



CANTERBURY Education GIRLS HIGH SCHOOL



RoSA Subject Selection Guide Year 9, 2024 - Year 10, 2025



Table of Contents

Introduction	3
Pattern of Study in Stage 5 - RoSA.....	3
Subject Materials Contributions.....	3
What Are The Steps Involved In Deciding Stage 5 Electives?.....	4
Advice for Choosing Electives	4
Guidelines For The Record Of School Achievement	5
Record of School Achievement (RoSA) Grades.....	5
MANDATORY SUBJECTS	
English.....	6
Mathematics	7
Science	8
Geography	9
History	9
Personal Development, Health and Physical Education.....	10
ELECTIVE SUBJECTS	
Child Studies	11
Commerce	12
Computing Technology.....	13
Dance.....	14
Drama	14
Food Technology	15
Geography	16
History.....	17
Industrial Technology: Multimedia.....	18
Languages Other Than English (LOTE).....	19
Chinese.....	20
French	20
Music	21
Physical Activity and Sports Studies (PASS).....	22
Photographic and Digital Media.....	23
Textiles Technology.....	24
Visual Arts.....	25
Subject Materials Contributions: Year 9.....	26
Subject Materials Contributions: Year 10	27

Introduction

This information booklet will assist students and parents to make the important choice of electives for Stage 5 (Years 9 and 10) study.

In Stage 5 all students must complete requirements for all **mandatory** subjects. These are:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health and Physical Education (PDHPE)
- School Sport.

Pattern of Study in Stage 5 - RoSA

All students in Stage 5 will study subjects in the following pattern:

Mandatory Subjects	Elective Subjects
<ul style="list-style-type: none"> • English • Mathematics • Science • History • Geography • Personal Development, Health and Physical Education (PDHPE) • School Sport 	<ul style="list-style-type: none"> • Elective 1 • Elective 2 <p>Both electives are to be studied for Years 9 and 10.</p>

Please note the following:

- **Mathematics** - Students will be allocated to a Mathematics course based on their achievement in Years 7 and 8. Each course will prepare students for a Stage 6 Mathematics Pathway.
- **Electives** - Students may choose any of the courses offered. There is NO REQUIREMENT to have studied any course in Years 7 or 8.
- There is **NO decision at this time** about what combination of electives will be available. This decision is based on the number of students choosing an elective and the schools operational needs eg staffing.
- Students **must** choose their electives carefully and understand they **must** study the chosen elective subjects in **both** Years 9 and 10 2024-2025.
- The subjects selected will lead to a Record of School Achievement **only if ALL** course requirements are met.

Subject Materials Contributions

Some subjects require special materials to be purchased. Because of this, we ask parents and caregivers of students who take these subjects to make a contribution towards the purchase of these materials, through paying their subject fees.

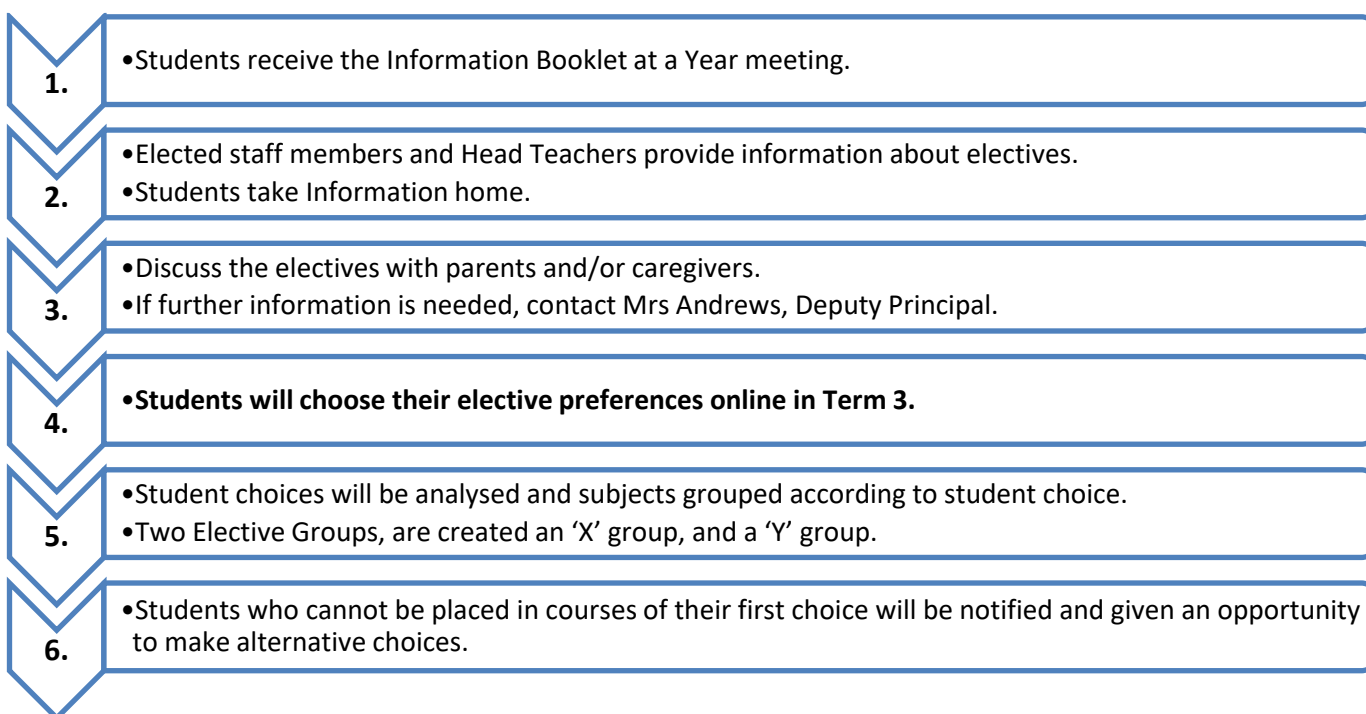
These contributions are very important because:

- When purchased by the school in bulk the cost is cheaper for parents and caregivers.
- When purchased by the school, students are guaranteed to have the correct materials.
- When purchased by the school, students all begin to work together using the same materials.
- Students need additional materials (which are not covered by the General Contribution Fee).

Lead The Challenge>Leadership>Excellence>Achievement>Diversity

What Are The Steps Involved In Deciding Stage 5 Electives?

In 2022, the process of subject selection will involve six [6] important steps:



Advice for choosing Electives

In choosing electives all students should keep in mind the following advice:

- **CHOOSE** subjects that you are interested in.
- **CHOOSE** subjects that you enjoy and feel you could be successful in.
- **CHOOSE** a subject that supports your connection to school.
- **CHECK** the balance between theory and practical in a subject **BEFORE** you select it.
- **DO NOT** choose a subject because you feel it may lead to a career as career aspirations change over time.
- **DO NOT** choose a subject simply because your friends are choosing it.

REMEMBER

1. Choose carefully using the advice above.
2. Ask other people what they know about the subjects you are thinking of taking.
Consider asking subject teachers and students in Year 9 or 10 who are studying the subject.
3. Remember that IF you change your mind before the end of this year the classes may already be full.
4. Remember you will be studying the elective subject for 2 years.

So . . . **CHOOSE CAREFULLY!**

Guidelines for the Record of School Achievement

School Attendance and Curriculum Requirements

In summary, to qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the NSW Education Standards Authority (NESA) curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and
- completed Year 10.

Record of School Achievement (RoSA) Grades

At the end of Year 10 students will complete a RoSA which is cumulative, showing a student's achievement from Year 10 until they leave school.

This RoSA is based on school-based assessment and will contain grades reporting student achievement in all subject areas.

School grades for Year 10 students will be sent to the NESA at the end of November each year for inclusion on a student's RoSA.

MANDATORY SUBJECT

English

The study of English in Year 9 (commencement of Stage 5) develops the skills and knowledge of the English language and its different textual forms acquired in Years 7 and 8 (Stage 4).

In Year 9 students engage personally with both fictional and non-fiction texts, develop and apply their knowledge of language in different contexts, learn about the rules, structures and features of language and respond to and compose both imaginative and critical texts.

The course content in Stage 5 involves reading, writing, listening, speaking and viewing in the context of these forms of text: fiction (novels and short stories including at least two substantial print texts), poetry, film, non-fiction (print, audio, digital and multimedia) and drama. The study of Shakespearean drama is mandatory in Stage 5.

MANDATORY SUBJECT

Mathematics

Mathematics is an important part of the core curriculum because it is essential for living. The aim of Mathematics is for students to:

- be confident, creative users and communicators of Mathematics, be able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to reason logically as well as pose and solve problems.
- recognise connections between the areas of Mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

In the continuum of learning, students are aspiring to enter and achieve Stage 5 outcomes in the strands of: Number and Algebra, Measurement and Space, and Statistics and Probability. Working Mathematically is embedded in each substrand and relates to specific outcomes for Communicating, Reasoning, Understanding and Fluency, and Problem Solving.

All students will complete all Core outcomes, as well as some Path outcomes. The amount of path outcomes taught will be dependent on the students progress and teacher's professional judgment. This is to enable as many students as possible to have the knowledge and skills necessary to engage in the highest level of mathematics possible.

All students, parents and caregivers should note that the University of Sydney requires students to receive a band 4, 5 or 6 in Mathematics Advanced to study Science, Engineering, Commerce and IT courses.

MANDATORY SUBJECT

Science

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit where students can experience scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods – a STEM based approach to problem solving. The wider benefits of this 'scientific literacy' is giving students the capability to investigate the natural world and changes made to it through human activity.

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

MANDATORY SUBJECT

HSIE

Geography – Stage 5

Course Description:

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Years 9-10:

Topic 1: **Sustainable Biomes**

Topic 2: **Changing Places**

Topic 3: **Environmental Change and Management**

Topic 4: **Human Wellbeing**

Assessment:

In Geography, students will be given the opportunity to engage in collaborative activities, peer assessments, self-assessment and teacher observations. Inquiry-based research will be applied to provide students with opportunities to investigate places, communities and environments, to develop skills to undertake the processes of geographical inquiry, and to communicate their understanding of Geography. Students will also participate in Fieldwork investigations which are an important aspect of inquiry-based research in Geography.

History – Stage 5

Course Description

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Years 9 -10:

Depth Study 1: **Making A Better World?: The Industrial Revolution (1750-1914)**

Depth Study 2: **Asia & The World (1750-1918): Japan**

Depth Study 3 (Core): **Australians At War: World War I (1914-1918) AND II (1939-1945)**

Depth Study 4 (Core): **Rights and Freedoms (1945 – Present)**

Depth Study 5: **The Globalising World: Migration Experiences**

Depth Study 6: **School developed topic: The Holocaust**

Assessment:

In History, students will be given the opportunity to engage in collaborative activities, peer assessment, self-assessment and teacher observations. Inquiry-based research will be applied to provide students with opportunities to investigate historical personalities, events and issues, to develop skills to undertake the processes of historical inquiry, and to communicate their understanding of history. Students will participate in site studies, both actual and virtual.

MANDATORY SUBJECT

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others’ health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

PDHPE contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active life.

During Stage 5 of this course, students will move beyond the content covered during Stage 4 to broaden and deepen their understanding of the three content strands:

- Health, Well Being and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

<p>Year 9 – Theory</p> <ol style="list-style-type: none"> 1. Equity and Equality 2. Promoting Physical Activity/How To Manage It All? 3. R U OK? 4. Relationships 	<p>Year 9 – Practical</p> <ol style="list-style-type: none"> 1. Equity & Equality 2. Promoting Physical Activity/Social Dance 3. Feedback to improve performance 4. Invasion Games
<p>Year 10 – Theory</p> <ol style="list-style-type: none"> 1. Mind Body Soul 2. Community in Action 3. Risk Taking 4. We are Australian 	<p>Year10 – Practical</p> <ol style="list-style-type: none"> 1. Mind Body Soul 2. Striking/Fielding games & Leisure/Recreation 3. Invasion games 4. We are Australian

ELECTIVE SUBJECT

Child Studies

Suitable For:

Students who may be interested in working in one of the most valuable and rewarding professions possible ie working with children. Child Care professionals contribute significantly to a child's life by helping to shape attitudes towards himself/herself, others and to learning. Study of this syllabus will also support young people engaged in voluntary caring supervision and child support roles.

Course Content:

Child Studies aims to develop the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0- 8 years) in a range of settings and contexts.

The syllabus modules are:

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

Throughout the course, students will develop skills and knowledge to be able to positively enhance a child's wellbeing. They will learn about pre-conception, an infant's development, growth, nutrition and play-based learning. Students will explore external factors (e.g., media, family, societal constructs) that support the growth, development and wellbeing of children, and will evaluate the effectiveness of each. Learning in child studies promotes in students a sense of empathy for children, their parents and caregivers. The school has recently purchased a 'realcare' baby simulator, and therefore students in this class will be given an opportunity to interact with a simulated baby to further the reality of their learning in child studies.

Assessment:

- Parenting (egg caring)
- Children with diverse needs
- Play-based learning
- Careers in childcare (excursion to child care centres)
- Health and Safety
- Menu Analysis
- Cultural Awareness

Subject Materials and Contributions:

There are no materials or contribution fees for this subject.

ELECTIVE SUBJECT

Commerce – Stage 5

Suitable For:

All students who wish to develop their skills and understanding of fundamental concepts which underlie our society, and to become empowered citizens.

Course Content:

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. A variety of core and elective topics are studied which will allow students to develop an understanding of business and legal processes, the fundamentals of personal financial management, government structures and individuals' legal rights.

Core Topics:

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

Elective Topics: a range of electives will be selected from the list below

- Promoting and Selling
- Investing
- Towards Independence
- Our Economy
- Travel
- Running a Business
- Law in Action

Assessment:

A variety of assessment tasks will be applied where students research a range of media sources and interpret and communicate their understanding while developing their research, critical thinking and communication skills.

Subject Materials and Contributions:

There are no materials or contribution fees for this subject.

ELECTIVE SUBJECT

Computing Technology

The Computing Technology 7-10 Syllabus (2022) replaces Information and Software Technology (IST) Years 7–10 Syllabus (2003) from 2024.

Suitable For:

Students who want to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

Course Content:

Computing Technology 7–10 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

When studying Computing Technology 7–10, students have opportunities 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. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Students engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

The Computing Technology 7–10 Syllabus builds on the knowledge and skills developed in the Digital Technologies context in the Technology 7–8 Syllabus. Students advance their computing skills across technical knowledge, social and cultural awareness, project management and thinking skills. They are able to transfer knowledge to new situations, building on technical skills and experiences. Students improve their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions.

Students become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways and personal interests.

Assessment: Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

Subject Materials and Contributions:

Students are expected to have a USB thumb drive for use in this course.

ELECTIVE SUBJECTS

Dance

Suitable For:

Students with or without dance experience who are interested in the opportunity to perform, compose, observe and appreciate dance as an art form.

Course Content:

Dance involves the development of physical skills as well as aesthetic, artistic and cultural understanding. Learning in Dance enables students to apply their own experiences to their study of Dance. They learn to: express ideas creatively as they compose dances; experience different dance styles, and analyse and evaluate dance as works of art.

Assessment:

Students are assessed progressively on each of the components of the course. Tasks will include performances (live and digital), compositions (group and solo), research reports and reflective journal writing.

Subject Materials and Contributions:

There are material costs for this course. Please see Subject Material Contributions Section.

Drama

Suitable For:

All students.

Course Content:

The Drama course concentrates on developing essential dramatic skills in movement, mime, voice, improvisation, playbuilding and performance. Students will learn about themselves and others by creating and exploring characters and situations. The course includes regular written components based on the activities in class.

Assessment:

Each Semester assessment involves performance tasks, journal entries, drama theory, research and class discussion of performance pieces.

Subject Materials and Contributions:

There is a material cost for this course. Please see Subject Material Contributions Section.

Excursions to performances etc will incur separate costs.

ELECTIVE SUBJECT

Food Technology

Suitable For:

Students who are interested in:

- researching, analysing and communicating issues in relation to food
- designing, producing and evaluating solutions for particular food situations.

Course Content:

The study of Food Technology provides students with a broad knowledge and understanding of: food properties; processing and preparation; nutritional considerations and consumption patterns. Students will:

- explore food-related issues through a range of practical experiences so that they can make informed and appropriate choices with regard to food
- develop food-specific skills, which can then be applied in a range of contexts and will enable students to produce quality food products
- address the importance of hygiene and safe working practices in the production of food.

Assessment:

Assessment tasks will be conducted throughout the course such as assignments/portfolios, practical food preparation tasks and tests.

Subject Materials and Contributions:

There are material costs for this course. Please see Subject Material Contributions Section.

ELECTIVE SUBJECT

Geography

Course Description:

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

Course Content:

Courses are structured in the following ways: A minimum of **FIVE** topics.

Topics:

1. Physical Geography
2. Oceanography
3. Primary Production
4. Global Citizenship
5. Australia's Neighbours
6. Political Geography
7. Interactions and Patterns along a Transcontinental Transect
8. School-developed Option.

Assessment:

In Geography elective, students will be given the opportunity to engage in collaborative activities, peer assessments, self-assessment and teacher observations. Inquiry-based research will be applied to provide students with opportunities to investigate places, communities and environments, to develop skills to undertake the processes of geographical inquiry, and to communicate their understanding of Geography. Students will also participate in Fieldwork investigations which are an important aspect of inquiry-based research in Geography.

Subject Materials and Contributions:

There are no materials or contribution fees for this subject.

ELECTIVE SUBJECT

History

Course Description:

The aim of the *History Elective Years 7–10 Syllabus* is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

Course Content:

Course is structured in the following way:

- 200 hours: ONE topic from each of Topics 1, 2 and 3 and at least TWO other choices from any topic.

Topics may be integrated in teaching and learning programs.

- Topic 1: **Constructing History**
- Topic 2: **Ancient, Medieval and Early Modern Societies**
- Topic 3: **Thematic Studies**

Assessment:

In History, students will be given the opportunity to engage in collaborative activities, peer assessment, self-assessment and teacher observations. Inquiry-based research will be applied to provide students with opportunities to investigate historical personalities, events and issues, to develop skills to undertake the processes of historical inquiry, and to communicate their understanding of history. Students will participate in site studies, both actual and virtual.

Subject Materials and Contributions:

There are no materials or contribution fees for this subject.

ELECTIVE SUBJECT

Industrial Technology: Multimedia

Suitable For:

Students who enjoy designing, creating and applying themselves in creating media based projects using a variety of Industry Standard Software.

Course Content:

The study of Industrial Technology: Multimedia develops knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies. Students will learn to use a range of software to complete these projects.

This course is divided into four modules over two years. Year 9 will focus on developing skills in using industry standard software, whereas Year 10 will focus on the processes involved in the multimedia industry, and apply what they have learnt in Year 9 to complete their projects.

Individual modules (core and specialised) provide specific content related to the focus areas which will be developed in the key areas of:

- Occupational Health and Safety (OHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

Assessment:

Assessment tasks will be conducted throughout the course such as practical design projects, group based project learning assignments, and written examinations.

Subject Materials and Contributions:

Students are expected to have a USB thumb drive for use in this course.

There are material costs for this course. Please see subject materials contributions section.

ELECTIVE SUBJECT

Languages Other Than English (LOTE)

The study of courses within the Languages Other Than English (LOTE) Key Learning Area are of benefit to students who study them because they:

- lead to an understanding of other cultures, and other people's lives.
- increase students' awareness of the importance of developing sound communication skills.
- provide options for employment, study and travel.
- provide a broad perspective of Australian multiculturalism.

Listening, reading, speaking and writing skills are integral for students who are developing their acquisition of Language. The content of the syllabus is organised through the two interrelated strands of *Communicating* and *Understanding*. The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection.

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Subject Materials and Contributions:

Students will need access to recording and playback facilities e.g. headphones, computer and software etc.

Excursions of a cultural nature e.g. films, plays or restaurants will incur separate costs.

LOTE subscription (provided via the school) incur separate costs.

Chinese

Suitable For:

Students who come to the learning of language with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Chinese or in a different language. Students may have engaged with Chinese in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience.

Course Content:

All levels of students from beginners to the advanced are catered for using relevant modern and current material such as songs, magazines, videos, films and computers. The course skills will focus on speaking, listening, reading and writing. Through the study of Chinese, students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of Chinese-speaking communities.

Course is structured in the following topics:

- Introduction
- Greetings
- Numbers
- Age
- My family
- Pets
- Hobbies
- Body parts
- Colours
- Clothes
- Daily routine
- School life
- Food and drinks
- Dining out
- Birthday party

Assessment:

A variety of different assignments incorporating the skills of listening, reading, speaking, writing and interpreting will be set. Assessments can be in the form of formal testing, peer and self-assessment, cultural presentations, responses to stimulus and inquiry based research projects including designing their own travel brochure.

French

Suitable For:

Students interested in Languages, cultural diversity, student exchange and travel. French is one of the major languages in the world. The study of Languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Course Content:

The aim of Stage 5 French is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. The course skills will focus on speaking, listening, reading and writing. Through the study of French, students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.

Assessment:

Assessment in French is continuous creative and fun. During each unit of study all four skills of speaking, listening, reading and writing will be assessed. Assessments can be in the form of formal testing, peer and self-assessment, cultural presentations, responses to stimulus and inquiry based research projects including designing their own knockout games.

Students will also have the opportunity to experience a French breakfast, try their cooking skills and enjoy a French film during the French Film Festival.

ELECTIVE SUBJECT

Music

Suitable For:

All students with an interest in Music. Tutors are available for individual or group instrumental (guitar, piano, drums, band instruments) and voice tuition.

Course Content:

Years 9 and 10 offers many new opportunities for students to extend skills in preparing music as part of an ensemble or as a soloist, performing, creating and composing, attending concerts, reviewing, and learning a variety of music history topics.

Elective music also provides opportunities for students to specifically focus on skill development in areas such as Jazz, Classical music, Rock, Pop, Indie and other recent music styles. Students participating in this course will be involved in understanding the theory behind their chosen style/s, composition for, planning and preparation for performance of music.

Assessment:

There will be progressive assessment of performance, composition and listening components of the course.

Subject Materials and Contributions:

There are material costs for this course. Please see subject materials contributions section.

NB: Fees do not cover costs of individual tutors.

ELECTIVE SUBJECT

Physical Activity and Sports Studies (PASS)

Suitable For:

Students with an interest in physical activity and sport studies or an interest in coaching or leading others to improve their physical activity. The course requires students to participate in both theoretical and practical lessons.

Course Content:

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Study of this course will support students engaged in sport, teams, coaching or personal training roles. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

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

Foundations of Physical Activity

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

Physical Activity and Sport in Society

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

Enhancing Participation and Performance

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

Assessment:

Year 9/10 Assessment may include:

- Coaching (Peers, primary school students and/or Year 7 students)
- Leadership activities
- Physical Activity and sport for specific groups
- Physical Fitness Testing
- Body Systems and Energy for physical activity
- Fundamental Movement Skills Video
- Managing Risks in Sporting Situations
- Designing and Conducting Fitness Training

Subject Materials and Contributions:

There are no materials or contribution fees for this subject.

ELECTIVE SUBJECT

Photographic and Digital Media

Suitable For:

All students who enjoy being creative! Interested in learning about all things photography such as Digital (DSLR) cameras, photo manipulation, SLR cameras and developing film/photographs in the Dark Room, and professional use of the photo studio lab. Visual inspiration by studying a range of interesting photographers. Creating a variety of expressive photographs to build a diverse artistic portfolio.

Course Content:

Today's world is full of photographic images. This course gives students the opportunity to explore and develop their creative ability. Students learn to communicate ideas and feelings using photographs. Together with the practical is a historical and critical study of selected photographers.

A semester of this course will focus on the technique of black and white photography using the darkroom. Further units will include digital photography.

Assessment:

Students will be assessed in both practical and theory. There are no formal exams until the end of Year 10. The assessment is progressive (covers all work).

Subject Materials and Contributions:

There are material costs for this course. Please see Subject Material Contributions Section.

ELECTIVE SUBJECT

Textiles Technology

Suitable For:

Students who are interested in creative design work utilising textile materials.

Course Content:

In this course students learn about the properties and performance of textiles, textile and fashion design and the role of textiles in society. Students also focus on the production of practical projects, developing confidence and expertise in:

- communicating and presenting design ideas
- selecting and using textile materials, equipment and techniques to produce textile items
- evaluating quality in the design and construction of textile items.

Assessment:

Assessment tasks will be conducted throughout the course such as practical design projects and portfolios, assignments and tests.

Subject Materials and Contributions:

There are material costs for this course. Please see subject material contributions section.

The material costs for Year 9 and Year 10 will cover the basic textile project requirements such threads and fabrics for experimentation and skill development, in addition to some of the materials for the textiles projects.

To enable students to create their own individual designs and ideas for project work throughout the year, students will also need to purchase their materials for their textiles projects such as commercial patterns, fabrics and other related items.

ELECTIVE SUBJECT

Visual Arts

Suitable For:

All students who enjoy exploring a diverse range of artistic media. Who are interested in the world and how people express it in various individual ways. Students who like to be creative, are willing to try new things and be guided to develop new skills and techniques. Creating a variety of expressive artworks to build a diverse artistic Visual Arts portfolio.

Course Content:

In this course students are encouraged to develop their art and design concepts, expand their skills and techniques, and create amazing art using a variety of materials in 2D and 3D. Together, with the practical component, is a historical and critical study of the importance and diverse role of the visual arts in society.

Units of work may include the following expressive forms: drawing, painting, printmaking, ceramics, sculpture, photography (digital and darkroom) etc.

Assessment:

Students will be assessed in both practical and theory. There are no formal exams until the end of Year 10. The assessment is progressive (covers all work).

Subject Materials and Contributions:

There are material costs for this course. Please see subject material contributions section.

In addition, students will also have to buy an A3 Visual Arts Diary, graphite pencil set, eraser and apron.

Subject Materials Contributions: Year 9

The below subject contributions are scheduled for 2023 only and may be subject to change in 2024.

The General School Contribution is a voluntary contribution which greatly assist in maintaining and increasing the quality of education for your daughter. Contributions are used for the purchase of library books, student recognition programs, teaching resources, administration resources (e.g, emailing systems) and other resources. General Contributions also enable CGHS to undertake purchase of additional capital items such as electronic white boards and printing facilities (e.g., paper and printers).

General School Contribution, Levies, and Subscriptions

Voluntary Contribution	Term 1	Term 2	Term 3	Term 4	Full Year
General School Contribution	\$20.00	\$20.00	\$20.00	\$20.00	\$80.00
Mandatory Levies					
Technology Levy	\$15.00	\$10.00	\$10.00	\$10.00	\$45.00
Sport Levy	\$10.00	\$5.00	\$5.00	\$5.00	\$25.00
TOTAL					\$150.00

Mandatory Subject Subscriptions and Workbooks	Full Year
Maths Subscription – E-Learning (Online)	\$20.00
TOTAL	\$20.00

Elective Subject Contributions pay for materials used by students in practical classes such as Technology, Food Technology, Business Services, Hospitality, IST, Visual Art, Music, Drama, Dance and payment is vital for the effective delivery of these classes.

Elective Subject Fees

Subject Contributions	Term 1	Term 2	Term 3	Term 4	Full Year
Computing Technology	\$5.00	\$5.00	\$5.00	\$5.00	\$20.00
Drama	\$5.00	\$5.00	\$5.00	\$5.00	\$20.00
IT Multi Media	\$5.00	\$5.00	\$5.00	\$5.00	\$20.00
Food Technology	\$20.00	\$20.00	\$20.00	\$20.00	\$80.00
Music	\$5.00	\$5.00	\$5.00	\$5.00	\$20.00
PDM	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
Textiles	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
Visual Arts	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
Note: Only students who have chosen these subjects have to pay.					

Elective Subscriptions and Workbooks pay for, and allow your daughter access to, the online systems used in these classes. These need to be paid in full and at the beginning of the year to ensure that your daughter has access to these learning tools as soon as possible.

Elective Subscriptions and Workbooks

Elective Subscriptions and Workbooks		
Languages – LOTE Subscription	Mandatory fee must be paid in full	\$20.00
Note: Only students who have chosen these subjects as their elective have to pay.		

The Department of Educations preferred method of payment is online via our school website. Payments can be made at the office.

Subject Materials Contributions: Year 10

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