Year 8
Elective Subjects 2019

All students in Year 8 study the following core subjects:

- English
- Mathematics
- Science
- Personal Development, Health and Physical Education
- Geography (1 Semester)
- History (1 Semester)
- Religious Education
- Technology (Mandatory)

In addition to these, girls choose two electives from the following:

- Commerce
- Chinese (Mandarin)
- French
- Latin
- Music
- Visual Arts

It is important for parents to guide their daughter's selection of her two electives for Year 8 with some care. The following points need to be considered.

French, Latin and Chinese (Mandarin) cannot be taken up at a later date. If you wish your daughter to study any of these languages, she must do so in Year 8. The HSC courses in these languages assumes a continuous study of them in the Secondary School. Spanish Beginners and Japanese Beginners are offered at SCEGGS in Years 11 and 12. This is for students who have not studied Spanish and Japanese before and have no prior experience with the language. The Beginners courses provide the opportunity for students to commence a language in Year 11 even though they may have decided against doing so in earlier years. Generally, students who have already studied a different language have an advantage when they commence Spanish or Japanese Beginners. Well-motivated students with good study habits who take up a Beginners language course without having studied a language in Years 8 to 10 have done very well in this course.

The study of Music is also cumulative. The Years 9 and 10 courses build significantly on the Year 8 course in the areas of Composition, Musicology and Performance. Students who have extensive experience in all three areas may be granted access to the Year 9 course without having completed the Year 8 Elective course.

Girls who are interested in Visual Arts will no doubt choose to take it as an elective in Year 8. It is possible, however, to study Visual Arts in Year 9 without having taken it in Year 8. As in the case of Visual Arts, Commerce may also be taken in Year 9 by students who have not studied it in Year 8, although there are considerable benefits in taking the Year 8 course.

In addition to the above electives, the following subjects are offered as electives in Years 9 and 10: Elective History, Elective Geography, Design and Technology, Information and Software Technology and Drama.

All courses are offered, however, if there are insufficient students selecting a course it may not be offered.

Grading of Classes
From Year 8 onwards grading of classes depends on the students' needs and the nature and requirements of the subject. Mathematics classes, for example, are graded but English classes are non-graded. Elective classes are based on student choice. In Years 11 and 12 classes are based on student choice and in some subjects the level at which the subject is studied is determined by student ability.
COMMERCE

Commerce provides the knowledge, skills, understanding and values that form the foundation for young people to make sound decisions on consumer, financial, business, legal and employment issues. Central to the course is the development of an understanding of consumers, businesses and governments in the overall economy, i.e. the world in which they live.

Commerce utilises a practical approach to learning that allows students to apply theory to real life situations. Case studies, problem solving and a scenario approach assists students in becoming competent and active members of society. Fieldwork is incorporated into the course to give students a real life perspective of the course content, where appropriate. Across the years, students visit sites such as the Currency Museum, the law courts, State Parliament and various local businesses.

Commerce also provides a useful foundation for Higher School Certificate studies in Business Studies and Economics.

The framework for the Commerce courses offered at SCEGGS in Years 8-10, includes both core and option topics.

The major topic areas covered in Year 8 are:

- **E-commerce** – The Scope of e-commerce, the e-Commerce User, the pros and cons of on-line shopping, Identify Theft and Fraud and Internet scams are examined.
- **Money** – The Role of Money, Characteristics, Functions and History of Money in Australia. Life Without Money in a Cashless Society is also examined.
- **Promotion and Selling** – The Selling Process, Target Markets and Selling Techniques are examined through a Case Study approach. Specific examples of successful marketing strategies are examined and include product placement in media, such as in TV series "MasterChef" and "House Rules" etc. Current Issues also form an integral component of the topic.
- **Travel** – Travel Destinations, Planning a Trip, Solving Travel Problems, and Current Issues are examined through the development of an individual Travel Portfolio.
- **Big Business** – the role of large businesses in society, marketing, customer loyalty and the impact of their dominance on our spending patterns. Case studies such as Westfield and Barbie are included.

The units of study in Commerce in Year 9 and 10 includes:

**Year 9**

- Law in Action
- Consumer Choice
- Personal Finance
- Investing
- Global Links

**Year 10**

- Political Involvement
- Law and Society
- Our Economy
- Running a Business
- Employment Issues
- Community Participation
"Achieving proficiency in other languages is one of the great learning experiences in the human condition. The compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia’s place in it, and the many communities within Australia."
– Australian Language and Literacy Council.

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing 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.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Even limited experience of the learning of languages is shown to increase metalinguistic awareness and enhance general cognitive development.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

Learning a language has direct benefits in the following areas:

- communication and literacy skills
- travel
- pleasure and leisure
- trade and diplomacy
- learning how to learn any other language
- awareness of how language works in general
- knowledge of one’s own language
- learning skills, thinking skills and creativity
- cultural knowledge and insights
CHINESE (MANDARIN)

As part of our vision for Languages at SCEGGS, we are excited to introduce Chinese (Mandarin) classes from Year 8. Globally and in Australia, there is an increasing need to develop a strong body of Asia-Literate students. Chinese is the language of communication of approximately 15% of the world’s population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/Putonghua, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English speakers in Australia.

China has a significant profile in economic, political and cultural developments, both globally and, particularly in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People’s Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

The ability to communicate in Chinese contributes significantly to the socio-cultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian and indeed, to global society.

At SCEGGS, students begin the study of Chinese in Year 8. The course is designed to provide a solid foundation in the four skills of listening, speaking, reading and writing. As well as learning the structure and vocabulary of the language, the study of the language introduces students to various aspects of Chinese culture and lifestyle and to the cultural contexts in which language is correctly used.

The course aims, through the study of a range of topics, to enable students to:

- understand everyday Chinese spoken at almost normal speed
- speak Chinese and communicate effectively and at ever more complex levels in real life and simulated situations
- develop their capacity to read and understand Chinese text written for students
- write in Chinese script in a range of text types such as messages, emails and letters
- gain greater precision in their use of Chinese in both speech and writing
- acquire a broad and rich knowledge of vocabulary
- gain an understanding of the Chinese culture through their study of the language, and also an understanding of the interdependence of language and culture, thereby increasing their capacity to reflect on their own cultural heritage
- increase their awareness of the nature of language
- make linguistic connections, particularly between English and Chinese, and use this as a tool to facilitate their language learning
- develop their thinking skills and creativity

In Year 8, students will learn the Chinese phonetic system, Pinyin, and to write approximately 150 Chinese characters and read more than 300 words. They will learn basic introductions, festivals, numbers, identifying stationery and their owners, talking about family and pets, nationalities, sports, facial feature and food, as well as their likes and dislikes.

The teacher:

- presents the language through spoken and written texts that are authentically based in the Chinese culture
- provides learning activities that allow purposeful communication in Chinese, using for example pair-work, interviews, role-play and games
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 8-10 course cater will for the needs of students wishing to acquire a good working knowledge of everyday Chinese as well as providing a solid basis for students wishing to continue their study of the language in the senior school. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.
FRENCH

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. It boasts a strong presence in international conferences.

For more than 200 years, Australia has had strong connections with France. In the twenty-first century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research, and cultural exchange.

French, English and other European languages share a common linguistic link with Latin. 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.

France is one of the leading destinations for Australian travellers. The ability to communicate in French enriches this experience and provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

At SCEGGS, the junior French course in Years 8 - 10 extends and develops further students’ skills and knowledge acquired in Year 7. It aims, through the study of a range of topics, to enable students to:

- understand everyday French spoken at normal speed
- speak French and communicate effectively and at ever more complex levels in real life and simulated situations
- develop their capacity to read and understand French text of increasing complexity
- write in French in a range of text types such as messages, emails and letters
- gain greater precision in their use of French in both speech and writing
- acquire a broad and rich knowledge of vocabulary and idiom
- gain an understanding of French speaking cultures through their study of the language, and also an understanding of the interdependence of language and culture, thereby increasing their capacity to reflect on their own cultural heritage
- increase their awareness of the nature of language
- make linguistic connections, particularly between English and French, and use this as a tool to facilitate their language learning
- develop their general literacy skills, thinking skills and creativity

The Adomania course is continued as the major resource for the French programme. The resources of the course books are supplemented by a range of materials such as French language magazines, resources on the Internet, songs and films. Students who enrol at SCEGGS in Year 8 should ensure they have studied the units from Adomania 1 covered in Year 7. This will be Chapters 1 to 6.

The teacher:

- presents the language through spoken and written texts that are authentically based in French speaking cultures
- provides learning activities that allow purposeful communication in French, using for example pair-work, interviews, role-play and games
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 8-10 course caters for the needs of students wishing to acquire a good working knowledge of everyday French as well as providing a solid basis for students wishing to continue their study of the language in the senior school. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.
LATIN

Students’ knowledge of the development of language and literature, and their appreciation of ancient and modern cultures and civilisations, are enhanced by the study of classical languages.

The language studied is the Latin spoken and written by the Roman people who established an empire that encompassed the Mediterranean region, Europe and the Middle East from about 100 BC. This language has had a profound impact on the vocabulary and grammar of European languages, as well as on the culture, literature and institutions of communities around the world.

Latin can be seen as the key to the Romance languages – French, Italian, Portuguese, Romanian and Spanish – that derive most of their vocabulary and many grammatical features from Latin. Latin also underlies much of the formal and technical vocabulary used in modern English. In addition, the study of Latin allows students to appreciate the subtleties of a highly inflected language.

By studying Latin, students become familiar with ancient Roman culture and literature, more familiar than would be possible through studying translations alone. Students can also gain a unique understanding of Ancient History texts in their study of Latin in the Senior school.

At SCEGGS, students begin the study of Latin in Year 8. The course is designed to provide a solid foundation in the language skills of reading and writing. It helps to develop students’ ability to think critically and analytically and is a valuable part of their general education. Not only does it give them insights into the language itself but also it affords the opportunity of contact with the society of another time and place. Each of these aspects of study helps students gain a better understanding of their own language and society, especially as our debt to the Romans is considerable. It should not be forgotten that over 80% of the English language is derived from classical Latin and Greek.

The course aims to enable students to develop:

- the ability to read and understand Latin texts
- the ability to translate Latin fluently and idiomatically
- a knowledge of vocabulary
- a knowledge of grammatical structures
- the ability to analyse language
- an awareness of the linguistic connections between Latin and English
- precision of thought and expression
- an awareness of Roman history, culture and society
- the capacity to reflect on that history and society in relation to their own time

The Cambridge Latin Course is ideally suited to these aims. The resources of the course book are supplemented by a wide range of materials aimed at developing students’ knowledge and understanding of the language and culture.

The teacher:

- presents the language through written texts which are based on the language and culture of the Romans of the first century BC
- provides learning activities which allow students to take risks with the language and to develop their ability to work with care and precision
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 8-10 course caters for the needs of students wishing to acquire a basic understanding of some aspects of the language and culture of the Romans, as well as providing a solid foundation for students wishing to continue their study of the language in the senior years. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.
ELECTIVE MUSIC

Music is offered as an Elective subject from Year 8. This course builds on knowledge, skills and understandings learnt in the Year 7 mandatory course. It allows the student to further refine and develop skills in performance, composition and listening. There is no mandatory Music course in Year 8.

The Year 9 Elective Music course builds directly on the work covered in Year 8 Elective course, as does the Year 10 Elective course. A student would need to have completed significant study outside of SCEGGS in Composition and Performance to be granted access to the Year 9 Elective course, without having completed the Year 8 Elective Course.

In the Elective Music course, students are required to develop further knowledge, understanding and skills in a range of musical contexts, through the study of a Compulsory Topic and Additional Topics.

Compulsory Topic – Australian Music
Students must study Australian art music as well as a range of repertoire from the following suggestions:

- music of a particular composer
- traditional and contemporary music of Aboriginal and Torres Strait Islander peoples within a cultural context
- jazz
- rock
- popular music
- music of an artist/group
- folk music
- theatre music
- music for radio, film, television and multimedia
- the impact of technology
- the role of improvisation.

Students may revisit this topic, focusing on a different aspect of Australian Music. For example, one unit may focus on Australian art music while others may focus on aspects such as popular music, or Aboriginal music.

Additional Topics – specified number chosen from both Group 1 and Group 2.

Group 1
- Baroque Music
- Classical Music
- Nineteenth-Century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20th and 21st Centuries
- Music of a Culture
- Music for Small Ensembles (Group 1)
- Music for Large Ensembles (Group 1)

Group 2
- Popular Music
- Jazz
- Music for Radio, Film, Television and Multimedia
- Theatre Music
- Music of a Culture (different from Group 1)
- Music for Small Ensembles (Group 2)
- Music for Large Ensembles (Group 2)
- Rock Music
- Music and Technology
Students study these topics through Performing, Composing and Listening.

**Performance** experiences include singing, playing, moving, improvising, accompanying, interpreting musical notation and experimenting with different instruments and technology.

**Composition** requires communicating through improvising, composing, arranging, structuring, notating and using different types of technology to notate scores.

**Listening** requires experiences in analysing, notating and discussing different approaches to the concepts of music, while developing more advanced score reading and analytical skills, and gaining an understanding of music in its historical and cultural contexts. Attendance at Concerts and live performances enhances the classroom study.

Performance, Composition and Listening skills can be assessed in each semester. Tasks are varied. Some involve individual work, others may require individual contributions to small group tasks. Additional information concerning assessment is available on The SCEGGS Learning Management System.

Whilst it is not a pre-requisite, but students are encouraged to have individual tuition on an instrument or voice before they undertake the study of the elective course.

Students who bring prior music learning to the classroom will enjoy opportunities to have their skill and knowledge-base extended.

### VISUAL ARTS

**Title:** Art and Culture

**Rationale:** Through a study of the links between art and culture, students are encouraged to make personal artworks that relate to themselves and their own world.

The elective Visual Arts course in Year 8 will follow on from familiar two and three-dimensional experiences in Year 7. Students will be introduced to the art of a range of cultures including: Indigenous Australia, Islam, Japan, China, India and Mexico. Students will discuss, research and make artworks based on the themes, issues and aesthetic sensibilities that underlie the artwork of these cultures.

The content of the course is a guide and not prescriptive. This allows for creative interpretation by the teacher, adaptation to current exhibitions and events and to allow for the individual needs of the students. What the students study and what the students make will be closely linked, as the students work towards an understanding of the connection between art and culture.

Students will keep a Visual Arts Diary in which they will include their studying, plans for artwork and self-evaluation of the progress and outcome of their artwork. Students will be encouraged to evaluate their own work, recording their successes and failures and responding accordingly.

Students will study art both critically and historically. With critical study, students will learn to analyse and interpret artworks. Historical study places artwork in an historical context and looks at the work through a cultural and historical perspective.

Students will approach all aspects of their studies through the Frames - Cultural, Structural, Subjective and Postmodern and through the Conceptual Framework – world, artwork, artist, audience. They will be encouraged to make free, personal interpretations of the most exciting and stimulating aspects of the cultures that they study.

These artworks could include: drawing, painting, mixed media, sculpture, printmaking, photography, digital media, ceramics and jewellery making.

Assessment is based on 60% artmaking and 40% art studying. In Semester 1 (Term I), assignment work measures art studying. In Semester 2 (Term III), art studying is measured by one assignment and the yearly examination. The assessment schedule and calendar are published on The SCEGGS Learning Management System at the beginning of the year. Assignments are published on The SCEGGS Learning Management System one month before the due date.