Chatswood High School

INSPIRING EXCELLENCE – ACHIEVING SUCCESS

ELECTIVE INFORMATION GUIDE

Stage 5

Years 9 and 10

2026–2027

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.

Robin Chand

Principal

TABLE OF CONTENTS

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 across Years 7 and 8)
- Creative Arts (200 hours by the end of Year 10)
- Personal Development, Health and Physical Education/PDHPE (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 2026–2027

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

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

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

SELECTIVE STREAM STUDENTS

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

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 or TSO.

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

Students will have approximately three weeks 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 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, completing 200 hours of study.

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. Students may find that their choice of elective subjects is not appropriate after beginning a course. The process to change subjects will be advertised through the daily notices and the Year 9 Google Classroom. Students must discuss changes with the Deputy Principal and complete an online form. It is important to note that many popular subjects fill up so making an informed first choice is always the best option to ensure you get the right subjects.

Only in extreme and special circumstances will changes to elective subjects be considered after the first three weeks of Year 9 as it may make students ineligible for their RoSA.

SUBJECT ACCELERATION

In 2026-2027, 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.

SUMMARY OF SUBJECTS OFFERED FOR 2025

Listed in alphabetical order

Subject	Faculty	Head Teacher/s
Aboriginal Studies	History	Mr Bromley
Chinese	Languages	Ms Zhang
Commerce	Social Sciences	Ms O'Connor
Computing Technology	Computing	Ms Carr
Dance	Creative and Performing Arts	Ms Sexton
Design and Technology	TAS	Mr Spence/Ms Amery
Drama	Creative and Performing Arts	Ms Sexton
Food Technology	TAS	Mr Spence/Ms Amery
French	Languages	Ms Zhang
Global Issues	Social Sciences	Ms O'Connor
History (elective)	History	Mr Bromley
Industrial Technology - Electronics	TAS	Mr Spence/Ms Amery
Industrial Technology - Multimedia	Computing	Ms Carr
Industrial Technology - Timber	TAS	Mr Spence/ Ms Amery
International Studies	History	Mr Bromley
iSTEM	Science	Mrs Harrison
Japanese	Languages	Ms Zhang
Music	Creative and Performing Arts	Ms Sexton
Outdoor Education	Social Sciences	Ms O'Connor
Photographic and Digital Media	Creative and Performing Arts	Ms Sexton
Physical Activity and Sports Studies	PDHPE	Mr Panckhurst
Psychology	History	Mr Bromley
Studies of Religion (accelerated)	History	Mr Bromley
Textile Technology	TAS	Mr Spence/Ms Amery
Visual Arts	Creative and Performing Arts	Ms Sexton
Visual Design	Creative and Performing Arts	Ms Sexton

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. As an integrated study of the practices of performance, composition and appreciation, students develop both physical skill, aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they compose, perform, and analyse dance works.

Students will learn about the Elements of Dance (Space, Time and Dynamics) and how they are used throughout the three practices. They will learn about performing dances with an awareness of safe dance practice, as well as how to express ideas, feelings and experiences as they construct dance compositions.

Other areas of study include:

- Anatomy and kinesiology
- Cross training
- Choreographic process
- Analysis through observation
- Dance Film

Subject Requirements:

Students will develop knowledge, understanding and skills about dance as an artform through:

1 **dance performance** as a means of developing dance technique and performance quality to communicate ideas
2 **dance composition** as a means of creating and structuring movement to express and communication ideas
3 **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context

Course Fee: Nil (excursions additional)

DRAMA

Drama enables students to develop skills both individually and collaboratively to make, perform and appreciate dramatic and theatrical works.

Students will be challenged to perform a variety of roles, learning to explore truth, tension, and suspense in a range of situations. Using influences of different theatrical styles students will engage in a series of workshops and role play activities, exploring and manipulating both vocal and physical tools.

Students will undertake various units with a focus on playbuilding. Playbuilding refers to a group of students collaborating to make their own piece of drama from scratch.

Other areas of study include:

- Improvisation
- Comedy
- Musical Theatre
- Physical Theatre
- Political and Protest Theatre
- Script 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
- Complete **written** work
- **Perform** in front of the class
- **Reflect** on their own learning by completing written reflections
- **Learn lines** and perform scenes on stage.

Course Fee: Nil (excursions additional)

CREATIVE AND PERFORMING ARTS	
MUSIC	PHOTOGRAPHIC AND DIGITAL MEDIA
Music provides specialised learning opportunities across three areas: • Performing • Composing • Listening These are studied through a range of contexts adaptable to suit the interest and ability levels of all students. Topic covered in Years 9 and 10 can include popular music, Jazz, Australian music, the Classical period, 19th Century music, music of a culture, Musical Theatre. 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. The study of music as an elective subject at school enables students to: • gain solo and small group performance opportunities, • develop their musical understanding through extensive listening and musicology, • explore and develop their creativity in a musically informed manner through the practice of composing. <u>Performing</u> Students are encouraged to develop performance skills through solo and group work. Elective students are encouraged to participate in at least one of the many co-curricular performing groups available at the school. 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. <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. <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. In addition, students who have previously chosen to study music have improved skills in organization, complex cognitive function, social skills and creativity. Many of these students find the study of music to have significantly improved their HSC results, and given them confidence and flexibility to fully embrace their post-school years.	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. 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. 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. The Photographic and Digital Media Syllabus for Years 9 and 10 consists of two main parts: <u>Making photographic and digital works (60%)</u> 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: • 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 <u>In critical and historical interpretations, studying photography (40%)</u> 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. 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.
Course Fee: Year 9 $40	Course Fee: Year 9 $80
Course Fee: Year 10 $40	Course Fee: Year 10 $80

CREATIVE AND PERFORMING ARTS	
VISUAL ARTS	VISUAL DESIGN
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. <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. <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. 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. Visual Arts provides a solid basis for the development of a creative portfolio and lifelong personal enjoyment. 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.	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. 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. 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. The Visual Design Syllabus for Years 9 and 10 consists of two main parts: <u>Designing and Making Visual Design Artworks (60%)</u> 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. During artmaking activities, students will use: • traditional and new artmaking methods • Adobe Illustrator • Adobe Photoshop • Adobe InDesign <u>In critical and historical interpretations (40%)</u> 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. 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.
Course Fee: Year 9 $80	Course Fee: Year 9 $80
Course Fee: Year 10 $80	Course Fee: Year 10 $80

COMPUTER SCIENCE

COMPUTING TECHNOLOGY

Computing Technology focuses on computational, design and systems thinking. Students use a variety of hardware and software to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. They also investigate the social, ethical, and legal responsibilities of data managers, while considering privacy and cybersecurity principles.

Practical work will occupy at least 80% of the allocated course time. Sophisticated hardware and software, high speed Internet, and specialised peripherals are available for project work. Project work provides opportunities for students to collaborate and expand their knowledge and understanding of computing technologies.

Units:

- Game of Cells - Analysing data using spreadsheets
- Algorithm Adventures - Game creation using python
- A Simulating Experience - Simulation development using HTML, CSS and JS
- Smart systems – Networking and mechatronics
- Data-driven apps – Database design and app development using SQL and Apex
- Robotics – Mechatronics using LEGO Spike Prime

Note: This is a recent course with an updated syllabus that commenced in 2024, replacing *Information Software and Technology*.

INDUSTRIAL TECHNOLOGY: MULTIMEDIA

This course provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia 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.

Practical work will occupy at least 80% of the allocated course time and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies. Sophisticated hardware and software, high speed Internet, and specialised peripherals are available for project work.

Units/Projects:

- Graphics (Illustrator/Photoshop)
- Web design (HTML/CSS)
- 2D Animation (Animate/After Effects)
- Film & VFX (Premiere Pro/After Effects)
- 3D Graphics and Animation (Blender)
- Authoring and App Development (Adobe XD/AppLab)
- Game Design and Simulation (Godot/360 cameras)

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?

Computing Technology is a more general course with a greater focus on programming, networks, and information systems, while Industrial Technology Multimedia is design-focused with a heavy emphasis on visual and interactive user experiences.

Computing Technology is an excellent introduction to the concepts covered in the Stage 6 courses, Software Engineering and Integrated Computing, while Industrial Technology: Multimedia introduces many of the skills and concepts of the Stage 6 course of the same name.

Students may do both courses.

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: Year 9/10 $80 per year.

HISTORY

ABORIGINAL STUDIES

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples, whilst acknowledging the contribution of Aboriginal cultures and communities to Australian society.

The course covers a broad range of contemporary social and political issues and involves a comparative study of an international indigenous community. The core concept throughout the course is for students to develop their understanding of Aboriginal Heritage and Identity.

For Aboriginal students through this course, they are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities, seeing all students take an active role in the process of reconciliation.

The subject will be offered as a 200-hour course and will focus on providing students with the opportunity to engage with their local community and environment.

Topics from this course include:
Core Study:

1. Aboriginal identities
2. Aboriginal self-determination and autonomy

Options
A range of options will be studied from the following:

1. Aboriginal Enterprises and organisations
2. Aboriginal peoples and the visual arts
3. Aboriginal peoples and the performing arts
4. Aboriginal peoples and the media
5. Aboriginal peoples and oral and written expression
6. Aboriginal peoples and film and television
7. Aboriginal peoples and the technologies
8. Aboriginal peoples and the sport
9. Aboriginal peoples' and interaction with legal and political systems
10. School developed option

Course Fee: Nil

HISTORY (ELECTIVE)

The History Elective 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.

Topics from the Ancient and Medieval Societies can include:

- 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: Vikings, Tudor and Stuart England, Richard III, Medieval and early modern Russia, the Ottoman Empire
- Asia, America and African Societies: India, Japan, South America, Africa.

Thematic and Modern History topics can include:

- Crime, law and punishment
- Underwater archaeology
- 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

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.

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.

Please note that this is an entirely separate course to the Mandatory History course and there is **NO** overlap of course content.

Course Fee: Nil

HISTORY	
INTERNATIONAL STUDIES	PSYCHOLOGY
International Studies is an exciting course that gives students the opportunity to study a broad range of issues in an international context. It provides an opportunity for students to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course includes a core study on understanding culture and diversity in today's world, as well as options including but not limited to: • Culture and sport • Culture in film and literature • Culture and food • Culture and beliefs • Culture and gender • Culture and the media • Culture and travel • Culture, science, technology and change. International Studies will appeal to students with an interest in World cultures, including India, China, Mexico, Japan and Europe. It develops an understanding and appreciation of the culturally diverse society in which we live. The course will include culture-related excursions to restaurants, museums, cultural centres and other cultural events. It will be highly relevant and interesting to students who are considering studies in Geography, Society and Culture, Ancient History, Modern History, History Extension, Legal Studies, Business Studies, Economics or any language in the senior school. Please note: International Studies is a Department Approved elective course and is not eligible for credentialing on the Record of School Achievement (RoSA).	The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society. Topics from this course include: Core Study: 1. What is Psychology 2. Research methods in Psychology Options: A range of topics will be studied from the following options 1. Biological bases of behaviour 2. Intelligence and creativity 3. Personality and self 4. Forensic psychology 5. Psychology and society 6. Psychology and gender 7. Psychological disorders and constructs of normality 8. Psychology of success 9. School-developed option This course will be of interest to students who have an interest in human behaviour and are possibly considering studying it in the future. It will also be relevant for those students who are considering Society and Culture or any of the life sciences in Stage 6. Please note: Psychology is a Department Approved elective course and is not eligible for credentialing on the Record of School Achievement (RoSA).
Course Fee: Nil	Course Fee: Nil

HISTORY	Unit Value
STUDIES OF RELIGION (ACCELERATED HSC COURSE)	
Board Developed Course	2

Prerequisites: *By application only*	**Exclusions:** Nil

Cost: Nil

Course Description:

Please Note: This is not a religious education course.

Students, through studying this subject, learn to examine critically the role religion plays in enabling believers to make sense of human existence.

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.

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 if 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.

NOTE: This is a **HSC COURSE** which students may take in Years 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.

Main Topics Covered:

<u>Year 11 Course</u>
Nature of Religion and Beliefs
Religions of Ancient Origin
Religion in Australia pre-1945
3 Religious Tradition Depth Studies

Religious Depth Studies chosen from:
Buddhism, Christianity, Hinduism, Islam and Judaism

<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)

Particular Course Requirements: Nil

External Assessment:

HSC – 3 hour examination

LANGUAGES

CHINESE

The study of Chinese aims to promote further interest, knowledge and language development for students of both native and non-native Chinese backgrounds.
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.
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.
Some units of work to be covered are:

- Let's celebrate
- Daily routine
- My home and my community
- My clothes
- Shopping
- Making arrangements
- Food culture
- Seasons and weather
- Education and aspiration
- Traveling
- Lifestyle and healthy living

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.

Assessment
Students are expected to take a topic test at the end of every unit. They are also required to produce written assignments, complete cultural projects, and engage in authentic and interactive tasks. This ensures that students develop confidence in their language skills and intercultural awareness.

Other educational activities
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.

Homework
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.

Course Fee: Year 9 - $60 for workbook and Language Perfect subscription

Course Fee: Year10 - $60 for workbook and Language Perfect subscription

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, 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
- Education and aspiration
- Traveling
- Lifestyle and healthy living

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
Students are expected to take a topic test at the end of every unit. They are also required to produce written assignments, complete cultural projects, and engage in authentic and interactive tasks. This ensures that students develop confidence in their language skills and intercultural awareness.

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.

Homework
Regular homework will be given each 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: $30 for Year 9 workbook

Course Fee: $40 for Year 10 workbook

LANGUAGES

JAPANESE

This course aims to expand students' (previous) knowledge of Japanese, giving them the opportunity to further develop their skills to better understand and interact with Japanese materials.

Students will focus on language as systems and gain insights into the Japanese 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.

Some units of work to be covered are:

- Family
- Likes & Dislikes
- Daily Routines
- Food Culture
- Festivals
- Our local area
- Getting around
- School life
- Talking about the past.

Assessment

Students are expected to take a topic test at the end of every unit. They are also required to produce written assignments, complete cultural projects, and engage in authentic and interactive tasks. This ensures that students develop confidence in their language skills and intercultural awareness.

Other educational activities

The cultural component is fundamental to all our lessons and we will be experiencing cultural events and pen pal program with Japanese high school students, Japanese Film Festival, calligraphy and inviting Japanese people from our community to give cultural demonstrations at the school. Overseas study trips may be organised.

Homework

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.

Course Fee: Year 9 - $54 for 2 workbooks

Course Fee: Year 10 - $ 77- workbook and Language Perfect subscription

PDHPE

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

The aim is to enhance the students' capacity to learn the benefits of participation 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. We offer both a boy's class and a girl's class in this subject. The course is more theoretical than practical, however there will be some science based practical lessons in the school fitness lab.

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 using fitness testing equipment

Course Fee: $0 per year; excursions will incur a cost

SCIENCE

ISTEM

Course Description:
The iSTEM Course covers a number of STEM based fields, including; Engineering design, Coding, Computer Aided Design, Cyber Security, Statistics, CAD, Agriculture, Robotics and Biotechnology.

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce.
This Stage Five course is an attempt to provide an innovative and imaginative curriculum which will inspire students to take up the challenge of a career in science, technology, engineering or mathematics.

Students will learn to use a range of tools, techniques and processes, including relevant technologies to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.

Students will finish the course with transferable skills, a solid understanding of recent and emerging technologies, and a well-rounded knowledge base to succeed in a future-focused workforce.

Core Topics Studied:

Year 9

- Fundamentals
- Localised Food Production
- Computer Aided Design (for 3D printing)
- Critical Problem Solving

In year 9, students will build foundational skills that will allow them to design solutions to complex problems. They will learn technical drawing (used by engineers), coding for microcontrollers, computer aided design, 3D printing and critical thinking skills.

Year 10

- Mechatronics & Robotics
- MedTech
- Sustainable Agriculture
- Cyber Security

In year 10, students will build upon their understanding of the engineering design process to design more complex systems in robotics, medical prosthetics, agricultural transport and finish with learning the importance of cyber security.

Enrichment:
Excursions that align with some course topics are also available to students.
Assessment in iSTEM
Students in year 9 are assessed in the following topics: STEM Fundamentals (Skills portfolio), Localised Food Production (Automatic Plant System), and Computer Aided Design (3D printed model). In year 10, they are assessed on: Mechatronics/robotics (Robotic vehicle), Med tech (Prosthetic limb) and Sustainable Agriculture transport (Sustainable Agricultural Transport design).

Course Fee: Nil (excursions additional)

SOCIAL SCIENCES

COMMERCE

Course Description:
Commerce is a practical and engaging course where students develop and apply their understanding of money – earning, spending and investing. Students learn how to be a wise consumer and learn about the institutions that are part of our commercial world.

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, political 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.

Core Topics Studied:
Students must study the following 4 core topics:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Enrichment and Co-Curricular Activities:
Students also study a number of additional non-core subjects and have the opportunity to participate in additional enrichment opportunities and external events including:

- Excursions to NSW State Parliament, Law and Justice Museum
- NSW Law Society Mock Trial Competition
- ASX Stock Market Challenge
- UTS StartUps events.

Further, students work in competitive class teams to develop and implement their own school-based business.
As Commerce involves the study of contemporary financial, economic 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, undertaking presentations, creating a resume, researching contemporary business, legal and economic events, essay writing and examinations.

Course Fee: Nil (excursions additional)

SOCIAL SCIENCES	
GLOBAL ISSUES	OUTDOOR EDUCATION
Course Description: 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 senior 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: • Our Earth (Physical Processes) • Oceanography • Australia's Neighbours and Interconnection • Continental Adventures – Interactions and Patterns • Global Citizenship • Real Impact of the Chernobyl Disaster • Political Geography. Assessment takes a range of forms including making videos, undertaking presentations, essay writing and examinations.	Course Description: Outdoor Education develops in each student the knowledge, understanding and skills needed to understand and identify with the surrounding wilderness environments and conduct themselves in a safe manner in the outdoors. The Outdoor Education course is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Students learn through planning and participating in outdoor experiences and reflecting on their involvement. There is a strong focus on practical application, movement and experiential learning in outdoor environments. Hands-on learning is emphasised throughout the course. The content is organised in modules reflective of five focus areas: • outdoor activity and exploration skills • environmental awareness, conservation and sustainability • personal and social skills, growth and development • connecting with the natural environment • health, safety and wellbeing in the outdoors. The course caters to multiple learning styles and promotes the development of critical thinking and problem-solving skills. Please note: Outdoor Education is a Department Approved elective course and is not eligible for credentialing on the Record of School Achievement (RoSA).
Course Fee: Nil (excursions additional)	Course Fee: Nil (excursions additional)

TECHNOLOGICAL AND APPLIED STUDIES (TAS)	
DESIGN AND TECHNOLOGY	FOOD TECHNOLOGY
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. Computers will present a major component of this course and students will be introduced to word processing, spreadsheets, desktop publishing and drawing programs. The process of laser cutting and etching on various surfaces will also feature in this course. Students will gain knowledge through the development of design projects based on areas of study such as: • The Built Environment • Engineered Systems • Clothing & Accessories • Health & Welfare • Agriculture • Leisure and Lifestyle • Manufacturing • Information & Communication • Transport & Distribution Each design project will encourage students to develop: • Creative qualities • Quality thinking in decision making • Production & management skills • Sensitivity and responsiveness to the needs of people, communities and the environment.	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 and skills, and develop attitudes about the production, processing, properties, nutritive value, marketing and consumption of food. Much of the knowledge gained in Food Technology will enable students to prepare foods more skilfully and also to make wise decisions about food in general. Students will study a variety of topics including: • Food in Australia • Food Service & Catering • Food Equity • Food for Special Occasions • Food Trends • Food Selection & Health Food Technology is an enjoyable subject for all students and provides valuable experiences as well as a strong foundation for careers in Tourism and Hospitality, Food Manufacture, Dietetics, Hotel Management or as a Chef.
Course Fee: $40 per year	Course Fee: $100 per year

TECHNOLOGICAL AND APPLIED STUDIES (TAS)	
INDUSTRIAL TECHNOLOGY - ELECTRONICS	INDUSTRIAL TECHNOLOGY - TIMBER
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. Students will undertake experiments and practical exercises that will put theory into practice. They will develop safe working habits, recognise and correctly use appropriate hand tools, 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 circuit boards, supported by the latest computer programs, tools and test equipment. 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.	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. 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, scroll saws, overhead router and the most recent additions to the workshops, an industrial sliding panel saw and thicknesser. Students will learn to: • Demonstrate safe workshop practices • Use hand and power tools correctly • Determine the most suitable processes for working timber • Design and construct projects • Gain personal satisfaction through workshop experiences • Recognise good craftsmanship. The projects that may be undertaken in Industrial Technology -Timber include document and jewellery boxes, trays, clocks, toys, turned platters and bowls, coffee tables, chairs, computer desks and outdoor furniture. Industrial Technology – Timber, provides an excellent background for students who may wish to pursue careers in Architecture, Interior Design, Building, Carpentry or Cabinet making.
Course Fee: $60 per year	Course Fee: $60 per year

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, learn 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. 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.

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 Sail making.

Course Fee: $50 per year

CHATSWOOD HIGH SCHOOL

PERSONAL RECORD OF MY ORIGINAL YEAR 9 SUBJECT CHOICES

NAME:

English CLASS:_____ (eg: 8Indigo) E-Mail Address_____

Your compulsory subjects are:

ENGLISH

MATHEMATICS

SCIENCE

GEOGRAPHY
HISTORY
PDHPE

SPORT

Your elective preferences (in order of importance):

Preference	*WRITE THE SUBJECT HERE*
1	
2	
3	
4	
5	
6	

Remember that you will only complete THREE electives;
choices four – six are your reserve choices. However, you may not get preference 1 or 2 so your reserves 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.