaluating scripts and performance
- Critical appreciation and evaluation of performances on film and video
- Study of the history of the theatre
- Research projects on special topics, eg experimental plays and theatre, street theatre, comedy
- Making masks
- Make-up, lighting, sets, sound effects
- Management aspects of a production and staging.

Due consideration will be given to the student's ability to work well within a group and commitment to presenting a polished product.

This is not only a course for actors, however, as students who are interested in other aspects of theatre such as sound, lighting, costumes and production will be able to explore and develop these areas as well.

Students will be expected to foster an appreciation of theatre and to this end, several visits to live productions may be arranged. They will also gain knowledge about the history of drama and the drama of other countries from their own research and class work.

Subject Requirements:

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

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

In this course, students must be willing to **actively** participate in the various types of class tasks. In addition to the large component of group work, including **assessment tasks**. Students must be willing to:

- Cooperate fully and collaborate with other students (not always their own friends)
- Complete **written** work
- **Perform** in front of the class
- Reflect on their own learning by completing written reflections in their logbook **every week**
- To follow teacher instructions and stay focused during practical work
- To **learn lines** and perform scenes on stage.

Course Fee: \$15 per year (each course)

CREATIVE AND PERFORMING ARTS

DANCE

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

All students study dance performance, composition and appreciation. They learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

Students learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings and experiences. They learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Stage 5

Students who have achieved Stage 5 in Dance have developed the appropriate dance technique that is required to perform dances with a sound understanding of safe dance practice. They perform choreographed dances of increasing complexity that are based on the elements of dance and they have a developing kinaesthetic awareness as they interpret various dance styles.

Students construct dance compositions to communicate ideas. They explore, employ and manipulate the elements of dance with the understanding that they are the building blocks employed by the dance composer to communicate ideas through dance. They structure movement to express their ideas, feelings and experiences.

Stage 5 students engage in the basics of dance analysis. They respond to their own dances, the dances of others and dances as works of art by viewing, discussing, reading and writing, based on an understanding of the context in which the dances were made. They have acquired the language of dance to effectively describe movements in space, time and dynamics. Drawing from their experiences gained in performing and composing dances, they describe the characteristics of dance styles, performance quality and interpretation in dance performance, and they recognise the factors that contribute to unity in a dance composition to effectively communicate ideas.

Students have developed an understanding of dance as an artform and, through their engagement in the interrelated practices, they make connections between the making and performing of the movement and the appreciation of its meaning.

Course Fee: Costs may apply if costumes or other materials are needed for performances. Excursions additional.

COMPUTING

INFORMATION AND SOFTWARE TECHNOLOGY

The course emphasises practical project work in key areas of computing and will provide excellent preparation for senior school computing courses or provide two years elective study on its own. The course utilises our well-equipped labs with one computer per student.

The course covers a wide range of fields involving IT and students will gain proficiency in many essential software applications including: Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe Animate, SketchUp Make, Adobe Audition, Lego Mindstorm Robotics Programming, plus digital technology skills including coding, web development and user interface design.

Project work will occupy at least 80% of the allocated course time. Three 10-12 week units exploring the syllabus option topics will be covered each year, plus a mini personal project at the end of the year. Specialist hardware and software are available for project work, however students .

Units/Projects:

- Game Design: 2D and 3D graphics, Desktop publishing
- Animation and authoring
- Coding: Software Development and Programming in python
- Film: Audio production, filming and editing
- Robotics: EV3 Robotics engineering and programming
- Website design: HTML/CSS

The following core topics will be integrated into the teaching of the topics listed above:

- Current and Emerging Technologies
- Data Handling
- Hardware and Software
- People and Issues

INDUSTRIAL TECHNOLOGY - MULTIMEDIA

This course, based on a brand new syllabus, provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations.

Project work will occupy at least 80% of the allocated course time. 3-4 projects covering the syllabus option topics will be covered each year. Sophisticated hardware and software, high speed Internet, and specialised peripherals are available for project work. Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies.

Units/Projects:

- Graphics and Web design (HTML/CSS)
- 2D Animation, Film and audio
- 3D Graphics and Animation
- Authoring and App Development with AR/VR
- Game Design and Simulation
- Personal project

The following core content will be integrated into the teaching of the units listed above:

- WHS and risk assessment
- Workplace communication
- Societal and environmental impact
- Links to industry

Which to choose?

Due to the similarity between the courses there will be a significant overlap in content. **Students may pick either IST OR IT Multimedia.** Both courses offer knowledge and skill development through practical experiences in a variety of creative and technical information technology. IT Multimedia is a new syllabus that is in its first year of implementation in 2020 while IST is the existing syllabus (due to be replaced in 2022) that has been taught successfully at CHS for many years, with the program and projects being continually updated and improved as the available resources evolved.

If you're interested more in the visual design skills of computing (animation, film, game design) IT Multimedia may be the better fit for you; however, if you'd like to focus more on coding and robotics, then IST may be a better choice. We recommend speaking to one of the computing teachers if you would like more guidance on your selection.

Additional Content

Students are expected to have their own laptop device for these subjects. Most of the software covered in these courses is available for free installation on student devices. See the BYOD page on the school's website for more information on how to access the software and BYOD specifications.

Course Fee: \$75 per year (each course)

HISTORY	
ELECTIVE HISTORY	INDIGENOUS & WORLD CULTURES
<p>The Elective History course examines aspects of world history including the contribution of past societies to our understanding of the present and the nature of significant issues in the modern world. Students learn about, archaeology, the construction of history and the differing interpretations of history. Students explore Ancient, Medieval and Modern History through investigations of past societies and broader thematic studies.</p> <p>Topics from the Ancient and Medieval Societies can include:</p> <ul style="list-style-type: none"> • Early Societies: the archaeology of early societies from the Near East, the Minoans, Egypt, Mesopotamia • Ancient Societies: the Celts, the Roman Empire, the Near East, Mesopotamia, Egypt, Greece • Medieval Societies: Tudor and Stuart England, Richard III, Medieval and early modern Russia, the Ottoman Empire • Asia, America and African Societies: India, Japan, South America, Africa. <p>Thematic and Modern History topics can include:</p> <ul style="list-style-type: none"> • Crime, law and punishment • Genocide • Intelligence and security organisations • Revolution and revolution • Leadership, politics and political institutions • U.S. Civil War & Slavery • War and peace • Terrorism • History and the philosophy of science • Civil Rights • Popular Culture <p>This course includes personal research projects that allow students to investigate their own historical area of interest. It aims to develop skills in independent learning, interpretation and analysis, research and communication. The course is excellent for students interested in History as it allows them to study a range of periods and events in depth.</p> <p>Where students undertake 100 or more hours of Elective History in Stage 5, they will receive a ROSA grade for History (Elective) as well as a grade for the Mandatory History course.</p> <p>Please note that this is an entirely separate course to the Mandatory History course and there is NO overlap of course content.</p>	<p>Indigenous and World Cultures is an exciting course that gives students the opportunity to study both Australian Indigenous and international cultures. Social and cultural issues affecting Indigenous Australians will be explored and compared with other cultures around the world.</p> <p>The course combines two 100 hour courses: Aboriginal Studies and International Studies. The course includes a core study on understanding culture and diversity in today's world, as well as options including but not limited to:</p> <ul style="list-style-type: none"> • Aboriginal Identities • Aboriginal Self Determination & Autonomy • Aboriginal People's and the media • Aboriginal People's and technology • Understanding Culture and cultural diversity in the contemporary world • Culture and family life • Culture and the media • Culture, science, technology and change. • Culture in textiles, art & architecture • Culture and gender • Culture in China and India <p><i>Students will also have the potential to start a compressed HSC Aboriginal Studies course in 2022. Students completing the compressed HSC course will sit the HSC examination in 2023.</i></p> <p>Indigenous and World Cultures will appeal to students with an interest in Australian Aboriginal and Asian cultures. It develops an understanding and appreciation of the culturally diverse society in which we live. Students gain an understanding of how social structures and culture informs people's worldview: their attitudes, behaviour, rituals and physical structures.</p> <p>Students will have the opportunity to complete multimodal personal interest projects. The course will include culture-related incursions and excursions to restaurants, museums, cultural centres and other cultural events. Contributions from expert teachers from across Chatswood High School and opportunities for students to communicate with students at Chatswood High's sister school in China and Aboriginal communities in other areas of Australia will be provided in the course.</p> <p>It will be highly relevant and interesting to students who are considering studies in Geography, Society and Culture, Ancient History, Modern History, Extension History, Legal Studies, Business Studies, Economics or any language in the senior school.</p>
Course Fee: nil	Course Fee: nil

HISTORY		Unit Value	ATAR Category		
STUDIES OF RELIGION (ACCELERATED)					
Board Developed Course		2	A		
Prerequisites: <i>By application only</i>		Exclusions: Nil			
Cost: Nil					
<p>Course Description:</p> <p>Please Note: This is not a religious education course.</p> <p>Students, through studying this subject, learn to examine critically the role religion plays in enabling believers to make sense of human existence.</p> <p>It promotes awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual, with an emphasis on the Australian context.</p> <p>Students who are interested in contemporary society and social issues should look at this course. If you are interested in studying a wide range of religious beliefs, customs, ideologies and other cultures, enjoy independent research and analysis and wish to develop research skills, then this course is for you. It is NOT necessary to have deeply held religious beliefs to undertake this course, only an interest in human nature and an enquiring mind.</p>					
<p>NOTE: This is an HSC Course which students may take in Yrs 9 and 10 in accelerated format. Approval to enrol in this subject is required from the HT History. If you are interested in this course you must see Mr Bromley.</p>					
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Year 11 Course</u> Nature of Religion and Beliefs Religions of Ancient Origin Religion in Australia pre-1945 3 Religious Tradition Depth Studies </td> <td style="width: 50%; vertical-align: top;"> <u>Year 12 Course</u> Religion in Australia post-1945 Religion and Peace Religion and Non-Religion 3 Religious Tradition Depth Studies (continued from Year 11 course) </td> </tr> </table> <p><i>Religious Depth Studies chosen from:</i> Buddhism, Christianity, Hinduism, Islam and Judaism</p>				<u>Year 11 Course</u> Nature of Religion and Beliefs Religions of Ancient Origin Religion in Australia pre-1945 3 Religious Tradition Depth Studies	<u>Year 12 Course</u> Religion in Australia post-1945 Religion and Peace Religion and Non-Religion 3 Religious Tradition Depth Studies (continued from Year 11 course)
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Particular Course Requirements: Nil					
<p>External Assessment:</p> <p>HSC – 3 hour examination</p>					

LANGUAGES	
CHINESE	JAPANESE
<p>The study of Chinese aims to promote further interest, knowledge and language development for students of both native and non-native Chinese backgrounds.</p> <p>Activities in reading, writing, speaking, listening, grammar and vocabulary are included in units of work designed to enhance insights for students into aspects of Chinese life as well as the language.</p> <p>This course provides students with the opportunity to gain effective skills in communicating in the Chinese language, to explore the relationship between Chinese and English, and to develop an understanding of the culture associated with the Chinese language.</p> <p>Some units of work to be covered are:</p> <ul style="list-style-type: none"> • Let's celebrate • Daily routine • My home • My clothes • Shopping • Making arrangements • Food culture • Seasons and weather <p>Online resources, including YouTube, films, sports activities and songs, are used to supplement the basic course material. An online 'Google Classroom'–is also set up to assist and motivate students in their learning.</p> <p><u>Assessment</u> Students are expected to sit a topic test at the end of every unit. They are also expected to produce written assignments, cultural projects and oral presentations. This is to ensure that students develop confidence in their language skills and intercultural awareness.</p> <p><u>Other educational activities</u> In order to reinforce classroom learning, other educational activities, such as excursions, craft workshops, Chinese food tasting, calligraphy lessons, interacting with our sister school and overseas study trips may be organised.</p> <p><u>Homework</u> Homework per week is expected from students in Years 9 and 10. In addition to completing specific homework exercises, students should revise earlier work to consolidate their learning. Homework usually takes the form of writing, reading comprehension and speaking exercises, as well as internet researching project.</p>	<p>This course aims to expand student's previous knowledge of Japanese, giving them the opportunity to further develop their skills to better understand and interact with Japanese materials and their communication skills.</p> <p>Students will focus on language as systems and gain insights into the language and culture, leading to lifelong personal, educational and vocational benefits. Students will master the finer points of hiragana, katakana and kanji and continue developing the language and beginning to make it their own.</p> <p>The cultural component is fundamental to all our classes and we will be indulging into: Japanese cooking, cultural events and exhibitions, Japanese Film Festival, calligraphy and Japanese people from our community will be invited to give cultural demonstrations at the school.</p> <p>Some units of work to be covered are:</p> <ul style="list-style-type: none"> • All about me • Hobbies and Interests • Daily Routines • Food Culture • Our local area • Getting around • School life • Talking about the past <p><u>Assessment</u> Students will be assessed in tests, assignments and classroom activities that develop students' listening, reading, speaking and writing skills, as well as their cultural understanding.</p> <p><u>Other educational activities</u> Excursions are organised to restaurants, Japanese cultural events and exhibitions, and Japanese films. Japanese experts on calligraphy and sushi making will be invited to give demonstrations. Overseas study trips may be organised.</p> <p><u>Homework</u> Homework will be given at the end of every lesson in the form of workbook exercises to reinforce the content learnt that day, written tasks, preparation for classroom quizzes, internet research, and tasks that consolidate what they have learnt during the week. This is to ensure that students develop confidence in their language skills, in particular, writing scripts.</p>
Course Fee: Year 9 - \$60 for workbook and Language Perfect subscription	Course Fee: Year 9 - \$50 for 2 workbooks
Course Fee: Year10 - \$60 for workbook and Language Perfect subscription	Course Fee: Year 10 - \$75 - workbook and Language Perfect subscription

LANGUAGES

FRENCH

The study of French aims to promote further interest, knowledge and language development for students. Activities in reading, writing, speaking, listening, grammar and vocabulary are included in units of work designed to enhance insights for students into aspects of the culture of the French-speaking world as well as the French language.

This course 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.

Some units of work to be covered are:

- All about me, my family and school
- Daily routine
- My home
- Places and directions around town
- Shopping
- Describing people
- Leisure activities
- Celebrations
- Holidays and weather

Online resources including language learning websites, YouTube, video dialogues, interviews, songs and films, are used to supplement the basic course material. An online Google Classroom is also established to assist students in their learning.

Assessment

Throughout Years 9 and 10 assessment is continuous. Students will sit topic tests, vocabulary quizzes, listening, speaking, reading and writing tests. They will also do cultural projects.

Other educational activities

Excursions are organised to French cultural events as they are available such as the French Film Festival. Students may also visit Sydney CBD to examine French sculpture in Hyde Park, artworks at the Art Gallery of NSW, French shops in the Queen Victoria Building, the French language learning centre and library at the Alliance Française, as well as a French restaurant. Cooking of French desserts is undertaken at school. French experts on culture may be invited to give performances and/or demonstrations. An overseas trip may be organised.

Homework

Regular homework will be given in small amounts per week. In addition to completing specific homework exercises, students should revise earlier work to consolidate their learning. Homework usually takes the form of completing grammar and vocabulary exercises, reading and listening comprehension, extended writing as well as speaking dialogue preparation including pronunciation practice.

Course Fee: \$45 for Year 9 workbook
\$45 for Year 10 workbook

PHYSICAL ACTIVITY AND SPORTS STUDIES

The aim is to enhance the students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Course Description

Students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course.

What will students learn about?

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

Foundation 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

Opportunities also exist for students to:

- Become more familiar with all equipment used in a human performance
- Laboratory work with weight training equipment
- Participate in sports not offered in PD/H/PE.

Course Fee: \$80 per year

SOCIAL SCIENCES

COMMERCE

Commerce is a fun, practical and engaging course where students develop and apply their understanding of money – earning, spending and investing.

The study of Commerce encourages students to develop their knowledge about financial management as well as give them the skills and knowledge necessary to navigate life from employment, consumer, business, economic and legal perspectives.

Commerce provides real hands-on skills that they can apply throughout their lives. Skills in managing money, budgeting, negotiating purchases and work related issues are highly beneficial to young people as they start to earn an income.

Enrichment and Co-Curricular Activities:

Students have the opportunity to participate in additional enrichment opportunities and external events including:

- NSW Law Society Mock Trial Competition
- ASX Stock Market Challenge
- NAB/FYA \$20 Boss Program
- CBA Smart Start events.

Further, students work in competitive class teams to develop and implement their own school based business.

Commerce involves the study of contemporary financial and legal events, students are expected to BYOD so they can engage in online content and develop their research skills.

Assessment in Commerce takes a range of forms including making a video advertisement, planning an overseas holiday, essay writing and examinations.

Course Fee: nil (excursions additional)

GLOBAL ISSUES

Global Issues covers all the processes, people and events that shape our world. Classroom activities are often centred on areas of interest for the students or key contemporary events.

The Global Issues course encourages students to build a deeper understanding of the processes that shape our environment and their world. The course caters to multiple learning styles and promotes the development of critical thinking, research and problem solving skills.

Hands-on learning is emphasised throughout the course with students encouraged to participate in Field Study excursions including the opportunity to accompany the Year 12 students on their Great Barrier Reef Study Tour.

Students are encouraged to pursue their own interests within the course framework and are scaffolded in the development of inquiry, research and communication skills.

ICT is leveraged throughout the topics studied and in turn, students are expected to BYOD.

Topics:

- Oceanography
- Conflict Politics
- Physical Processes
- Development Politics
- Country Study
- Australia's Neighbours.

Course Fee: nil (excursions additional)

SOCIAL SCIENCES

MEDIA POWER

Media Power engages students in 'real world' issues and helps them to see themselves as active citizens and potential contributors to public discourse. Types of media studied will include but are not limited to: music, film, television, internet and social media and video games.

The aim of the course is to stimulate understanding of the nature, techniques and impacts of media products and foster critical analysis of media messaging and evaluation of the role media plays in informing social progress. Students engage in content production to develop and apply media skills and literacy and to become active informed and responsible citizens.

The Media Power elective will take a practical approach by establishing a student driven media enterprise to afford students the opportunity to excel in a range of enterprise roles from journalism, editing, graphic design, sales, marketing and accounting.

This new elective will complement students interested in humanities and contemporary issues, photography and digital media, commerce and multimedia. Theory driven with practical application Media Power gives students the insight to understand how people are influenced, and therefore, how to make a difference in the word around them.

Suggested Topics:

- Nature and role of media
- Value of media
- Media, power and society
- Technology media and socialisation
- Truth and media
- Media consumption and commodification
- Social media
- News enterprise

Course Fee: nil

TECHNOLOGICAL AND APPLIED STUDIES (TAS)	
INDUSTRIAL TECHNOLOGY - ELECTRONICS	INDUSTRIAL TECHNOLOGY - TIMBER
<p>How does that small home appliance work? Why do most modern cars have at least three computers? What is a multimeter used for? Every day our lives depend upon electronics for our basic necessities, our work and our leisure. Electronics is a practical course which will lead students from knowledge of basic equipment, components and skills through to applications and design projects.</p> <p>Students will undertake experiments and practical exercises that will put theory into practice. They will develop safe working habits, recognise and correctly use appropriate handtools, machine tools and test instruments, read circuit diagrams, select components and manufacture circuits and develop basic techniques for finding and rectifying faults in circuits. Electronics is taught in a laboratory that is equipped for the design and manufacture of circuitboards, supported by the latest computer programs, tools and test equipment.</p> <p>The knowledge, skills and techniques developed in Electronics will enable students to pursue careers in a variety of electronic fields including design, repair, maintenance, construction and sales.</p>	<p>Australian Red Cedar, Jarrah, Tasmanian Oak, Huon Pine, Kauri, Coachwood, Tasmanian Blackwood are all names synonymous with quality Australian cabinetwork and turning. In Industrial Technology - Timber students will be introduced to a wide range of woodworking knowledge and skills that will enable them to develop a lifelong appreciation of timber and the articles that can be produced from it.</p> <p>In Industrial Technology - Timber the practical work involves using hand tools and portable power tools such as: drills, routers, biscuit jointers and sanders. Fixed machinery includes: woodturning lathes, scrollsaws, overhead router and the most recent additions to the workshops, an industrial sliding panelsaw and thicknesser.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • Demonstrate safe workshop practices • Use hand and powertools correctly • Determine the most suitable processes for working timber • Design and construct projects • Gain personal satisfaction through workshop experiences • Recognise good craftsmanship. <p>The projects that may be undertaken in Industrial Technology -Timber include document and jewellery boxes, trays, clocks, toys, turned platters and bowls, coffee tables, computer desks and outdoor furniture.</p> <p>Industrial Technology - Timber provides an excellent background for students who may wish to pursue careers in Architecture, Interior Design, Building, Carpentry or Cabinet making.</p>
Course Fee: \$60 per year	Course Fee: Year 9 - \$40.00
	Course Fee: Year 10 - \$50.00

TECHNOLOGICAL AND APPLIED STUDIES (TAS)	
FOOD TECHNOLOGY	DESIGN AND TECHNOLOGY
<p>Food Technology enables you to understand the development of our food from the “paddock to the plate”. It is fun to learn in a practical way about how food undergoes changes through processing. This course enables students to gain knowledge, skills, and develop attitudes about the production, processing, properties, nutritive value, marketing and consumption of food. Excursions during the course also help to give an insight into how the food industry is run in Australia.</p> <p>Much of the knowledge gained in Food Technology will enable you not only to prepare foods more skillfully but also to make wise decisions about food in general. Students will study a variety of topics including:</p> <ul style="list-style-type: none"> • Food in Australia • Food Service & Catering • Food Equity • Food for Special Occasions • Food Trends • Food Selection & Health <p>Food Technology is an enjoyable subject for all students who will gain valuable experiences and will provide the foundation for careers in Tourism and Hospitality, Food Manufacture, Dietetics, Hotel Management or as a Chef.</p>	<p>Why do helicopters fly? How does your microwave oven cook food? Can you think of a way of generating electricity from water? If the answers to these questions interest you, then you should consider Design and Technology for study in Years 9 and 10.</p> <p>Design and Technology encourages students to look at the world around them, to investigate products, systems and environments, and to design a successful solution to a specified need. This course is concerned with the study of present, new and emerging technology through design. Students will undertake these activities using a variety of materials, tools and machines.</p> <p>Computers will present a major component of this course and students will be introduced to word processing, spreadsheets, databases, desktop publishing and drawing programs. The process of laser cutting and etching on various surfaces will also feature prominently in this course.</p> <p>Students will gain knowledge through the development of design projects based on areas of study such as:</p> <ul style="list-style-type: none"> • The Built Environment • Engineered Systems • Food • Clothing & Accessories • Health & Welfare • Agriculture • Leisure and Lifestyle • Manufacturing • Information & Communication • Transport & Distribution <p>Each design project will encourage students to develop:</p> <ul style="list-style-type: none"> • Creative qualities • Quality thinking in decision making • Production & management skills • Sensitivity and responsiveness to the needs of people, communities and the environment.
Course Fee: \$90	Course Fee: \$40

TECHNOLOGICAL AND APPLIED STUDIES (TAS)

TEXTILE TECHNOLOGY

What do the names Sportscraft, Diesel, Ripcurl, Roxy, Nike and Adidas have in common? They design and manufacture clothing and accessories from textiles. Textile Technology is an exciting course where students research the types of textiles and their manufacture, learning useful practical skills including drawing and design as well as manufacturing processes using the latest in technology.

The emphasis of the course is upon students designing and making their own clothing and accessories. This could range from formal wear to beach wear or perhaps a bodyboard bag! Students will construct an average of one article per term and whilst the course fee provides many essential materials for a variety of projects, students should be aware that they may have to provide specialist textiles of their own choice. Excursions and seminars during the course help to provide an insight into the fashion and textiles industries.

Textiles Technology is an enjoyable subject for all students who will gain valuable experiences and will provide insights into careers in Fashion Design, Theatrical Costume and Set Design, Textile Manufacturing, Retailing, Screen Printing and even Sailmaking.

Course Fee: \$50

CHATSWOOD HIGH SCHOOL

PERSONAL RECORD OF MY ORIGINAL YEAR 9 SUBJECT CHOICES

NAME: _____

English CLASS: _____ (eg: 8C) E-Mail Address _____

Your compulsory subjects are:

ENGLISH

MATHEMATICS

SCIENCE

HISTORY

GEOGRAPHY

PDHPE

SPORT

Your elective preferences (in order of importance):

Preference	WRITE THE SUBJECT HERE
1	
2	
3	
4	
5	

Remember that you will only complete THREE electives; choices four and five are your two reserve choices. However, you may not get preference 1 or 2 so your 4th and 5th choices may end up as your subjects.

This is your personal copy. Keep this copy as a record. Submit your subject selection via the web address on the due date.

You can only choose an 'accelerated' course as a preference **IF** you have been offered a place via the selection process organised by the relevant faculty.