



CANTERBURY GIRLS^{HIGH} SCHOOL



RoSA Subject Selection Guide Year 9, 2020 - Year 10, 2021



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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 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.
- The chosen elective subjects are for study across **both** Years 9 and 10 2020-2021.
- 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 of students who take these subjects to make a materials contribution.

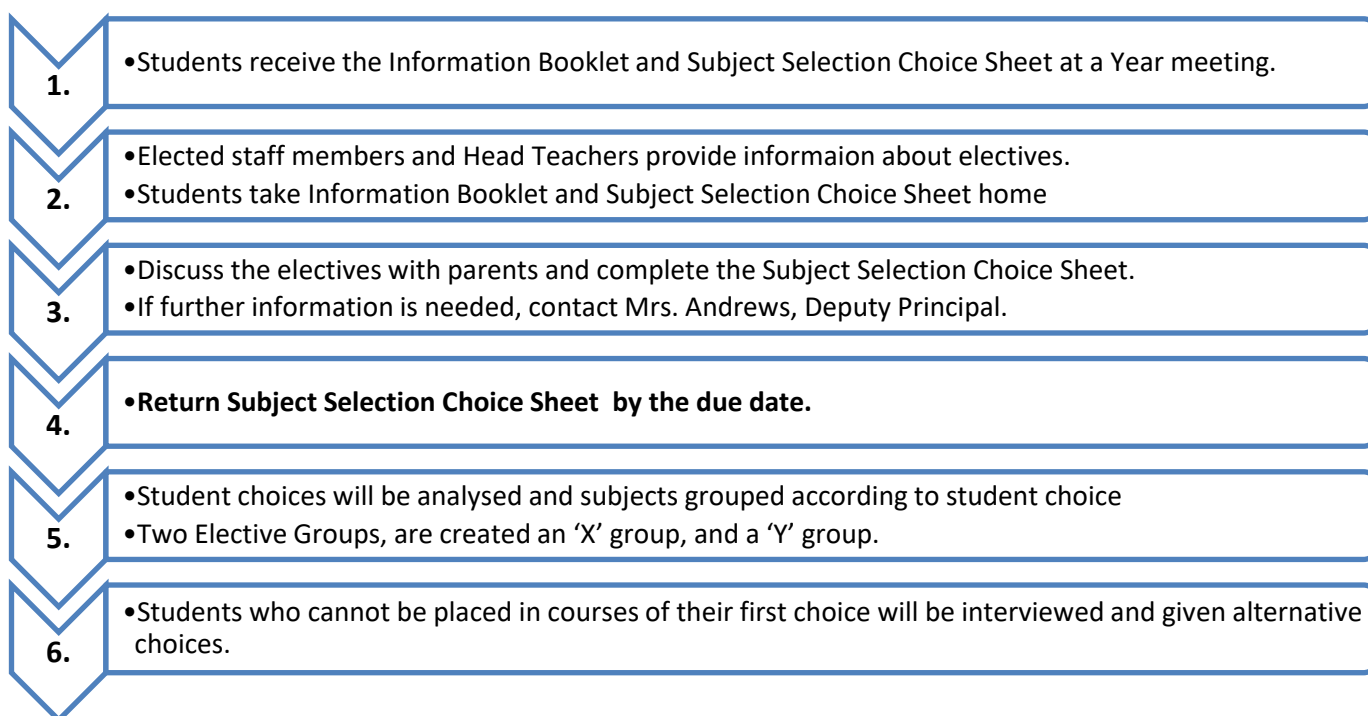
These contributions are very important because:

- when purchased by the school in bulk the cost is cheaper for parents
- 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 not covered by the General Contribution Fee.

Lead>Leadership>Excellence>Achievement>Diversity

What Are The Steps Involved In Deciding Stage 5 Electives?

In 2019, 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 your career aspirations will likely change.
- **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 the 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 SUBJECTS

English

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

In Year 9 students engage personally with 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 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), poetry, film, non-fiction (print, audio, digital and multimedia) and drama.

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, 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 Geometry, Statistics and Probability and Working Mathematically, is embedded in each substrand and relates to specific outcomes for Communicating, Problem Solving, Reasoning, Understanding and Fluency.

There are three learning pathways students can undertake in Stage 5 Mathematics:

- Stage 5.2/5.1, which leads to studying Mathematics Standard (2 units) in Stage 6
- Stage 5.3/5.2, which leads to studying Mathematics Standard (2 units) and some Mathematics Advanced (2 Units) in Stage 6
- Stage 5.3, which is the most challenging pathway and leads to studying Mathematics Advanced (2 Units) and Mathematics Extension 1 (3 units) in Stage 6.

All students and parents should note that the University of Sydney has made a band 4, 5 or 6 in Mathematics 2 Unit a prerequisite for Science, Engineering, Commerce and IT courses.

Students will be placed in the learning pathway that best suits their learning needs based on their Stage 4 Mathematics results.

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. The wider benefits of this 'scientific literacy' are 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.

Geography – Will be Studied in Year 9 2020

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.

Year 9 Topics:

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 – Will be Studied in Year 10 2021

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.

Year 10 Topics:

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 2 (1939-1945)**

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

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

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

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.

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

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

ELECTIVE SUBJECTS

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 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 that enhance their ability to: Support a child's development from pre-conception through to and including the early years positively influence the growth, development and wellbeing of children consider the external factors that support the growth, development and wellbeing of children research, communicate and evaluate issues related to child development.

Assessment:

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

Subject Materials and Contributions:

There are no materials or contribution fees for this subject.

Commerce

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 Choice
- Personal Finance
- Law and Society
- Employment

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

- Promoting and Selling
- E-commerce
- Towards Independence
- Political Involvement
- Travel
- Running a Business

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.

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; interpret dance styles and communicate ideas as they perform dances; 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. This covers the cost of dance costume items. 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, play building 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. This covers the cost of printed materials and there are excursions to performances which will incur costs. Every effort is made to keep these costs to a minimum. Please see Subject Material Contributions Section.

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.

Geography (Elective)

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.

History (Elective)

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.

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 (Photoshop, Premiere Pro, Animate, Dreamweaver) 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.

International Studies

Course Description:

International Studies provides students with an opportunity to gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain the skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional and global level. International Studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to building a cohesive and just world.

Course Content:

- **Core Study:** Culture and Cultural Diversity in the Contemporary World
- **Optional Modules (6-8 Options):**
 - Option 1: Culture and Beliefs
 - Option 2: Culture and Gender
 - Option 3: Culture and the Media
 - Option 4: Culture on the move
 - Option 5: Culture and Travel
 - Option 6: Culture and the Performing Arts
 - Option 7: Culture in Textiles, Art and Architecture
 - Option 8: Culture in Film and Literature
 - Option 9: Culture and Sport
 - Option 10: Culture and Family Life
 - Option 11: Culture and Food
 - Option 12: Culture, Science, Technology and Change
 - Option 13: School Developed Option

Subject Materials and Contributions:

There are no materials or contribution fees for this 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 costs, as will the purchase of a student workbook accompanying the course book. Students are also required to purchase an online subscription to support their learning in this course.

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

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.

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:

In this course you will undertake vocal and instrumental studies. You will have the opportunity to create and arrange your own music, using the latest computer technology, as well as listening to and understanding the music of other times and cultures. You will be able to choose your own instrument - keyboard, drums, guitar, vocal, etc.

Assessment:

There will be progressive assessment of the practical, written and aural (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.

Physical Activity and Sports Studies (PASS)

Suitable For:

Students with an interest in physical activity and sport studies. 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.

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:

- Unique Sporting Experience (eg. rock climbing, surfing, trampolining, etc)
- Coaching (Peers, primary school students and Year 7 students)
- First Aid Certificate
- Leadership activities
- Physical Activity and sport for specific groups
- Australian sporting identity
- Physical Fitness Testing
- Body Systems and Energy for physical activity

Subject Materials and Contributions:

There are no materials or contribution fees for this subject.

Photographic and Digital Media

Suitable For:

All students who enjoy being creative and are interested in learning about photography and creating photographs.

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.

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.

In 2020-2021, the material costs for Year 9 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 particular subjects materials for their textiles projects such as commercial patterns, fabrics and other related items.

Visual Arts

Suitable For:

All students who enjoy being creative.

Course Content:

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

Units of work may include: drawing, painting, printmaking, ceramics and sculpture.

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.

Subject Materials Contributions: Year 9

These Subject Contributions were scheduled in 2019, they may change in 2020

Families can choose to pay fees by term or for the full year. However the textbook deposit needs to be **paid in full at the beginning of Term 1**. All payments should be made at Office C via Cash, EFTPOS, Cheque, and Direct Debit. Online Payment is also available via the school website.

	Term 1	Term 2	Term 3	Term 4	Full Year
General School Contribution	\$20.00	\$20.00	\$20.00	\$20.00	\$80.00
Subject Contributions					
Drama	\$7.50	\$7.50	\$7.50	\$7.50	\$30.00
IT Multimedia	\$10.00	\$10.00	\$ 5.00	\$5.00	\$30.00
Textiles Technology	\$15.00	\$15.00	\$10.00	\$10.00	\$50.00
Food Technology	\$25.00	\$25.00	\$25.00	\$20.00	\$95.00
Dance Elective (includes costume)	\$10.00	\$10.00	\$10.00		\$30.00
Music	\$5.00	\$5.00	\$5.00	\$5.00	\$20.00
Photography & Digital Media	\$15.00	\$15.00	\$15.00	\$15.00	\$60.00
Visual Arts	\$15.00	\$15.00	\$10.00	\$10.00	\$50.00
Technology – Cross Curricular	\$15.00	\$10.00	\$10.00	\$10.00	\$45.00
Sport Levy	\$10.00	\$5.00	\$5.00	\$5.00	\$25.00
P & C Donation	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
P & C Building Fund (Any amount over \$2 is tax deductible)					
Refundable Textbook Deposit – only for new students					\$25
Grade Sport					\$60 per season

Other Items	Price
Maths E-Learning - online	\$20
LOTE Subscription	\$20 – only for students who elect a language
LOTE Workbook	\$30 - only for students who elect a language
Calculator	\$25
Lockers	\$45

Extra Curricular Activities	Amount
Orchestra	\$120 per term
Strings Ensemble	\$120 per term
Percussion Group	\$50 per term
Dance Ensemble	\$50 per year
Drama Ensemble	\$50 per year
School Choir	\$50 per year
Debating	\$50 per year
Theatresports	\$50 per year

A variety of Excursions will come up throughout the year and students will receive separate notes and cost schedules for these.

Payments

- Cash payments are to be made through Office C in the main school building.
- Please make cheques payable to *Canterbury Girls High School*. Cheque payments may be mailed or returned to school. Please write the student's name on the back of the cheque with a contact number.
- Credit card users should make payments online, by going to the school website, www.canterburg-h.school@det.nsw.edu.au, and go to the *Online Payment* link.
- When a student leaves the school the TEXT BOOK Deposit can be used to offset any outstanding fees/excursions etc.

Subject Materials Contributions: Year 10

These Subject Contributions were scheduled in 2019, they may change in 2020

Families can choose to pay fees by term or for the full year. However the textbook deposit needs to be **paid in full at the beginning of Term 1**. All payments should be made at Office C via Cash, EFTPOS, Cheque, and Direct Debit. Online Payment is also available via the school website.

	Term 1	Term 2	Term 3	Term 4	Full Year
General School Contribution	\$20.00	\$20.00	\$20.00	\$15.00	\$75.00
Subject Contributions					
Drama	\$7.50	\$7.50	\$7.50	\$7.50	\$30.00
Food Technology	\$25.00	\$25.00	\$25.00	\$25.00	\$100.00
IST Multi Media	\$10.00	\$10.00	\$5.00	\$5.00	\$30.00
Textiles Technology	\$15.00	\$15.00	\$10.00	\$10.00	\$50.00
Dance Elective (includes costume)	\$10.00	\$10.00	\$10.00		\$30.00
Music	\$10.00	\$5.00	\$5.00	\$5.00	\$25.00
Visual Arts	\$15.00	\$15.00	\$10.00	\$10.00	\$50.00
Business Services	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
Photography & Digital Media	\$15.00	\$15.00	\$15.00	\$15.00	\$60.00
Technology – Cross Curricular	\$15.00	\$10.00	\$10.00	\$10.00	\$45.00
Sport Levy	\$10.00	\$5.00	\$5.00	\$5.00	\$25.00
P & C Donation	\$10.00	\$10.00	\$10.00	\$10.00	\$40.00
P & C Building Fund (Any amount over \$2 is tax deductible)					
Refundable Textbook Deposit – only for new students				\$25	
Grade Sport				\$60 per season	

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Extra Curricular Activities	Amount
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Strings Ensemble	\$120 per term
Percussion Group	\$50 per term
Dance Ensemble	\$50 per year
Drama Ensemble	\$50 per year
School Choir	\$50 per year
Debating	\$50 per year
Art Ensemble	\$25 per year
Theatresports	\$50 per year

A variety of Excursions will come up throughout the year and students will receive separate notes and cost schedules for these.

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