



SCEGGS Darlinghurst

Information For Parents

Year 9 and 10 Core and Elective Subjects

Year 9 – 2021
Year 10 – 2022

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INTRODUCTION

The curriculum in Years 9 & 10 is flexible and includes a wide range of elective subjects from which to choose. The core subjects, which all students study, are: English, Mathematics, Science, Personal Development/Health/Physical Education, History, Geography and, at SCEGGS, Religious Education.

At SCEGGS, in addition to the core subjects noted above, students study:

In Year 9, three electives from the following:

Chinese (Mandarin)	Commerce	Elective History
Latin	Design and Technology	Information and Software Technology
Music	Drama	French
Visual Arts	Elective Geography	

In Year 10, students choose two electives from the following:

Chinese (Mandarin)	Commerce	Elective History
Latin	Design and Technology	French
Music	Drama	Information and Software Technology
Visual Arts	Elective Geography	

It must be noted that:

- at least ONE elective must be studied continuously throughout Years 9 & 10 (i.e. for 4 semesters)
- Visual Arts, Design and Technology, Drama, Information & Software Technology, Elective History, Elective Geography and Commerce can be studied in either or both of Years 9 & 10
- Languages and Music must be studied continuously as the skills and content are cumulative

Students intending to proceed to Years 11 and 12 should ensure that they have adequate preparation in a sufficient range of subjects for senior study. Girls wishing to study Chinese, French or Latin in Year 11 **must** have studied that subject in all four semesters over Years 9 & 10, or they must have reached an equivalent standard. For Design and Technology and Visual Arts, two or more semesters are desirable though not essential.

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

Record of School Achievement

The Record of School Achievement is the credential awarded by the NSW Education Standards Authority (NESA) to students who leave school after Year 10 and before they receive their Higher School Certificate. It has been designed to record and credential all secondary school students' academic results up until the HSC. Grades will be awarded to students for each course completed in Year 10 (as well as any Elective course studied only in Year 9) and for each Year 11 Preliminary course completed. The formal Record of School Achievement credential will not be provided to students at the end of Year 10, unless they are leaving school. However, all students will have access to their results electronically via the NESA *Schools Online* website. When students receive their HSC they will also receive their Stage 5 and Preliminary grades on their final Record of School Achievement.

Reporting of Student Achievement

The grades that students receive as a part of their Record of School Achievement will be determined on their performance in each subject, including the core subjects (except Religious Education). This will be an A-E Grade, based on the Course Performance Descriptors for each subject. In Mathematics, these grades have been further differentiated to nine levels as follows: A10, A9, B, B7, C6, C5, D4, D3, E2. In general, these grades represent:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has an elementary knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

There is no predetermined number of students achieving each grade across the state. The skills identified and reported in our school reports reflect those skills which contribute to the final Year 10 grades for the Record of School Achievement.

CORE SUBJECTS

ENGLISH

Stage 5 English (Years 9 and 10)

The study of English in Years 9 and 10, or Stage 5, builds upon skills, knowledge and understanding acquired in Primary school and Years 7 and 8.

The following statements from the syllabus summarise the rationale and aims for English in the Stage 5 curriculum:

The study of English from Kindergarten to Year 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 students learn about the power, value and art of the English language for communication, knowledge and enjoyment.

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.

The aim of English in Years K–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, interpretive, critical and powerful. (New NSW Syllabus 7-10 p.13, 15)

Overview of Course Outcomes and Content in Stage 5

Objectives and Outcomes

Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

The achievement of specific outcomes derived from the above objectives underpins the approach to teaching and learning in Years 9 and 10. These include:

- Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- Investigates the relationships between and among texts
- Understands and evaluates the diverse ways texts can represent personal and public worlds
- Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Content and Text Requirements

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing the following:

In Stage 5 (Years 9 and 10)	
Fiction	at least two works
Poetry	a variety from different anthologies and/or study of one or two poets
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

The syllabus requires students to study examples of spoken texts, print texts, visual texts as well as media, multimedia and digital texts.

The selection of texts must give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- every day and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia

Cross-curriculum Content

Mandatory cross-curriculum content is also embedded in the English syllabus and is reflected in the various types of texts that students must experience, listed above. In addition, the provision of Tablet PCs facilitates the incorporation of Information and Communication Technologies (ICT) from the English syllabus into classrooms and ensures that all students have the opportunity to become competent, discriminating and creative users of ICT:

Students engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts (new NSW Syllabus 7-10 p.22)

Students have the opportunity to become competent, discriminating and creative users of ICT as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. Students will learn about the ethics of information communication through technology. (NSW Syllabus 7-10 p.29)

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008). Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, sustainability.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are critical and creative thinking, ethical understanding, information and communication technology capability, intercultural understanding, literacy, numeracy, personal and social capability.

NESA's syllabuses include other areas identified as important learning for all students: civics and citizenship, difference and diversity, work and enterprise.

Approaches to Assessment and Reporting

The syllabus is built upon a standards-referenced framework in which assessment is an integral part of teaching and learning. The emphasis is on students being able to demonstrate their learning not only through formal assessment events such as examinations, but also through opportunities in the context of everyday classroom activities and teacher feedback. Well-designed assessment is considered central to engaging students and should be closely aligned to the outcomes within a stage. The premise is that effective assessment increases student engagement in their learning, which, in turn, leads to enhanced student outcomes.

Assessment **for** learning enables teachers to use information about students' knowledge, understanding and skills to inform their teaching and provide feedback that helps students understand the next steps in learning and how to improve. Assessment **as** learning involves students in the learning process where they monitor and reflect on their own progress, ask questions, practise skills, consolidate their understanding and work towards learning goals. Finally, assessment **of** learning enables teachers to use evidence of student learning to assess student achievement against learning goals and standards.

In summary, the three approaches to assessment, and reporting, ultimately involve teachers, students and parents reflecting on assessment data to enable student progress. This means that assessment is an essential and integrated part of teaching and learning and reflects a belief that all students can improve. It involves setting learning goals with students, helping them to know and recognise the standards they are aiming for. It also involves students in self and peer assessment giving them a better understanding of the learning and assessment process overall.

Reporting

Reporting places a strong emphasis on the provision of feedback to students and parents about students' progress. Teachers use assessment evidence to extend the process of *assessment for learning* into their *assessment of learning*. This is done through Course Performance Descriptors which describe observable and measurable features of student learning and provide a common language for reporting on a student's progress.

At Stage 5 there are five levels of achievement. Grade A describes extensive achievement in relation to course objectives and outcomes. Grade B describes thorough achievement, Grade C describes sound achievement, Grade D describes basic achievement while the Grade E description will help identify students who have elementary achievement and who may require additional time or different strategies to consolidate their learning.

At the end of Year 10, teachers of English Years 7-10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description.

Important Values in the Teaching of English at SCEGGS

Teaching and Learning in Years 9 and 10 are directed towards providing opportunities for all students to achieve at the highest level possible, whilst also recognising the importance of differentiating the curriculum to meet individual learning needs. Teachers have an understanding of what constitutes giftedness in English and of different learning styles and students are offered enrichment and extension. A particular emphasis is placed upon the development of higher order analytical and critical skills as it is recognised that competency in these elements of English drives all other academic achievement.

For students with special education needs, English teachers will consider, in collaboration with Academic Support and others, a range of processes and activities suited to their specific requirements.

In order to achieve their individual potential, students are encouraged to become responsible, independent and confident learners. They are expected to work independently at their own pace as well as to take initiative as a cooperative group or team member. Students are also encouraged to evaluate their own learning and to set appropriate goals, both in managing and organising the completion of homework and assignments, and in recognising the need for challenge in the form of extension.

During this important phase of their education, students work with the guidance of their teachers, towards the goal of taking responsibility for learning and achievement, a vital prerequisite for success in the senior years.

Finally, an enjoyment and love of wide reading is fostered as a life-long pursuit. It is regarded as an important tool for exploring the power of language and, in particular, as a key to understanding the dimensions of human experience.

MATHEMATICS

The Mathematics 9 – 10 syllabus, aims to develop mathematical skills and confidence in students appropriate to their level of development. It emphasises the need for students to be able to investigate and solve unfamiliar problems, to reason logically, to communicate about and through mathematics, to connect ideas within mathematics and to be motivated to learn more about mathematics.

By supporting a problem-solving approach, the syllabus recognises the importance of students taking their place as effective members of society who are able to solve the mathematical problems that arise. Throughout Years 9 and 10, students at SCEGGS incorporate computer-based technologies to enhance their understanding of mathematical concepts and to develop their ability to solve realistic problems. Emphasis is also placed on the communication of mathematical ideas. By talking to each other about mathematics, reflecting and writing about mathematics, drawing diagrams and listening to the teacher and other students discussing mathematics, the learning of mathematics is enhanced and students are motivated to investigate further mathematical problems.

Unlike the Mathematics syllabus in Years 7 and 8 where all students study the same content, the Mathematics syllabus in Years 9 and 10 is taught in three different pathways:

- 5.3 Pathway
- 5.2 Pathway
- 5.1 Pathway

These pathways are divided into the familiar strands of Number and Algebra, Measurement and Geometry, Statistics and Probability.

Young people develop their mathematical skills at different rates. Some students, once certain concepts are grasped, will flourish, whilst others may take a little longer to understand the abstract concepts. To give every student the opportunity to challenge themselves, all Year 9 students will study the 5.3 Pathway.

5.3 PATHWAY

The 5.3 Pathway is studied by approximately the top third of students in NSW. It is designed for those students who have achieved all the outcomes of Stage 4 Mathematics. In general, it does not repeat material from Years 7 and 8 since the assumption is that this has been completed and is understood, although remediation will be given to students who feel they have not fully grasped particular concepts. The 5.3 Pathway requires students to develop their reasoning abilities to a certain standard. It emphasises algebraic processes, graphical techniques, interpretation, justification of solutions, applications and reasoning that arises in problems from realistic applications.

Students who study the 5.3 Pathway will cover areas such as Consumer Arithmetic, Probability, Algebraic Techniques, Surds, Indices, Co-ordinate Geometry, Equations, Number Plane Graphs, Single and Bivariate Data Analysis, Surface Area and Volume and Trigonometry. At SCEGGS, we further divide the 5.3 Pathway. Pathway 5.3 Extension covers additional topics such as Polynomials and Logarithms, in Year 10, as well as the 5.3 topics in greater detail and at a faster pace. Pathway 5.3 studies the same topics but at a pace that allows more time for understanding.

Students who achieve the outcomes of this pathway would usually choose to continue their studies of mathematics in the senior years. Many of these students also study Mathematics Extension 1 in both Preliminary and HSC years and possibly Mathematics Extension 2 in the HSC year.

In Year 10 the structure of the Mathematics courses may be modified depending on the needs of the students in that particular cohort. Information regarding the structure of these classes will be disseminated at an appropriate time in readiness for the start of Year 10.

In addition to the Stage 5 programme, SCEGGS also regularly offers a programme of acceleration for talented students studying the 5.3 Pathway during Year 10. Students have the opportunity to study additional mathematics with the view to completing some of the HSC Mathematics Advanced programme a year early.

SCIENCE

In 2021, all Years 9 and 10 students will be taught content from the Stage 5 NSW Science Syllabus for the National Curriculum. The syllabus aims to provide students with a contemporary and coherent science education, allowing them to better understand the natural and increasingly technological world in which they live, and make positive contributions towards decisions that shape it.

The **core value and attitude** objectives of the syllabus, and our teaching programs, include to:

- 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
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- develop interest and positive, informed values and attitudes towards science and technology
- recognise the importance and relevance of science and technology in their lives now and for their future

Important aims of the new syllabus, and the SCEGGS teaching programs based upon it, are to develop students' interest and enthusiasm for Science, as well as their knowledge and understanding of the nature and practice of scientific inquiry. The SCEGGS Science department appreciates that Science is a collaborative and creative pursuit, and that the nature of scientific knowledge is always evolving. It is therefore vital to motivate our students and equip them with the skills required to continue their search for scientific knowledge outside of the classroom and beyond their school life.

The content of the *Science Years 7–10 Syllabus* is organised into the following key strands.

- Skills:
 - Working Scientifically
- Knowledge and Understanding:
 - Physical World
 - Earth and Space
 - Living World
 - Chemical World

Science Staff at SCEGGS have developed a range of units of work that integrate content from the above stands into interesting and relevant contexts. During Years 9 and 10, our students will be taught many of the complex 'big ideas', and models, theories and laws, that underpin much of our knowledge and understanding of Science. These include learning about Newton's Laws of Motion, the Theory of Evolution and the Atomic Theory. The students will also learn about current issues in science and the ethics related to the use of technologies such as genetic engineering and nuclear reactors.

Another key feature of the new syllabus is the significance of inquiry-based learning. Our teaching programs will set aside ample time for students to propose questions and problems and to devise and carry out creative procedures to gather evidence to help answer them. Parts of the lesson time will involve students carrying out practical, hands-on investigations. Such investigations will allow students to develop a deeper understanding of the nature of the scientific method as a means of collecting and analysing data. It also increases opportunities for students to strengthen their scientific and problem-solving skills. Students will also be given many opportunities to work in groups, as they learn to appreciate the importance of collaboration in the gathering of scientific knowledge.

Our teaching programs will also make effective use of technology, particularly now that each student has their own tablet-PC device during each lesson. There will be an emphasis on integrating ICT activities, such as multimedia and interactive simulations, to assist students to understand scientific concepts and to help them gather data for their investigations.

During Year 10, all students will be required to complete a Student Research Project. This is a mandatory syllabus requirement, which provides opportunities for students to engage in the planning and carrying out of a longer-term first-hand investigation, to analyse their results and communicate their findings. Students will build upon the skills they developed in completing their Year 8 Project, and a higher level of sophistication in concept, planning, analysis and communication will be expected. Class time will be allocated to assist in the early stages of their investigation, but the actual investigation is completed in the students' own time. Students are encouraged to address problems relevant to their environment and related to their own interests, and to use readily available materials in their investigation.

The formal assessment of student achievement involves collecting valid information about individual performance in relation to the objectives and related content of the syllabus. At SCEGGS, a variety of common assessment tasks including written and practical examinations, as well as homework assignments, research projects and presentations, are used to observe and measure student achievement. Formative assessment, including homework setting and marking, teacher observation and quizzes, will be used to guide students to improve in their learning. Generally, students will be assigned approximately 30 minutes of homework to be completed outside of each lesson they attend. Homework exercises may help students to consolidate their learning, practise skills or pre-read prior to the introduction of a concept.

The main areas that students will be assessed on include:

- Knowledge and understanding of scientific concepts
- Practical and investigative skills
- Data processing skills
- Application of information to every-day events and problem-solving
- Communication skills

HISTORY and GEOGRAPHY

As part of the curriculum requirements in NSW, all students study 50 hours in History and Geography, in each of Years 9 and 10.

In Years 9 and 10, all students study one semester of Mandatory History and one semester of Mandatory Geography. In addition to this, students may choose to study Elective History and/or Elective Geography. These are outlined in the following pages.

GEOGRAPHY

YEAR 9

Changing Places

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

Sustainable Biomes

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

YEAR 10

Human Wellbeing

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

Environmental Change and Management

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

HISTORY

YEAR 9 – "The Making of the Modern World"

Topics

- Australia and Asia - Making a Nation
- Core Study – Australians at War – World Wars I and II

This course focuses on the creation of the Australian nation, and covers the period from the 19th century to the end of WWII. Students will investigate European colonisation of Australia and the effects of contact between Europeans and Aboriginal and Torres Strait Islander peoples in the period before 1900. The relationship of the Australian landscape to European colonisation and the impact of Europeans on Indigenous Australians, including disease, violence and dispossession of land, will be studied. Students will also examine the experiences of non-European groups in Australia prior to 1900, including Japanese, Chinese, Afghans and South Sea Islanders. Factors leading to Federation, issues related to race and gender, including the White Australia Policy and women's suffrage, and the concept of Australia as a 'worker's paradise', will also be considered.

In their second topic, Year 9 students will undertake a core study of Australians at War, where they will learn about the causes of World Wars I and II and key areas of Australian engagement. In addition to a study of the Gallipoli Campaign, students will investigate key campaigns and events of these wars, such as Australian participation on the Western Front in WWI, and the Fall of Singapore and the New Guinea Campaign of WWII. The role and participation of women and Aboriginal and Torres Strait Islander peoples, and key events on the Home Fronts in each war will also be examined. The significance of the wars for Australia, their impact on changing international relations, and the birth and development of the ANZAC Legend are significant features of this topic.

YEAR 10 – "The Modern World and Australia"

Topics

- Core Study – Rights and Freedoms (1945–present)
- School Developed topic – Australia in the Vietnam War era.

Year 10 History provides students with a wonderful opportunity to consider Australian History in its global context. The course commences with a study of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms. In this topic, students will examine issues centred on Land Rights, the experiences of the Stolen Generations, the Freedom Ride and the movement for Reconciliation. They will also have the opportunity to consider the influence of the US civil rights movement on civil rights campaigners in Australia and consider current struggles for civil rights and freedoms throughout the world.

In their second topic, students will examine the Vietnam War era, exploring issues related to its Cold War context, US involvement in the conflict, and the reasons for Australian involvement. Students will examine the nature of the war, including the way in which it was fought, and examine the legacy of the war. This topic will also provide students with the opportunity to consider the influence of the Vietnam War on popular culture.

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

The Years 9 and 10 Personal Development, Health and Physical Education (PDHPE) program at SCEGGS builds on the skills developed in PDHPE K-8 and is a mandatory course of study for students from K-10.

The study of PDHPE provides our students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE they will develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. 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.

Learning in PDHPE is organised into three interconnected content strands. Learning opportunities are designed to develop practical application and to also connect across content strands to enhance the development of knowledge, understanding and skills in a range of health and physical education concepts.

The Content Strands include-

Movement Skill and Performance

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Health, Wellbeing and Relationships

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

The PDHPE syllabus addresses contemporary health and physical activity concepts important to our students. These are embedded in an age and Stage-appropriate manner through the content. The learning contexts include the following-

- alcohol and other drugs
- food and nutrition
- personal identity
- mental health and wellbeing
- relationships
- sexuality and sexual health
- safety
- health benefits of physical activity
- fundamental movement skills
- rhythmic and expressive movement
- individual/group/team physical activities
- initiative/challenge physical activities
- aquatics
- lifelong physical activities.

Year 9 students participate in three PDHPE classes per cycle and Year 10 students participate in four PDHPE classes per cycle. Students are provided with learning opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application.

Homework and Assessment Procedures

Assessment is used to determine students' initial knowledge, understanding and skills, to monitor student progress and to report student achievement. The assessment cycle is continuous in all units of work. Techniques include:

- Presentations
- Group Work
- Written Reports
- Research Projects
- Computer-based Tasks
- Self Assessment
- Peer Assessment
- Movement Tasks
- Examinations and Tests (written and practical)

Key inquiry questions are included to guide and frame learning in PDHPE. This allows for differentiation of content and ensure we cater for the diverse needs and abilities of each student. The key inquiry questions are optional and can provide a guide when developing contextual teaching and learning experiences. Specific Assessment tasks are distributed in class and are available on The SCEGGS Learning Management System.

We encourage all students to practise and refine their movement skills at home to assist in their preparation for practical lessons and assessments.

RELIGIOUS EDUCATION

SCEGGS is a Christian school in the Anglican Tradition. The general aims of the Religious Education programme Years 9-10 are:

- To provide opportunities for students to explore, experience and develop their understanding of World Religions
- To think critically about the nature of religion.
- To develop a framework for ethical decision making.

As students work through this course they will develop skills in the following areas:

- observation, collection and recording of information
- investigation and research
- analysis, synthesis, interpretation and using evidence
- communication

YEAR 9

World Religions

Overview

This course looks at the common features or characteristics of some of the major religions: Buddhism, Judaism, Christianity and Islam. These characteristics of religion include rituals, stories, beliefs, sacred space and time, persons and experiences. It is not a comparative study of religion as we treat each religion sensitively, trying to avoid prejudices and bias.

Students will appreciate the huge impact religion has had on world history and become more aware of the day to day expressions and influences of a wide range of religions in our pluralistic Australian society. Throughout the course students will be encouraged to reflect on their own life journey and the influences that shape their view of the world.

Topics covered in the World Religions Course may include:

- Humankind's Need and Search for Meaning in Life
- Characteristics of Religion
- Islam
- Judaism
- Christianity
- Buddhism

YEAR 10

Ethics

Through this course, students will understand the basis by which moral and ethical decisions are made. Students will also develop skills in critical analysis so they can identify arguments for all sides of an ethical issue.

Unit 1: Link Between Philosophy and Religion

- Making Moral Decisions
- Different Moral Concepts
- Christian Love Principle
- Problem of Pain and Suffering

Unit 2: Contemporary Issues

Students will analyse a range of contemporary ethical issues in areas such as: abortion, euthanasia, genetic engineering and the environment.

ELECTIVE SUBJECTS

COMMERCE

Commerce may be studied in Year 9 or Year 10, or both years.

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Central to all themes is the study of current issues and events. Commerce utilises a practical approach to learning that allows students to apply theory to real life situations. Students develop critical thinking, reflective learning and the opportunity to participate in the community. Students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Commerce courses are a very useful preparation for HSC studies in Economics and Business Studies.

YEAR 9

The Year 9 course covers both Core and Option topics from the Commerce syllabus.

1. Law, Society and Political Environment

Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

2. Consumer Decisions

Students examine the factors influencing consumer decisions and learn how to identify and research issues that individuals encounter when making consumer decisions. Students investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer nature, including whether to spend or save, what to buy, where to buy and payment options.

3. Financial Decisions

Students investigate tools and strategies for effective financial management including budgets and savings plans. Students also explore the range of investment options available including shares, property, term deposits and managed funds. The relationship between risk and return and strategies for mitigating risk are examined.

4. Global trade and business ethics

Students investigate Australia as a trading nation, changes in Australia's trade patterns and possible future trends in international trade. The role of global business and the importance of ethical decision making will be examined using a case study approach. Students will look at the impact of ethical decision making on employees, consumers, society and the environment.

YEAR 10

The Year 10 Commerce course is comprised of a range of interesting and very contemporary topics. Content covered provides an excellent basis for progression into Business Studies and Economics, although is not a prerequisite for these Stage 6 courses.

The topics covered include both Core and Options taken from the Commerce syllabus.

1. The Economic and Business Environment

Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.

2. Running a Business

This exciting, hands-on topic centres on students running their own small business enterprises. This practical activity, combined with classroom theory, provides students with valuable experience in the establishment, operations, marketing and financial record keeping of a small business. Teamwork and entrepreneurial skills are developed, and business plans are submitted by each business group.

3. Employment and Work Futures

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.

4. Life in the Real World

Students investigate financial, consumer, legal and employment issues which may affect them in the future. They examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.

DESIGN and TECHNOLOGY

Design and Technology may be studied in Year 9 or Year 10, or both years.

Course Description

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to engage in practical experiences through project-based learning. The projects are adapted from the core context areas, such as Digital Technologies, Engineered systems, Information & Communication Technologies and Material Technologies. Through each project students learn about design process and the core activity of designers.

What will students learn about?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn to use and apply a Design process to the design challenges presented. Students will study the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation, leading to the development of quality design projects. They will learn to access, manage and safely use a range of technologies to aid in the development of design projects, and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

Each project will be documented in a folio style presentation that reflects the stages of the Design Process as follows:

Investigate & Analysis – Developing Ideas – Realisation – Evaluate.

Course Structure

In Years 9 and 10, students undertake a design project each semester (two design projects a year). The project completion dates will be towards the end of each semester. Each project will include the presentation of a folio that documents the stages of the design process and forms the basis of the assessment. This folio will document a range of activities undertaken progressively and involving research, communication of ideas and design production. Design practice and related case studies will also be undertaken through class work and activities. Project information and progressive assessment tasks will be placed on The SCEGGS Learning Management System.

Project work should be carried out predominately at school during lesson time. Students are expected to spend home time on activities related to the development of the project and the folio documentation, as well as involving family members in simple tasks such as surveys and evaluation. To supplement the assessment tasks, students sit for a 1-hour examination each semester.

DRAMA

Drama can be studied in Year 9 or Year 10, or both years.

The course introduces students to a range of skills, abilities and knowledge of performance and theatrical traditions and forms. The units in both years use Playbuilding and Scripted Drama for experiential learning. An emphasis is on practical performance; however students also complete theoretical work and explore the elements of production.

The course aims to develop skills in acting, stagecraft and design, as well as promoting self-confidence, communication, problem-solving and collaboration in students.

YEAR 9

Semester 1

- Script and Stagecraft: using stagecraft to realise text
- The Elements of Drama
- Playbuilding – Narrative, Collage and Issue-based
- The Theatre of Ancient Greece

Semester 2

- Introduction to Improvisation
- Musical Theatre – Acting, Song and Dance
- Individual Performance Skills – preparing and performing monologues
- Play Study – Set & Costume Design

YEAR 10

Semester 1

- Shakespeare in Performance
- Physical Theatre with Laban Effort Actions
- Absurdist Theatre
- The Theatre of Japan
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Semester 2

- Theatresports
- Commedia dell'Arte
- The Drama Essay
- Stand-up Comedy

GLOBAL & ENVIRONMENTAL STUDIES

Global & Environmental Studies may be studied in Year 9 or Year 10, or both years.

The aim of these exciting and very contemporary courses 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. In doing so, students develop the ability to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.

Integrated within both courses is the ongoing development of key geographical concepts, skills, and tools that complement and enrich mandatory studies in Geography. Learning via fieldwork opportunities, collaborative class activities, community links and student driven investigation, all form an integral part of the Global & Environmental Studies courses.

Year 9 Global & Environmental Studies

1. Destination Asia

A study of the place, physical and cultural geography of Asia Pacific region with a particular case study focus on Vietnam. A highlight of this course is an excursion to Cabramatta to investigate elements of the Vietnamese migrant community.

2. You and the Deep Blue

A study of oceanography, including locations, currents and the functioning of marine ecosystems. The importance of the world's oceans as a resource, their ownership and the conflicts that arise is an integral part of this topic, with students undertaking an individual study of a current issue relating to the use of oceans.

3. Taking Action!

A study of the roles and perspectives of informed, responsible and active global citizens. An investigation of responses to global and national challenges, with a contemporary case study of pandemics, is a focus of this global citizenship topic.

4. Coast to Coast

This topic involves an investigation of the changes in the physical and human characteristics along a continental transect. In doing so we follow the Tropic of Capricorn across Australia from the Indian to Pacific Oceans in order to explore the amazing diversity of features along this line of latitude.

Year 10 Global & Environmental Studies

1. Production or Destruction?

This unit includes a study of the different forms of primary production. Their global patterns, related issues, environmental, social and economic impacts, along with their future prospects are investigated. A range of relevant, contemporary case studies are explored with a focus on diamond mining, uranium mining and hydraulic fracturing.

2. Destination Adventure!

The changing nature, types and global patterns of tourism are an exciting aspect of geography, particularly when linked to the world's biophysical regions and the changing phenomenon of globalisation. The factors influencing tourism, impacts of tourism on cultures and environments and the future direction of tourism are investigated.

3. Let's get Physical!

This topic provides a greater understanding of the geomorphic and climatic processes shaping the environment in which we live and function. Case studies are drawn from limestone topography and earthquake-prone environments to investigate associated processes and human interactions. An excursion to the Jenolan Caves supports learning of karst (limestone) topography within this unit and is run in conjunction with the tourism topic.

4. Powerplay

In this political geography topic, ideologies, causes and effects of political tensions and the roles of individuals, groups and governments in conflict resolution are explored. Interesting case studies are drawn from a variety of locations such as North Korea, East Timor or wherever global current events are profiled. The functioning and role of the United Nations in Peace Keeping around the world is also a focus of this topic.

HISTORY ELECTIVE

Elective History may be studied in Year 9 or Year 10, or both years.

YEAR 9 - Full Year Course

Elective History in Year 9 will provide students with the opportunity to explore aspects of Ancient, Early Modern and Modern World History.

Semester 1: Tudor England

In this unit of work, students will study the fascinating period of Tudor England. Commencing with the Wars of the Roses and the mystery of the Princes in the Tower, students will learn how Henry VII established the Tudor Dynasty; how it was consolidated by Henry VIII and how it ended with the 'glorious' reign of Elizabeth I. The study will focus on key aspects of the reign of Henry VIII, including his six marriages, his role in the Reformation and his relationships with his children. Students will have the opportunity to explore a significant Tudor individual in a library research task, and complete their semester with an in-depth study of the nearly 45 year reign of England's first ruling Queen Elizabeth.

Semester 2:

Term 3 - Slavery

Slavery has been a feature of History since the Ancient World. This unit will commence with an overview of the history of slavery from the ancient past through to the present day. Students will then focus on an in-depth study of slavery in the Americas. Students will chart the origins of the Transatlantic Slave Trade, study the conditions of the 'Middle Passage' between Africa and the Americas, and examine the practice of slavery in the United States, including treatment of slaves, methods of slave resistance and the abolition movement. An exploration of the role played by slavery in the American Civil War will conclude this unit.

Term 4 – Alexander the Great

Students will be transported back to the Ancient World in Term 4 in order to undertake a personality study of one of History's most enduring figures – Alexander the Great. In their study, students will consider Alexander's title 'The Great' by examining his early life and rise to prominence, debating his military achievements, considering his influence on other leading historical personalities like Julius Caesar, and exploring his historical representation from the Ancient through to the Modern World. In the process of their studies, students will be encouraged to come to their own conclusion of whether Alexander deserves the title 'The Great'.

Construction of History

Built into the Year 9 Elective History Course is a unit of work focusing on the construction of History. As part of their study of Tudor England and Slavery, students will have the opportunity to explore the way in which History has been constructed through a variety of forms, including popular culture, film and documentary sources, along with museums, memorials and heritage sites, and to evaluate the contributions of these constructions to historical understanding and memory.

YEAR 10 - Full Year Course

Semester 1: Women Who Dared

This thematic unit investigates significant women in History from the Ancient World through to the Modern Era. This study includes an investigation into the lives of Cleopatra, Agrippina the Younger and Marie Antoinette. Students explore the lives and representations of these women in their historical context, thereby gaining a fascinating insight into Greek rule of Egypt, Ancient Rome and pre-Revolutionary France. Students will explore specific issues relevant to each of the women studied, such as Cleopatra's relationships with Caesar and Mark Antony, Agrippina's death on the orders of her own son, Nero, and Marie Antoinette's contested refrain of "Let Them Eat Cake." Alongside this, students will have the opportunity to explore issues concerning gender throughout history, focusing on key concepts related to historical change and continuity. Students will be able to employ these concepts in their library research assessment of a woman of their own choice. This could include ancient women such as Boudicca, medieval figures like Eleanor of Aquitaine and modern women such as Margaret Thatcher.

Semester 2: Twentieth Century Race Relations – Apartheid in South Africa and the Civil Rights Movement in the USA

Racism, segregation and resistance in South Africa and the USA are the focus of this unit of work. Students begin their study with an investigation of the historical background of Apartheid in South Africa, the reasons for its introduction and the impact that it had on all groups in society. Methods of resistance to Apartheid leading to its eventual dismantling are investigated throughout this topic. In the second half of this unit of work, students will examine segregation and violence toward African Americans in the southern states of the United States through an investigation of 'Jim Crow' laws and customs and the influence of the KKK. The Civil Rights Movement forms a key component of

this topic. Individuals who have played a prominent role in the fight for civil rights such as Nelson Mandela and Steve Biko in South Africa, and Martin Luther King and Malcolm X in the USA, are also featured. The broader relevance of issues related to race relations for us today is an important concept underpinning this course.

Construction of History through Film

Year 10 Elective History provides an opportunity to focus in-depth on the construction of History through film in a unit that is integrated throughout the course. Students will have the opportunity to examine Elizabeth Taylor in the role of Cleopatra and to evaluate the usefulness of Sofia Coppola's film *Marie Antoinette* to an historian studying the life of this woman. Some film extracts which may be studied as part of the unit of work on Race Relations include *Cry Freedom* and *Mandela: The Long Walk to Freedom*. Students will examine a film of their choice on race relations in the USA in order to evaluate its usefulness as a source of history as part of their research assessment work.

INFORMATION AND SOFTWARE TECHNOLOGY

Information and Software Technology (IST) may be studied in Year 9 or Year 10, or both years.

The concepts taught in IST can be transferred and adapted to support learning in many other areas of learning and careers of the future.

Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students, therefore, need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and an understanding of how technology works are important aspects of the course as is an appreciation of the impact that technology has upon our lives.

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:

- Internet and Website Development
- Robotics and Automated Systems
- Database Design
- Digital Media
- Software Development and Programming
- Authoring and Multimedia.

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 Structure

During Years 9 and 10, students undertake units of work in class as well as a number of projects. Assessment will be through a combination of assignments, projects, tests/examinations. Project information and progressive assessment tasks will be placed on the SCEGGS “Cognito” System. Projects should be carried out predominately at school during lesson time. Homework is given as required to complete work and to reinforce concepts developed in class. To supplement the assessment tasks, students sit for a 1-hour examination each semester.

LANGUAGES

Stephen Wurm, former member of United Nations Assembly: “Multilingual people have access to a much larger volume of knowledge and, being used to switching languages, they have more flexible minds. They are less rigid in their attitudes and tend to be more tolerant, less hostile to the unknown and more inclined to regard other people’s cultural practices as acceptable and to be respected. They also have a greater ability than monolinguals to learn something entirely new, to fit into novel situations without trauma, and to understand different sides of a problem.”

Learning a second language has direct benefits in the following areas:

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

CHINESE (MANDARIN)

The Year 9-10 Chinese course extends and develops further students’ skills and knowledge acquired in Year 8. It 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

The course is designed to provide a solid foundation in the four skills of listening, speaking, reading and writing. As well as learning the grammatical structures and vocabulary of the language, the study of the language introduces students to various aspects of Chinese culture and lifestyle, as well as the cultural contexts in which language is used correctly. The *Nihao* course provides an excellent resource for the study of Chinese at this level. In the context of a range of topics, students learn the key structural patterns of Chinese.

Students who enrol at SCEGGS in Year 9 or 10 should ensure they have studied what has been covered in Year 8 from *Nihao 1 Textbook & Workbook set*. In Year 8, students have learnt the Chinese phonetic system, *Pinyin*, they also learnt to write approximately 150 Chinese characters and read more than 300 words. They have learnt basic introductions, festivals, numbers, identifying stationary and their owners, talking about family and pets, nationalities, sports, facial features, food as well as their likes and dislikes.

In Year 9 and Year 10, the following topics will be covered:

- | | |
|--------------------------|-----------------------------------|
| • dates & times | • school life |
| • prepositions & housing | • directions & modes of transport |
| • clothing & shopping | • describing people |
| • making phone calls | • travel & holiday |
| • eating out | • illness |
| • the weather | • celebrations |

By the end of these topics, students should be able to read over 1000 common words and phrases in Chinese and write more than 400 Chinese characters.

The teacher:

- presents the language through spoken and written texts that are authentically based on the Chinese culture
- provides learning activities that allow purposeful communication in Chinese, for example pair-work, interviews, role-plays 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 9-10 course will cater 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

The Year 9-10 French course extends and develops further students' skills and knowledge acquired in Years 7 and 8. 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, e-mails 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 course is designed to provide a solid foundation in the four skills of listening, speaking, reading and writing. As well as learning the vocabulary of the language and the grammatical structures, the study of the language introduces students to various aspects of French-speaking culture and lifestyle and as well as the cultural contexts in which language is used correctly. The *Adomania* course provides an excellent resource for the study of French at this level. In the context of a range of topics, students learn the key structures of French.

Adomnia 2 is 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 9 or 10 should ensure they catch up to the level of the units from *Adomania 1 and 2* that have been covered. At the end of Year 8 students have covered all units from *Adomania 1*. In Year 9, students complete units of *Adomania 2*. Year 10 study units of *Adomania 3*. The programme for every unit can be given to new students, upon request, to assist in their preparation for the course at SCEGGS.

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, for example pair-work, interviews, role-plays 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 9-10 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

The Year 9-10 Latin course extends and develops further the knowledge and skills acquired 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 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.

The course aims to enable students to develop:

- the ability to read and understand Latin texts of increasing complexity
- 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
- a knowledge 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. Students who enrol at SCEGGS in Year 9 or 10 should ensure that they have completed the equivalent of the work from the Cambridge Latin Course which has been covered. At the end of Year 8, students have covered all units from Book I (Stages 1-12). In Year 9, students complete Book II (Stages 13-20) and some of Book IIIA (Stages 21-23). In Year 10, they complete the remainder of Books IIIA and IIIB. The programme for every stage can be given to new students, upon request, to assist in their preparation for the course at SCEGGS.

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 9-10 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 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.

MUSIC

The Years 9 and 10 Elective Music courses build on knowledge, skills and understandings learnt in the Elective Music course in Year 8. It is normally not possible to join the Elective Music course in Year 9 without having completed the Year 8 course or equivalent experience. Students wishing to begin Elective Music in Year 9 should speak with the Head of Music in order to assess possible options.

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 the Compulsory Topic and Additional Topics.

Students undertaking Elective Music for only one year must study the Compulsory Topic, Australian Music, and at least one topic from each of the groups of topics below. Students undertaking Elective Music for more than one year must study Australian Music and at least two topics from each of the groups below.

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, music for film or jazz.

Additional Topics: 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.

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

Elective Music students should participate in the co-curricular Music program to support the development of their performance skills.

VISUAL ARTS

Visual Arts may be studied in Year 9 or Year 10, or both years.

Each semester is self-contained and based, in its widest sense, on one of four areas. These are:

YEAR 9

- Semester 1** *"The World in 3 Dimensions"* - Practical work will be based on sculpture. Students study architecture and sculpture.
- Semester 2** *"The Language of Painting"* - Practical work will be based on painting. Students study painting.

YEAR 10

- Semester 1** *"Agents of Change in 20th Century Art"* - Work will be based on Modernist art practices and the move towards abstraction.
- Semester 2** *"Agitators, provocateurs and the avant-garde"* - Work will be based on political art and Postmodern art practices.

The content of each semester, described above, is a guide and not prescriptive. This allows for creative interpretation by the teacher, adaptation to current exhibitions and events and the differentiated needs of the students and their class dynamic.

What students' study and what they make will be closely linked. The practical application of theory strengthens learning and leads students to informed and innovative ways of approaching their own work using increasingly complex ideas and technical skills.

Students will study art both critically and historically. An historical study places artwork in a specific time frame and cultural context and students examine how world events, politics, and cultural change informs art practice. With critical study students will develop their analysis and interpretation of artworks and write in an increasingly informed and articulate manner linking artwork to its cultural context. Students will approach all aspects of their studies through the **Frames** - Cultural, Structural, Subjective and Postmodern, and the **Agencies of the Conceptual Framework** – world, artwork, artist, audience.

Students will keep a Visual Arts Process Diary (VAPD) in which they will include their theory notes, plans for artwork and self-evaluation on their progress and outcomes in their artwork. Students will be encouraged to analyse their own work and their work habits, recording their successes and challenges and learning how to gain leverage and learn from their experiences.

Assessment

An Assessment Calendar is published on Cognito at the beginning of the year. Assignments are published four weeks before the due date also on Cognito and students have Library lessons at the beginning and end phase of these to help with developing time management, research and analytical skills. Feedback is given formally on all written assignment work and assignment practical work and is used to help students identify strengths and areas to work towards improving. Feedback in class is ongoing, informal and in partnership with students, designed to assist them in developing skills, reflecting on their individual outcomes and approaches and to know and understand assessment criteria.

YEAR 9

Semester 1: The World in Three Dimensions

Subject: Sculptural and Architectural Forms:

Rationale: Through making and studying a range of sculptural and architectural forms and experimenting with a range of 3-dimensional media, students are encouraged to explore the discipline of sculpture. Students will focus on the structural qualities, techniques and materials and the cultural significance of sculpture and architecture. Students will use their study of sculpture and architecture throughout Western art history as a way of understanding sculpture and architecture in their local environment.

Study will relate to the students' experiences and to their environment. Their study of architecture will include classical examples, Modernist steel and glass construction and innovations in domestic architecture. Their study of sculpture will include classical and historical traditional examples of sculpture and move towards exploring abstract forms and contemporary sculpture.

Media areas and techniques explored will range from drawing, ceramics, papier-mache, modelling, casting to construction and assemblage with found materials. Students are encouraged to be experimental and innovative in their approach and to make artworks that reflect an understanding of the sculptural practice they study.

Students visit architectural sites in the city such as the ANZAC Memorial, Sydney Opera House, the Frank Gehry designed Chau Chak Wing UTS Business School building and Rose Seidler House.

Assessment

Assessment is based on 60% practical work and 40% art criticism and art history which is made up of one assignment in Term I and one examination in Term II.

Semester 2: The Language of Painting

Subject: Painting

Rationale: Through making and studying a range of painted art forms and experimenting with a range of two-dimensional media, students are encouraged to explore the discipline of painting. Students will focus on the formal elements of painting and the artists' manipulation of these to communicate meaning.

The students will experience a variety of approaches and techniques. They will experiment with different media and work on a range of scales. Students will study a range of specific paintings, learning about context, history, media and aesthetics. It will include works as various as Renaissance and Modern examples to contemporary painting. Paintings studied will act as stimuli to the students' own work.

To support their studies, students will visit a range of galleries, both State and commercial.

Assessment

Assessment is based on 60% practical work and 40% art criticism and art history which is made up of one assignment in Term III and one examination in Term IV.

The Assessment schedule is published in Cognito at the beginning of the year. Assignments are published one month before the due date on Cognito also.

YEAR 10

Semester 1: Agents of Change in 20th Century Art

Subject: Modernism and the impact of 20th century culture on artmaking.

Rationale: Through an investigation of the way Modernism led to abstraction students are encouraged to explore the structural qualities and concepts behind an artwork and to make works based on their studies and their own concepts.

Students will study Modernist art movements and their role in the history of the Visual Arts, from Impressionism, Cubism, Futurism, Surrealism, Fauvism, to Abstract Expressionism and Pop Art.

Students will make artworks based on the variety of art forms that they study. To support their studies students will visit the Art Gallery of NSW and Museum of Contemporary Art as well as commercial galleries where pertinent.

Assessment is based on 60% practical work and 40% art criticism and art history which is made up of one assignment in Term I and one examination in Term II.

Semester 2: Agitators, Provocateurs and the Avant-Garde

Subject: Political and Postmodern Art Forms

Rationale: This program aims to encourage an understanding of the purposes and application of the Visual Arts to politics, gender, race, social issues and how artists use these themes to provoke and/or challenge an audience.

The students will be encouraged to develop creative thinking, flexibility, collaboration, problem solving and initiative in the solution of set problems.

Students will study a wide range of art forms from political posters and photography to film and video, as well as art movements that inform these art forms such as Dada, Pop Art and Post Modernism.

Students will make artworks based on the art forms that they study.

To support their studies, students will visit contemporary art shows such as the Biennale shows at the Art Gallery of New South Wales, Museum of Contemporary Art and the National Art School.

Assessment is based on 60% practical work and 40% art criticism and art history which is made up of one assignment in Term III and one examination in term IV.

The Assessment schedule is published on Cognito at the beginning of the year. Assignments are published one month before the due date on Cognito also.

