



SCEGGS Darlinghurst

Information For Parents

Year 9 and 10 Core and Elective Subjects

**Year 9 – 2027
Year 10 – 2028**

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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 also study:

In Year 9, THREE electives from the following:

Commerce	Drama	Chinese (Mandarin)	Music
Computing Technology	Global and Environmental Studies	French	Visual Arts
Design and Technology	Elective History	Latin	

In Year 10, TWO electives from the following:

Commerce	Drama	Chinese (Mandarin)	Music
Computing Technology	Global and Environmental Studies	French	Visual Arts
Design and Technology	Elective History	Latin	

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, Computing Technology, Elective History, Global and Environmental Studies 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 *Students 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 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) NSW Syllabus

The study of English in Years 9 and 10, or Stage 5, builds upon skills, knowledge and understanding acquired in previous years of schooling. In 2024, all schools across NSW began the implementation of a new English Curriculum from Years 7 – 10.

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

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K-10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

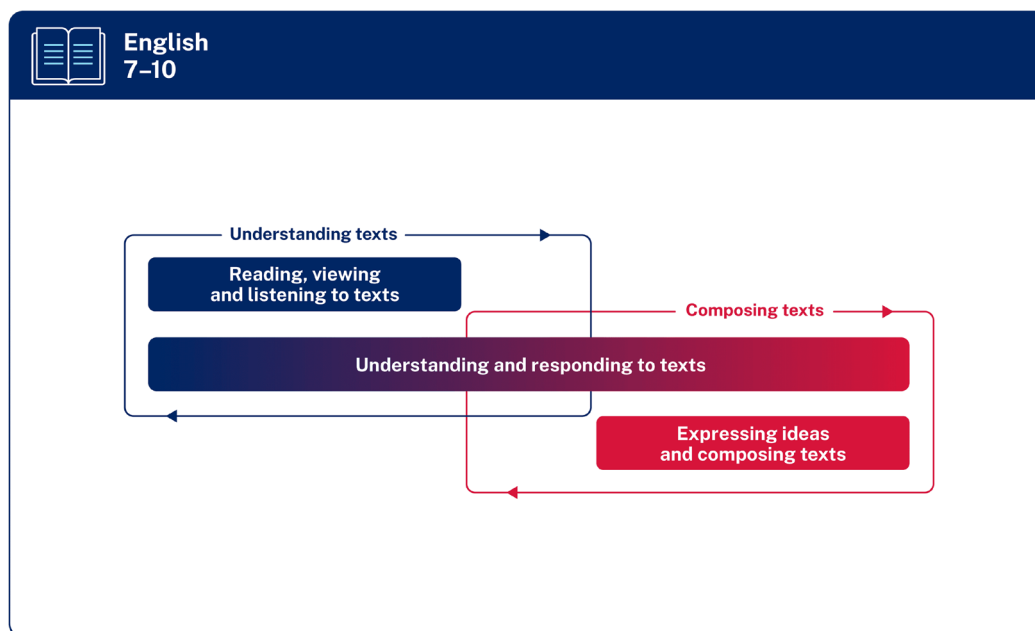
Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Overview of Course Content

During Year 9 and 10, students will engage in a range of written, visual and auditory texts in English as they develop their knowledge and understanding of the three focus areas in the syllabus. The visual diagram below from the new syllabus provides a representation of the interrelated nature of these focus areas.



Text Requirements

As the focus of learning in **each Stage**, students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experiences of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences
- a range of cultural, social and gender perspectives, including from popular and youth cultures
- texts chosen by students for personal interest and enjoyment.

Important Values in the Teaching of English at SCEGGS

At SCEGGS, we hope that students' confidence with language develops throughout their English studies. By exposing students to increasingly complex texts from a wide range of time periods, genres and perspectives, we hope to deepen their understanding of the way that texts reflect the values and concerns of their world. As students move into Year 9 and 10, they can expect to study texts from a range of historical periods as they begin to develop an understanding of major literary movements like Romanticism and Postmodernism.

There is a renewed focus in the new English syllabus on the explicit teaching of grammatical and textual construction to ensure that students understand how language use at a word, sentence, paragraph and whole text-level is determined by context, audience and purpose. As students build confidence with the identification and analysis of how writers manipulate textual forms and features to shape meaning, we hope that students recognise how language can be both playful and powerful.

Throughout Stage 5, the syllabus encourages students to become reflective learners who are able to manipulate and experiment with their own composition of texts as they develop an "emerging personal style." Students are encouraged to evaluate their own writing as they learn how to respond to feedback on their work.

In collaboration with the library, the enjoyment and love of wide reading is fostered as a life-long pursuit, an important tool for exploring the power of language, and in particular, as a key to understanding the dimensions of human experience. As students begin to engage with more challenging wide reading in Year 9 and 10, we hope to establish a regular reading practice before students enter their senior years of study.

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.

Students will continue to be introduced to new concepts and learn how to apply them from the familiar strands of Number and Algebra, Measurement and Space, 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 assist teachers in accommodating the needs of their students, the classes in Year 9 and 10 will be graded.

Students in **Years 9 & 10** will cover areas such as Financial Mathematics, Probability, Algebraic Techniques, Surds, Indices, Co-ordinate Geometry, Equations, Number Plane Graphs, Single and Bivariate Data Analysis, Surface Area and Volume and Trigonometry.

In addition to the Stage 5 programme, SCEGGS also regularly offers a programme of acceleration for talented students studying the Higher Mathematics course during Year 10. Students have the opportunity to study additional mathematics with the view to completing the HSC Mathematics Advanced and/or Mathematics Extension programmes a year early.

SCIENCE

In 2027, all Years 9 and 10 students will be taught content from the newly implemented 2023 Stage 5 NSW Science Syllabus.

The syllabus aims to:

- develop students' curiosity about, and interest in, science and the natural world.
- increase students' knowledge and understanding of the nature and practice of science, and the Working scientifically processes.
- encourage students to generate and analyse data, evaluate results, and make ethical, evidence-based decisions, as informed, reflective and scientifically literate citizens.

The syllabus is organised into eight focus areas, which incorporate key knowledge and skills from Biology, Chemistry, Earth Sciences, and Physics. The knowledge, understanding and skills described in the outcomes and content of each focus area provide a basis for students to successfully progress to Stage 6 Senior Science courses.

The Stage 5 NSW Syllabus, and the SCEGGS teaching programs based upon it, appreciate that students build scientific understanding through observation, experimentation, and critical thinking. Students explore real-world challenges by applying scientific knowledge and skills, including the cultural and scientific knowledges of Aboriginal and Torres Strait Islander Peoples. Through authentic learning, students will develop problem-solving, ethical reasoning, and critical thinking skills, preparing them to contribute as informed, scientifically literate citizens.

Science Staff at SCEGGS have developed new programs for units of work that integrate content and skills from the eight focus areas of the 2023 Syllabus. A key feature of our new programs 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. Depth Study investigations will allow students to develop a deeper understanding of the nature of the scientific method as a means of collecting and analysing data. Our programs also increase opportunities for students to strengthen their numeracy and data analysis 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. There will be an emphasis on integrating ICT activities, including creative presentation applications, data analysis tools, and considered use of AI technology to assist students to understand scientific concepts and to help them gather data for their investigations.

The formal assessment of student achievement for Stage 5 Science 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

As part of their Science studies, all students will be required to complete at least one **Depth Study** across each of Years 9 and 10. 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. Depth Study investigations will allow students to develop a deeper understanding of the nature of the scientific method as a means of collecting and analysing data.

GEOGRAPHY and HISTORY

As part of the curriculum requirements in NSW, all students study 50 hours in Geography and History, 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 Global and Environmental Studies (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.

Biomes and sustainable agriculture

Students examine the physical characteristics, spatial distribution and productivity 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 factors affecting food security in Australia and across the world and explore related sustainable management responses.

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 through a series of contemporary case studies.

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 linked to global warming and coastal environments and evaluate corresponding management responses. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

HISTORY

YEAR 9

Topics

- The making of the modern world
- Australia: making a nation – from Federation to WWI
- The “Roaring Twenties”

Students will explore the question “What made the modern world” from the eighteenth century to the end of WWI by examining the nature and consequences of the Industrial Revolution, the American War of Independence and the French Revolution, evaluating key forces and events related to nationalism, imperialism, the movement of peoples, and the rise of nation-states.

Students will then examine the first 20 years of the nation-state of Australia, including factors leading to Federation, issues related to race and gender, including the White Australia Policy and women's suffrage, and differing perspectives on the question of whether Australia was a ‘worker's paradise’ and ‘social laboratory of the world’ in the period before WWI. Students will also learn about the causes of World War I and reasons for Australia's involvement in it. In addition to a study of the Gallipoli Campaign, students will investigate Australian participation on the Western Front. The role and participation of women and Aboriginal and Torres Strait Islander People, and key events on the Home Front will also be examined. The significance of the war for Australia, its impact on changing international relations, and the birth and development of the ANZAC Legend are significant features of this topic.

In their final topic, students will engage with a social history of the decade of the 1920s, exploring its role in historical memory as the “roaring 20s” and the “jazz age” and evaluating key social and cultural developments of the era.

YEAR 10

Topics

- Australians at War – WWII
- The Holocaust
- Human rights and freedoms (c.1938-c.2017)

Students will commence their study of Year 10 History by completing the Australians at War Core Study, focusing on Australian participation in World War II. Students will examine the causes of the conflict and the different areas of Australian engagement, evaluate key events and developments such as the Fall of Singapore and the New Guinea Campaign, and focus on the impact of the war on the Home Front.

Students will then complete a study of the Holocaust. They will begin their study by discussing the term and definition of genocide, before engaging in an in-depth study of the Holocaust that will see students examine anti-Semitism, and the social, economic, and political causes of the Holocaust. An important feature of this course will be learning about the Holocaust at the Sydney Jewish Museum – a site “Where history has a voice.”

In their final topic, students will study the struggle of Aboriginal and Torres Strait Islander People for rights and freedoms, considering the impact of racism on First Nations People in Australia and the strength and resilience of the world’s oldest continuing living cultures. In this topic, students will examine the Freedom Ride, Land Rights, the experiences of the Stolen Generations, 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 rights and freedoms throughout the world.

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

Building on the foundations established in Stage 4, PDHPE in Years 9 and 10 challenges students to think more critically about the factors that influence health, wellbeing and physical activity at both an individual and community level. Students deepen their understanding through authentic inquiry, practical application and critical analysis, refining movement skills while evaluating strategies that promote healthy, active and respectful lives. Our PDHPE program prepares students to become informed, resilient and responsible young adults who can confidently navigate increasingly complex health and movement contexts while laying the groundwork for future study and lifelong wellbeing.

Learning in PDHPE is organised into five interconnected focus areas. Learning opportunities are designed to empower students with the essential knowledge, understanding, skills, values and attitudes to promote wellbeing and lead a safe, active and healthy life. The Focus Areas include:

Movement skills and strategies

Students refine and adapt movement skills in increasingly complex physical activities. They select, justify and evaluate tactics and strategies, analyse performance, and demonstrate leadership and collaboration to improve individual and team outcomes.

Health and wellbeing through physical activity

Students build on the foundations from previous years by designing, implementing and evaluating personalised strategies to enhance health, safety and participation in physical activity. They examine how physical activity contributes to overall wellbeing and develop the skills to maintain active lifestyles throughout adolescence and beyond.

Safe, active and healthy lifestyle choices

Students critically analyse the complex influences on health behaviours and wellbeing. They evaluate the effectiveness of health information, products and support services, justify informed decisions and propose strategies that promote positive health outcomes for themselves and the wider community.

Respectful relationships

Students deepen their understanding of the factors that influence relationships and apply advanced communication and decision-making skills in increasingly complex situations. They evaluate relationship dynamics, strengthen leadership and advocacy skills, and develop strategies that promote respectful, inclusive and healthy relationships within their communities.

Identity, belonging and change

Students examine the complex and interconnected influences on identity, belonging and wellbeing, and analyse how these shape individuals and communities. They reflect on their own values and experiences, appreciate diverse perspectives, and develop the confidence and resilience to make informed decisions as they prepare for future pathways.

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:

Health and Wellbeing	Analysing the factors that influence health, evaluating health information and services, and developing strategies to promote lifelong wellbeing.
Identity and Personal Development	Examining identity, belonging and change, building resilience, managing transitions and developing the confidence to make informed decisions.
Relationships and Safety	Evaluating relationship dynamics, strengthening communication and leadership skills, promoting respectful relationships and responding safely in a range of contexts.
Movement and Performance	Refining movement skills, analysing performance, applying advanced tactics and strategies, and participating confidently across a range of physical activities.
Active Communities	Investigating how individuals and communities can promote health and wellbeing, demonstrating leadership, and contributing to inclusive and active communities.
Challenge and Problem-Solving	Applying critical thinking to solve movement and health challenges, evaluating solutions and adapting strategies in authentic and increasingly complex situations.

Year 9 students participate in four PDHPE classes per cycle and **Year 10** students participate in three 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. Specific Assessment tasks are distributed in class.

Techniques include:

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

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, 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
- 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.

Semester 1: Introduction to Ethics

Learn about a range of ethical frameworks such as utilitarianism, deontology, virtue ethics and agape. Develop and apply skills of moral reasoning to ethical scenarios in both group and individual tasks.

Semester 2: Contemporary Ethical Issues

Students will analyse a range of contemporary ethical issues and demonstrate research skills through inquiry-based learning.

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 but are not a pre-requisite for Stage 6

YEAR 9

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

- **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.

- **The Ethical Consumer**

As consumers we have so much power to change the world by just being careful in what we buy. In this topic, students examine a range of ethical consumer decisions which impact on the environment, society and animal welfare. Ethical issues in the food and beverage and fashion industries such as child labour, health and safety risks, overconsumption, environmental degradation and animal cruelty are explored. Students will also look at a range of tools available to them to help make ethical consumer decisions.

- **Mastering Our Money**

Students explore the need for creating budgets and how to develop a budgeting system. This will be followed by an investigation of the investment options available to consumers and how to analyse information and data to make informed investment decisions.

- **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.

- **Global Trade**

International trade is critical to the Australian economy, creating jobs and prosperity, opening up opportunities for Australian businesses to expand and improving the quality of life of citizens. In this topic we will look at what Australia imports and exports and who are Australia's major trading partners and how this has changed over time.

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.

- **The Economic 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.

- **Investing**

Students explore a range of investment options available and analyse information and data to make informed investment decisions. They examine the role and responsibilities of the financial services industry.

- **Running a Business**

Students create an understanding of the key concepts that relate to marketing, finance and operations. They will actively engage in entrepreneurial activity by coming up with innovative business ideas. A SWOT analysis will assist students in running a business and operating a market stall.

- **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.

COMPUTING TECHNOLOGY

Computing Technology (CT) may be studied in Year 9 or Year 10, or both years.

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

Course Description

Careers of tomorrow require highly developed levels of computing and technology literacy. Students, therefore, need to be aware of the scope, limitations and implications of computing 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.

Students advance their computing skills across technical knowledge, social and cultural awareness, project management and thinking skills. They are able to transfer knowledge to new situations, building on technical skills and experiences. Students improve their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions.

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

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

The option topics to be studied within this course include:

- Enterprise information systems: Designing for user experience
- Software development: Developing apps and web software
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Building mechatronic and automated systems

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions, and use a variety of technologies to produce a full working solution.

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 OneNote platform. 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.

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 **Year 9** 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.

In **Year 10** students undertake a creative, critical thinking program examining how to develop a concept and pitch a technique through research and insight followed by a design-based project in the second semester exploring a range of materials and techniques.

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
- Aboriginal Creation Stories

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
- Melodrama & The Soap Opera genre
- Theatre Review

Semester 2

- Absurdist Theatre
- Australian Drama – scene work
- 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

- **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.

- **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.

- **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.

- **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 South America in order to explore the amazing diversity of features along this line of latitude.

Year 10 Global & Environmental Studies

- **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.

- **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.

- **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.

- **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 daily life in Tudor England, along with significant Tudor individuals, and will 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

In this topic, students will focus on an in-depth study of the institution 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 the treatment of enslaved people, methods of resistance and the Abolition movement. An exploration of the role played by the institution of slavery in the American Civil War will conclude this unit.

Term 4 – Alexander the Great

Students will be transported 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, 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 examine 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 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.

Term 3 – Witch hunts in the early modern era

In this topic, students will examine the origins, causes and nature of witch hunts and trials in the early modern era. After an overview of witch hunts and witch trials in early modern Europe, students will have the opportunity for an in-depth study of the Salem witch trials, where they will learn about the sequence of key events and the role of individuals, groups, ideas and developments in late 17th century colonial Massachusetts. Throughout the topic, students will evaluate a range of historical sources and explore the construction of the Salem witch trials through popular history and culture.

Term 4 – Thematic investigation into the past

Term 4 provides students with the opportunity to work collaboratively with their teacher to take a thematic approach to investigating the past. Options that could be explored include Piracy through the Ages, Crime and Punishment, and studies in Peace and Conflict.

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
- prepositions & housing
- clothing & shopping
- making phone calls
- eating out
- the weather
- school life
- directions & modes of transport
- describing people
- travel & holiday
- illness
- 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 caters for the needs of students wishing to acquire a good working knowledge of everyday Chinese as well as provides 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 *Quoi de Neuf* 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.

Quoi de Neuf 1, 2, 3 and 4 are the major resources 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 Quoi de Neuf 1 and 2* that have been covered. At the end of Year 8 students have covered all units from *Quoi de Neuf 1 and 2*. In Year 9, students complete units of *Quoi de Neuf 3*. Year 10 study units of *Quoi de Neuf 4*. 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 provides 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 provides 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, as well as the ensemble program.

The music program at SCEGGS's consists of three broad areas:

1. classroom music
2. instrumental lessons
3. co-curricular ensembles.

Students will develop knowledge, understanding and skills of the concepts of music through performing, composing and listening. An integrated approach to music learning is based on Kodaly & Orff-Schulwerk pedagogies. Students learn **about** music, by being involved **with** music making (performing, composing and listening). This includes:

- Performing on your own instrument individually and in groups
- Composing with a Composer-in-Residence to create scores using software such as Sibelius and GarageBand
- Developing an understanding of score and aural analysis through the study of a wide variety styles and genres
- Attend concerts & shows

The topics explained:

Popular Music

From the Beatles to the present day, you will perform, study and arrange popular music works.

- Arrange a pop song and perform it with your friends

Classical Music

Place yourself in 18th Century Vienna, analysing the works of the time and examining how it reflected the social and cultural contexts of the time.

- Sing & play music of the time
- Create your own theme & variations on a folk song in the style of a young Mozart

Film Music

Study how music enhances storytelling in film music from across the history of film.

- Create your own soundtrack for a scene of your choice, utilising our music technology lab

Music of the 19th Century

Step into the world of legendary composers like Beethoven, Schubert, Chopin & Grieg.

- Sing & play music of the time
- Uncover the stories and techniques behind timeless masterpieces

Jazz

Take the stage with confidence!

- Form a small ensemble with classmates and create an arrangement of a Jazz standard

Australian Music

Be inspired by the natural world and compose your own piece based on an Australian native bird. You'll write for 2–3 instruments and bring your ideas to life with guidance from a practising composer.

- Develop a distinctive musical idea (*a motif*) and build it into a full composition
- Keep a digital composition journal to track your ideas, influences, and progress
- Submit a complete score and audio recording of your work

Depth Study - *Finish with Freedom and Flair*

You choose what to focus on for your final unit — showcasing your personal musical style and strengths. You might like to perform a piece; write an original song or composition; or research your favourite singer or composer.

Particular course recommendations:

Students are encouraged to undertake private tuition on their instrument or voice. Students should be a member of one or more ensembles to assist in their development as musicians.

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 **Viewpoints** - Cultural, Structural, Subjective and Contemporary, and the **Artworld Concepts** – 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 approaches to learning, recording their successes and challenges, and learning how to gain leverage from feedback and make informed progress.

Assessment

An Assessment Calendar is published online at the beginning of the year. Assignments are published four weeks before the due date also online and students have Library lessons to develop time management, research, analytical skills and formal essay writing. 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 collaborative, designed to extend students' skills, encourage reflection on their individual strengths and areas of growth and support their understanding and interpretation of 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-mâché, 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 and the Frank Gehry designed Chau Chak Wing UTS Business School building.

Assessment

Assessment is based on 60% practical work and 40% art criticism and art history which is made up of one assignment in Term 1 and one examination in Term 2.

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 3 and one examination in Term 4.

The Assessment schedule is published on SharePoint at the beginning of the year.

Assignments are published one month before the due date on SharePoint 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 ideas.

Students will study Modernist art movements and their role in the history of the Visual Arts, from Impressionism, Post-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 1 and one examination in Term 2.

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 use these art forms such as Dada, Pop Art, Post Modernism and Contemporary Art.

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 3 and one examination in Term 4.

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

