CARINGBAH HIGH SCHOOL

A SELECTIVE AND CO-EDUCATIONAL HIGH SCHOOL
PROVIDING HIGH QUALITY AND INNOVATIVE EDUCATION IN A DYNAMIC AND CARING ENVIRONMENT

CURRICULUM OUTLINE

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

ELECTIVE BOOKLET

STAGE 5

2018 ⇨ 2019

Contents

INTRODUCTION

The main purpose of this document is to provide an outline for all **Mandatory** and **Elective** subjects available at Caringbah High for the Record of School Achievement (RoSA) and to assist you in the choice of three electives for study in Years 9 and 10.

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965.

It also announced that, for students choosing to leave school before the completion of their HSC, a broader, cumulative record of achievement would replace the School Certificate.

The new credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11

The NSW Record of School Achievement is awarded by National Education Standards Authority (NESA), Teaching and Accreditation (NESA) to eligible students up until the time they choose to leave school.

To receive the NSW Record of School Achievement, students are required to study courses in each year in Years 7 - 10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education.

At some time during Years 7 - 10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

Students also are awarded a grade for each of the courses they have studied in Year 10. The grades are based on a set of Course Performance Descriptors developed by NESA. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

Should students choose to remain at school until the completion of the HSC they will receive two credentials from NESA. If eligible this will include:

1. The Record of School Achievement that will record their grades received in Years 10 and 11
2. The Higher School Certificate showing the scaled marks received in external examinations as well as scaled marks received in school based assessment

NESA, through the authority of the Minister of Education, controls the curriculum in schools in N.S.W. and sets requirements that must be met through Years 7 to 12.
NESA determines those subjects that must be taught, the areas of choice, and the minimum time required for each subject.

The curriculum operating at Caringbah High meets all the requirements of NESA.

BOARD CURRICULUM REQUIREMENTS FOR THE RECORD OF SCHOOL ACHIEVEMENT

To receive the Record of School Achievement, students are required to study the following Key Learning Areas each year in Years 7-10:

- English
- Mathematics
- Science
- Human Society and Its Environment
- Personal Development, Health and Physical Education.

At some time during Years 7-10, students are also required to study in the Key Learning Areas:

- Technological and Applied Studies
- Creative Arts
- Languages Other Than English

RECORD OF SCHOOL ACHIEVEMENT GRADES

In all subjects studied including English, Mathematics, Australian History, Geography, Civics and Citizenship and Science and all elective courses students will be awarded a grade based on a set of Course Performance Descriptors developed by NESA. These school-based grades and their associated descriptors are as follows:

Grade A:	**Excellent performance**
Grade B:	**High level of achievement**
Grade C:	**Substantial achievement**
Grade D:	**Satisfactory achievement**
Grade E:	**Elementary achievement**

STUDENT'S RESPONSIBILITIES

It is the student's responsibility to:

- complete all assigned work, including each assessment task, to the best of his/her ability;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back;
- demonstrate that through effort and achievement, he/she has met the requirements of the course.

STUDENT ATTENDANCE AND PARTICIPATION

All Students are required to attend each day. It is expected that students arrive at school on time and attend until the end of the school day, unless leave is approved for a specific situation. At Caringbah High, students are expected to be punctual and attend all lessons and co-curricular activities in each of their courses, to participate fully and positively in all activities, to complete all work on time as well as they can.

Students need to be aware that the Principal may determine that if as a result of absence, the course completion criteria have not been met in one or more courses, then students will not receive accreditation at Record of School Achievement, Preliminary or Higher Record of School Achievement level.

THE N AWARD

A student will receive an N award in a course if he/she does not meet the requirements in:

a) attendance

b) participation in the required learning experiences and assessment tasks

c) effort and achievement

Students have the right to appeal against an N Award.

ELECTIVE CHOICES

The wide range of subjects studied by students during Years 7 and 8 should enable them to make well-informed choices for the next two years of the Junior School. Choices should be based on interest in the subject.

Every effort will be made to ensure the students' requests for electives will be met. It must be understood, however, that classes cannot be established if demand is insufficient. Because of this, students are also asked to select an additional elective, in the event that one of their first three choices cannot be satisfied.

Please note the **Subject Contributions** (referred to as **"Costs")** that are integral to some courses.

PARENT / TEACHER MEETING

An invitation is extended to parents of Year 8 students to discuss the electives available.
The meeting will take place on Tuesday 13th June from 6.30p.m. - 7.30p.m. in the gymnasium.

Parents unable to attend the meeting should direct enquiries regarding specific subjects to Faculty Heads.

General enquiries regarding organisation of subjects should be directed to Mr Craig Cantor, Year Adviser (Year 8) or to Mr Greg Lucas (Deputy Principal). We can be contacted through the school office on 9524 3859.

Students' elective choices are to be completed on the separate coloured elective choice form and then handed in to the office by Tuesday 18th July.

Principal

Curriculum Outline – Mandatory Courses

English

Course Description

The aim of English in Years 7-10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretative, critical and powerful.

In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.

The study of English from Years 7-10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts from Years 7-10, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

Students learn English through explicit teaching of language and through their engagement with a diverse range of purposeful and increasingly demanding language experiences.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

Course Requirements

Over Stage 5, student **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as they move to Stage 5. Along with independent wide reading students will read, listen to or view the following:
At least TWO works of fiction, poetry, film, nonfiction and drama, including Shakespearean drama.

Mathematics

Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

What will students learn about?

Students study Number, Algebra, Measurement, Geometry, Probability as well as Data. Within each of these strands they will cover a range of topics including:

- financial mathematics
- consumer arithmetic
- coordinate geometry
- area
- properties of solids
- logarithms
- equations
- probability
- graphing and interpreting data
- surface area and volume
- properties of geometrical figures
- indices and surds
- algebraic techniques
- statistics
- trigonometry
- deductive geometry

What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

Science

Course Description

Our Science course is intended to develop students':

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

What will students learn about and do?

We expect that students will develop:

- an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.
- knowledge, understanding of and skills in applying the processes of Working Scientifically
- knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

Course Requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. Each student will be required to work individually on a research project in Year 9 and Year 10, which involves a hands-on practical investigation. There will be an excursion or field trip in each year. There will be an emphasis on ICT and computer-based technologies.

Topics

Year 9
Conquering Chemistry
Beyond the Big Bang
da Vinci's Code
Getting it Together

Year 10
Fast and Furious
Overreacting
Biotechnology
Cutting Edge Science

Geography (Mandatory)

The Mandatory Stage 5 Geography Course must be studied in Year 9 and 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

What will students learn about ?

Stage 5 Geography incorporates learning related to four key areas of content:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes.

They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

What do students learn to do?

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information.

They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena.

Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes.

Course Requirements

It is compulsory for students to participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills. This will involve a minimum of 6 hours in both Year 9 and 10.

History - The Modern World and Australia (Mandatory)

The Mandatory History Course – The Modern World and Australia must be studied in Year 9 and in Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

Students will describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They will sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They will explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students will explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They will explain the significance of events and developments from a range of perspectives. They will explain different interpretations of the past and recognise the evidence used to support these interpretations.

For Stage 5, the two (2) overviews and four (4) of the six (6) Depth Studies must be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.

Overview The overview of **The Making of the Modern World**. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.

Depth Study 1 *Making a Better World?*	**Depth Study 2** *Australia and Asia*	**Core Study – Depth Study 3** *Australians at War (World Wars I and II)*
ONE of the following to be studied: › The Industrial Revolution OR › Movement of peoples OR › Progressive ideas and movements	ONE of the following to be studied: › Making a nation OR › Asia and the world	**Mandatory study**

The overview of **The Modern World and Australia**. The content from the overview may be used as an overall introduction to Depth Studies 4–6 or may be integrated with these depth studies.

Core Study – Depth Study 4 *Rights and Freedoms (1945–present)*	**Depth Study 5** *The Globalising World*	**Depth Study 6**
Mandatory study	ONE of the following to be studied: › Popular culture OR › The environment movement OR › Migration experiences	Communism versus Democracy

All students must complete a site study in Stage 5.

Personal Development, Health and Physical Education (PDHPE)

Course Description

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of, and commitment to, an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships

- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts

- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services

- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community

What will students learn to do?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem-solving, decision-making, planning and moving.

Curriculum Outline – Elective Choices

CREATIVE & PERFORMING ARTS FACULTY

DRAMA

Course Description

Drama enables Students to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, clowning, physical theatre, street theatre, mask, comedy and Commedia. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Course Requirements

Students should demonstrate a willingness to perform and explore new context. They should actively participate in group tasks, improvisation and theatre appreciation.

Parents should be aware that theatre appreciation may incur the ticket cost of performances at the time of the excursion. Students are required to have theatre ‘blacks’ for performances.

Cost: $30 per year.

MUSIC

Course Description

All students should have the opportunity to develop their musical abilities and potential. As an art-form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression and self-esteem. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres such as Film music, Rock music, Jazz, Art Music etc.
The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic, Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, both in groups and in solo situations, to compose music that represents the topics they have studied and to listen with discrimination, meaning and appreciation to a broad range of musical styles. They will develop skills using Music Technology, software programs such as Auralia and Sibelius as well as audio equipment. Curricula Music outcomes intersect with the extensive co-curricular music ensemble program.

Course Requirements

The Mandatory course is studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course. Elective music students should be able to play an instrument and/or sing.

Cost : $65 per year

VISUAL ARTS

Course Description

The Visual Arts course for Years 9-10 provides for a deeper, broader and more extensive learning in the Visual Arts, building on the skills and attitudes developed in Years 7 and 8.

The general aims of the course are to:

- develop a student's creativity as a direct response to their environment.
- allow experimentation with a variety of materials and techniques to develop a student's potential to respond to problems posed in a creative and technical manner.
- develop self esteem through the art making activities.
- encourage an awareness of how a creative approach fits into the visual and technological aspects of our culture or everyday life.

What will students learn about?

Students are given experiences in a range of creative and technical activities, allowing them to make artworks and bodies of work using 2D, 3D and 4D expressive forms:

- 2D forms include flat works e.g. painting, drawing, printmaking, photography, digital media and collage
- 3D forms include works that involve volume and mass and exist in space e.g. sculpture, ceramics, textiles and fibre, designed objects and environments
- 4D forms include works that exist in real and virtual time e.g. time-based works, film and video, digital animation, documented forms, multimedia and performance works

What will students learn to do?

Students will develop knowledge and the skills to make artworks informed by their understanding of artistic practice, the conceptual framework and the frames. A visual arts process diary will be used to record artmaking ideas and intentions. Students are encouraged to develop a personal visual language to enable them in Year 10 to make more highly developed artistic statements using the concept of a 'body of work'. This may include one or more individual works that can be related through the interpretation of subject matter.

Art theory, including Art Criticism and Art History, is linked to the practical artmaking. This includes an investigation of how the works of artists and designers have interpreted ideas, issues and events, and how circumstances, beliefs and technologies affect what has been produced.

Cost: $50

GIFTED AND TALENTED INITIATIVE

SHAPING WORLD VIEWS

Course description

This is a cross-disciplinary course based on critical thinking and problem solving strategies. The course is developed by the school for students who think deeply about the world and their place in it and wish to pursue this interest at a more sophisticated level. It is designed to engage and challenge students to broaden their ability to understand, appreciate and reflect upon the world around them in imaginative, interpretive and critical ways.

What will students learn about?

In Year 9, students begin with an in depth analysis of their own personality and learning styles, then research an individual of influence, look at the philosophies of the Ancient World and the Near East and complete a "Futures Study" research project.
Year 10 begins with a time study of the Renaissance era and its impact on the arts and sciences. They will look at humanism and psychological theories of self, study the text *Sophie's World* and complete a self-interest project which uses critical thinking and problem solving.
Students will learn to use a variety of mediums, including text (including images, film, multi-media, newsprint and expert writings), internet technology, oral discussion and presentation with teams, as well as individual research.

What will students learn to do?

Students will learn to apply the tools needed to be critical thinkers and evaluators of written material and theories. They will learn to plan and workshop ideas and to be organised through the use of log books and completion of individual and group projects. Most of all, they will learn to recognise their own thinking patterns and the characteristics of the society in which they live.

Course requirements

A willingness to experiment, to use multiple intelligences and higher order thinking skills is essential for students undertaking the course. An enquiring mind, flexible attitude and willingness to be involved in discussion and ask "what if" questions will assist.

There is no cost for this course. Parents should be aware that there may be excursions to such places as theatres, galleries and lectures as appropriate.

HISTORY FACULTY

HISTORY – ELECTIVE (World History)

Course Description

History develops an interest in and enjoyment of exploring the past. It gives students a broad understanding of issues, events and people who have shaped today's world. This course covers study of past societies, the nature of significant issues and the impact of significant individuals in the modern world.

Topics

Year 9	Year 10
Ancient and Medieval Societies • Forensic Archaeology: Human Remains	**Early Modern Societies** • Imperialism • The Ottoman Empire
Constructing History • Der el Medina	**Thematic Study: Modern Conflict** • United Nations • MUNA
Personality Study • Cleopatra	**Modern Societies** • Holocaust • Research recent genocides
Thematic Study: Buildings in the Ancient World • The Great Pyramids	**Constructing History:** • Heroes or • Crises in the 20th Century

LANGUAGES OTHER THAN ENGLISH (L.O.T.E.) FACULTY

Course Description

Enjoyment: Meeting and conversing with native speakers, playing language games, acting out role plays, undertaking cultural craft activities, participating in school trips abroad, cooking and visiting restaurants, hosting exchange students, writing to foreign pen pals.

Challenge: Evidence shows that undertaking a long-term study of a Language has a very positive impact on learning in general, due to the need for hypothesising, problem solving and divergent thinking.

Achievement: The skills gained through the study of Languages are tangible and enhance the self-esteem of the learners. These skills are often pre-requisites for jobs in fields ranging from tourism to marketing, to the diplomatic corps. Traditionally, a knowledge of another language was regarded as one of the attributes of an "educated" person. Given the globalisation of Australia's economy, it is also an attribute of a successful one.

Students can select any of the following three languages regardless of whether it was studied in Year 8. A bridging course will be available for students who elect to study a language in addition to, or other than, the language undertaken in Year 8.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

What will students learn to do?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They develop a capacity to interact with people, their culture and their language.

Course Requirements

FRENCH - Cost: $40 for the Years 9 & 10 workbook

GERMAN - Cost: $30 for the Years 9 & 10 workbook

JAPANESE - Cost: $40 for the Years 9 & 10 workbook

Plus $40 each year for Language Perfect registration per student.

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION (PD/H/PE) FACULTY

PHYSICAL ACTIVITY AND SPORTS STUDIES

Course Description

Physical Activity and Sports Studies CEC Years 7–10 Syllabus 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 activities in order to develop key understandings about how and why we move and how to enhance the quality of movement.

What will students learn about?

The course will include these modules which are 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;
- Fundamentals of movement skill development
- Physical fitness;
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society:

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

Enhancing Participation and Performance:

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

What will students learn to do?

Throughout the course students will develop skills that enhance their participation in and enjoyment of physical activity. These include:

- working collaboratively with others
- displaying management and planning skills to achieve personal and group goals
- performing movement skills with increasing proficiency
- analysing and appraising information, opinions and observations to inform physical activity and sport decisions.

SOCIAL SCIENCES FACULTY

COMMERCE

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

All students study *Consumer Choice* and *Personal Finance*. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.
Students may also study *Legal and Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.
Students will also study optional topics selected from: Investing; Promoting and Selling; e-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.
They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

TECHNOLOGY AND APPLIED STUDIES FACULTY

INFORMATION PROCESSES AND TECHNOLOGY (ACCELERATED)

This is our accelerated learning HSC course in Information & Processes Technology in Years 9 & 10.

This course is **designed for gifted and talented Information Technology students to maximise their potential in the HSC**. TCP is a unique program designed to offer gifted and talented students the opportunity to undertake the Preliminary and HSC courses in Information & Processes Technology (IPT) in Stage 5, Years 9 & 10.

The IPT (Accelerated) Course Structure

This is a HSC course that provides two units towards the HSC credential in Year 12. Completing this HSC course in Year 10 also gives students the opportunity to select Software Design & Development in Stage 6, maximising their Information and Communication Technology learning. The course also gives students the opportunity to experience HSC study in Years 9 & 10.

The IPT program leads to the option to study university **Computing Science units through the UNSW COMP1917** in Year 11. This course is held at Caringbah High each year, and our talented computing high school students are offered the opportunity to enrol at UNSW and take COMP1917, the highly popular first-year university course in computing.

As part of the selection procedure students may be requested to submit a brief application, which will be considered to determine their suitability for this accelerated course.

Course Description

IPT is the study of computer based information systems. It focuses on processes performed by these systems and the information technology that supports those processes. Social, ethical and non-computer procedures are considered, and different types of information system case studies are examined. Through project work, students will create their own information system to solve business problems.

Through this course, students will gain knowledge and skills of the key concepts of interactive information and systems trough the study of current and emerging information technologies. The social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright are considered.

Students will gain communication, teamwork and project management skills needed to develop an information systems solution appropriate to users' needs.

On successful completion of this course, students will be able to:

- select the most appropriate technology for a given commercial situation
- design and implement an information-based system using a creative and methodical approach
- work in a team or as an individual to manage, communicate the development of an information system solution for a real life problem

Main Topics Covered

Preliminary Course

Intro to Information Skills and Systems	20%
Tools for Information Processes	50%
Developing Information Systems	30%

HSC Course

Project Management	20%	Options:	40%
Information Systems and Databases	20%	Decision support systems	
Communication Systems	20%	Multimedia	
Options:	40%		

Particular Course Requirements
This course typically includes at least 40% project work.
Subject contributions: $40 per year

NOTE: Students **cannot** select both **Information Software & Technology** and **Information & Processes Technology** as separate electives.

INFORMATION SOFTWARE AND TECHNOLOGY

Course Description

Information and Software Technology is a practical computing course that assists students to develop the knowledge, understanding and skills to solve problems in real life situations. Through practical and group tasks students develop information and software technology-based solutions. Creative skills are extended through students' practical involvement in individual and group projects that are completed using information and software technology and digital equipment.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Multimedia - Making and editing music, animations, and videos
- Digital Media – graphic, audio and video design
- Internet and Website Development - Webpage designing and making
- Software Development and Programming - Creating small programs and apps
- Database Design
- Robotics and automated systems – Designing, building and programming robots
- Networking and Operating Systems - Understanding networking
- Artificial Intelligence, Simulation and Modelling

Student projects may include:

- Inside a computer – Computer disassembly and multimedia presentation
- Personal Profile Multimedia Blog – Desktop publishing and multimedia editing
- My Business DVD / Video hire – Spreadsheet and database
- Advertising Campaign – Photograph creation and editing, Website design, Desktop publishing and multimedia editing
- Movie trailer / web advertisements – Website design, Video editing, Desktop publishing and multimedia editing
- Mechatronics Robot development – Lego Mind storms, Lego software, software programming, autonomous robots

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Course Requirements
Cost: $40 per year – This is a contribution towards the cost of media & expendables.

FOOD TECHNOLOGY

Course Description

Students will develop a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. Students will also learn the importance of hygiene and safe working practices and legislation in the production of food. Food-specific skills will be applied in a range of contexts enabling Students to produce quality food products.
An opportunity to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences is also provided.

What will students learn about?

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

The following is a sample of work that will be studied:

- Food in Australia
- Food selection and health
- Food service, catering and for special occasions
- Food trends
- Food for special needs
- Food equity
- Food product development

Excursions planned for this course may include:

- Elizabeth House to view early Australian life and foods
- Royal Botanic Gardens - Bush food
- Royal Easter Show – food practices and local ingredients
- Masterchef Cook Off against St George Girls High School
- Brasserie Bread at Banksmeadow, Ready Steady Cook – filming of the show

What will students learn to do?

The major emphasis is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food for enjoyment and good health. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. Students will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Course Requirements
Cost: $90 per year – This is a contribution to the cost of food stuffs required for practical lessons.

TEXTILES TECHNOLOGY

Course Description

Students will learn about the design, production and evaluation methods used by textile designers through a project based course, and will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. Properties, performance and uses of textiles in fabrics will be explored. Students will also be given the opportunity to examine the historical, cultural and contemporary perspectives of textile design and develop an appreciation of the factors affecting them as textile consumers.

Students will investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items.

What will students learn about?

Students will learn about textiles by exploring and using a variety of textile to make items of interest and use. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Projects may include:

- Apparel - clothing for male and females of all ages
- Furnishings - items to add to interiors, such as cushions and bed covers
- Costume - used for performances in music and drama, or fancy dress
- Textile arts - wall hanger, pictures, flags to be appreciated for their beauty rather than their usefulness
- Non-apparel - bags, tents, toys – the possibilities are endless

The above areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

Excursions planned for this course may include:

- Whitehouse Fashion Drawing and Interior Design Workshops
- TAFE Fashion Parade and Open Day
- Craft Fair and Exhibition Daring Harbour
- Wool Award and TEA Design Competitions

What will students learn to do?

Students will develop practical skills in completing textile projects and Students will document the process in relation to the development of practical work. A variety of methods will be used to document the projects including digital folio, design folio, journal etc.

Students will learn to:

- Document and communicate design ideas and experiences to show evidence of each of the stages of designing, producing and evaluating
- Examine the work of designers to use the creative process to design textile items
- Select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects
- Identify the properties and performance criteria of textiles by deconstructing textile items
- Identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use

Course Requirements

Cost: $30 per year – This is a contribution to the cost of basic materials and consumables used in practical work. Further individual costs may be required depending on individual project choices made by students.

GRAPHICS TECHNOLOGY

Course Description

Graphical images are used universally by people in all areas of society and are an essential means of communicating between the designer, technical personnel, manufacturers, management, marketing personnel and the consumer. Graphic media is used as a universal language and an important tool for thinking and communicating. Through the study of Graphics Technology students will develop the skills used to solve problems as well as create and communicate ideas.

Graphics Technology is a hands-on, project based graphic design course offering a broad range of experiences in the design and production of graphical images.

What will students learn about?

A broad range of topics are covered using a project based approach, and students will use a wide range of graphic design hand techniques and computer software.

Topics in this course may include:

- Architectural Drawing and model making
- Graphic Design and Communication
- Engineering Drawing
- Computer Animation – website and cartoon
- Product Illustration Promotional Design
- Computer Aided Design and Digital Media
- Landscape Design Drawing

Projects may include:

- Logogram and packaging design
- Magazine cover design
- Mobile phone design, illustration and web advertising
- Car design and illustration
- Sustainable building design and architectural modelling

What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on actively planning, developing and producing quality graphical presentations, learning to design, prepare and present graphical presentations using both manual and computer based technologies. Students will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

Course Requirements

Cost: $20 per year. This is a contribution to the cost of media and expendables used in class. Students are required to purchase drawing equipment. Details will be provided by the class teacher.

INDUSTRIAL TECHNOLOGY – ENGINEERING

Course Description

Students will be actively involved in the planning, development and construction of practical projects applying engineering principles. Students will apply engineering theory through a range of practical experiences that occupy the majority of course time. This course has a significant practical focus covered through the construction of projects using a range of materials, tools and engineering processes. These projects are completed individually or in groups and are designed to challenge the enquiring mind.

Topics studied in this course include:

- Materials, tools, and engineering principles and processes
- Design and communication
- Engineering computer assisted drawing, and 3D modelling and animation
- The engineering industry
- Structures
- Mechanisms
- Control systems and robotics
- Alternative energy and electronics

Projects using a variety of materials may include:

- Small mini projects in timber, metal, plastics and electronics
- Engineering structures - design, build, test and analyse a small building structure
- Medieval siege machine – Trebuchet
- Solar car challenge and F1 in schools competition
- Rocket design using recycled materials
- Robotics - mars rovers and the NASA exploration program

This course also provides an excellent pathway to Engineering Studies in the Higher School Certificate.

What will students learn about?

Students will learn about engineering materials and their application, and will study a range of engineering equipment, tool and machines used in domestic and industrial applications. Students will also learn about principles & processes used in disciplines of Engineering such as: civil, mechanical, electronic, control and, alternative and sustainable energy generation. They will also learn about design and communication and the impact of engineering on society and the environment.

What will students learn to do?

The major emphasis of Industrial Technology – Engineering is on planning and constructing quality projects, learning to select and use materials in their correct application with regard to their properties. They will learn to competently & safely use equipment, tools and machinery to construct projects. Students will learn to communicate design concepts and ideas.

Course Requirements

Requisites: sturdy footwear.

Cost: $ 60 per year- Nominal contribution towards materials & consumables used in the production of practical projects. Further costs may be incurred according to individual student's project choice.

INDUSTRIAL TECHNOLOGY –TIMBER

Course Description

The major emphasis of Industrial Technology is on students being actively involved in the planning, development and construction of quality practical projects. Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of designing, producing and evaluating. Students develop responsibility for learning through a range of student-centred, project based learning experiences.

Industrial Technology - Timber provides opportunities for students to develop knowledge, understanding and skills in relation to the timber industry. Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are further developed through the study of specialist modules in cabinetwork or wood machining.

Projects may include:
Furniture items such as coffee tables, tables, and chairs
Decorative timber products such as jewellery boxes and platters
Storage and transportation products such as carry boxes and hanging shelf
Small step ladders and stools
Storage and display cabinets
Turned bowls and lamps
Entertainment system cabinet
During the course students may elect to produce a design project of their own choice.

They will develop efficient workshop techniques and experience the application and safe use of a comprehensive range of timber equipment.

What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Course Requirements

Requisites: sturdy footwear

Cost: $60 per year. This is a contribution to the materials and consumables used in practical work. Further costs may be incurred according to individual students project choices.

CARINGBAH HIGH SCHOOL

ELECTIVE CHOICES RECORD OF SCHOOL ACHIEVEMENT COURSES 2018 - 2019

Name: ..... **English Class: 8 …….**

Parent's Signature: .....

1. English 2. Mathematics 3. Science 4. History 5. Geography 6. P.D./Health/P.E.	X X X X X X	**Compulsory**
Commerce		
Drama		
Food Technology		
French		
German		
Graphics Technology		
History - Elective		
Industrial Technology - Engineering		
Industrial Technology - Timber		
Information Software & Technology #		
Japanese		
Music		
Physical Activity and Sports Studies		
Shaping World Views		
Information Processes & Technology #		
Textiles Technology		
Visual Arts		

Instructions:

1. Students will study three electives
2. Mark your three (3) choices in order of preference 1 - 3 and
3. Add a reserve subject as number 4. (You will be consulted if you don't receive any of your first three choices.)

Please return this sheet to the office by Tuesday 18th July

Only **one** of these two courses may be selected.