



# TIGS

The Illawarra Grammar School

## Elective Course Information Stage 5

Year 9, 2018  
Year 10, 2019

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## Introduction

As students move into Year 9 and Year 10 of their schooling they enter stage 5. At the end of these two years students are eligible to receive a Record of School Achievement (RoSA) and an MYP certificate.

Further details are available at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) or [www.ibo.org](http://www.ibo.org)

During Yr 9 and Yr 10 students continue to study compulsory core subjects as well as two electives of their choice.

### Compulsory Subjects at The Illawarra Grammar School

- Language and Literature
- Mathematics
- Science
- Individuals and Societies - History and Geography
- Biblical Studies
- Personal Development/Health/Physical Education - (PDHPE)
- Language Acquisition (Core)– Chinese Mandarin, French or Japanese (continued from Year 8)
- Elective 1
- Elective 2

Students continue to study a language as a core subject through to Year 10. It is possible to take the language as an Elective, thus enabling Students to develop their proficiency to a deeper level and engage with the language in a more sustained manner. The elective course is required for those Students wishing to continue their language studies at High School Certificate or Diploma Programme, standard level.

### Elective Subjects

The following is a list of the elective subjects offered at TIGS:

- Commerce
- Dance
- Design and Technology
- Drama
- French
- Industrial Technology - Wood
- Japanese
- Chinese Mandarin
- Music
- Philosophy
- Media Arts
- Physical Activity and Sport Studies
- Visual Arts

### Choosing Your Electives

When selecting electives, students must consider the prerequisite and recommended electives for HSC and DP courses.

Please be aware that **NOT** all courses listed will run. Which courses run will be dependent on student numbers, staffing and resourcing.

An online selection process will take place Week 2, Term 3. An email notification will be sent to student's school email address with details and password.

**Prerequisite Courses**

The following courses must be taken as an elective subject in Year 9 and Year 10 to continue study in Year 11 and Year 12, either DP or HSC.

- French
- Japanese
- Chinese Mandarin

**Recommended Courses**

The following courses are recommended (but not compulsory) for study in Year 9 and Year 10 if students wish to develop their skills prior to studying these subjects in Year 11 and Year 12.

- Dance
- Design and Technology
- Drama
- Industrial Technology - Timber
- Textiles & Design
- Visual Arts

**Changing Electives**

Depending on availability, students can change electives up to Week 6 of Term I. They can also choose to change courses at the end of Year 9 if they wish to complete another 100 hour course.

# Commerce

## Course Description

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

### What will students learn about?

All students study *Consumer Choice* and *Personal Finance*. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study *Legal and Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

### What will students learn to do?

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

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

## Course Content

Students undertaking Commerce will study Core Part 1 and Core Part 2 as essential learning.

| Core   |                       |        |                         |
|--|-----------------------|--------|-------------------------|
| Part 1   |                       | Part 2 |                         |
| 1.1  | Consumer Choice       | 2.1    | Law and Society         |
| 1.2  | Personal Finance      | 2.2    | Employment Issues       |
| <b>Options</b> The options may be studied in any order or pattern. |                       |        |                         |
| 1.   | Investing             | 7.     | Law in Action           |
| 2.   | Promoting and Selling | 8.     | Our Economy             |
| 3.   | E-commerce            | 9.     | School Developed Option |
| 4.   | Global Links          | 10.    | Community Participation |
| 5.   | Towards Independence  | 11.    | Travel                  |
| 6.   | Political Involvement | 12.    | Running a Business      |

## **Key Competencies**

Extensive opportunities are provided within Commerce to develop the key competencies. During the course, students:

- locate, select and appropriately present their research work, developing competence in collecting, analysing and organising information
- debate, describe, discuss and explain commercial and legal issues in written and oral forms, developing competence in communicating ideas and information
- plan, prepare and present a range of tasks, developing competency in planning and organising activities
- cooperate with individuals and groups, developing competence in working with others and in teams
- develop, implement and evaluate solutions to commercial and legal problems, developing competence in solving problems
- produce costings and budget plans for a variety of personal and business purposes, developing competence in using mathematical ideas and techniques
- draw on a range of appropriate applications for the purposes of research, developing competence in using technology.

## **Assessment**

Assessment will include both formal and informal tasks comprising some of the following:

- Exams in Years 9 and 10
- Topic tests
- Research Reports (written and oral)
- Drawing and interpreting graphs and statistics.
- Essay writing
- Completing forms
- Letter writing

## **Advantages of Studying Commerce**

Students will be given the opportunity to form attitudes and opinions about the commercial aspects of society, which will be encouraged in the classroom through discussion, debate, opinion surveys and questioning values. It is proposed that the students will be given as much first-hand and practical experience as possible and at the end of two years will have acquired some useful skills for living in today's active and changing commercial world.

Some parts of the course provide an introductory study to some elements of senior courses such as Business Studies, Economics and Legal Studies.

# Dance

The Year Nine elective dance course is accessible to all students and encourages the physical, creative and intellectual development of each student. It underpins the students' artistic, aesthetic and cultural education through dance.

## Course Description

The conceptual basis of the study of dance as an art form centres on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylised techniques through both problem-solving and directed teaching. The dance course caters for students with a high level of prior knowledge, skills and experience in dance as well as those without prior knowledge and experience. Dance in Years 9–10 provides a pathway to the study of Dance at Stage 6.

## What will students learn about?

The integration of the practices of performance, composition and appreciation is a key feature of the course and the elements of dance are the components that link the study of the practices. These practices are interrelated and equally important as they inform one another, providing opportunities for students to explore and understand their world. In practice, learning in dance is spiral in nature, incorporating earlier stages and building on itself. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

## What will students learn to do?

Dance involves the development of skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

## Course Content

In Dance Years 9–10, students engage in an integrated study:

- of the practices of performance, composition and appreciation
- and of the elements of dance
- within the context of dance as an artform.

## Performance

Year 9-10 Dance employs a generic dance training described as 'dance technique' based on the fundamentals of classical ballet and modern dance techniques, as well other styles such as Street Dance, Musical Theatre and Traditional Dance through which students acquire appropriate strength, flexibility, coordination, endurance and skill. Through safe dance practices students develop a working knowledge of the basic physiology of the human body as it relates to the dancer and the common causes, prevention and care of dance injury. They perform a range of dances, individually and with others, in a variety of styles.

## Composition

Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

## **Appreciation**

Dance provides opportunities for students to gain understanding of people, culture and society. In Appreciation, students study and analyse dance. They *observe and describe* performances, compositions and dance works of art through the elements of dance, reinforcing the students' understanding of their own dance performance and composition. Students analyse dance works of art within a social, cultural or historical context as a reflection of the society from which it has emerged.

## **The elements of dance**

The elements of dance (space, time and dynamics) are central to the study of dance. They are intrinsic to dance performance as the dancer moves through time and space with dynamics at all times. They are the tools that are employed by the dance composer to communicate ideas and feelings through dance. The elements of dance also provide a basis for the analysis of student performances, compositions and dance works of art.

Students have developed an understanding of dance as an art form and, through their engagement in the interrelated practices; they make connections between the making and performing of the movement and the appreciation of its meaning.

## **Key Competencies**

Key competencies are embedded in the Dance curriculum to enhance student learning. The key competencies of *collecting, analysing and organising information, communicating ideas and information, and planning and organising activities* are integral to the nature of dance education.

## **Assessment**

Students will be assessed in various ways throughout the course.

- Presentations

Presentation of class works are used to develop problem-solving strategies, and organisational and analytical skills. This may involve individual or group work and be delivered in practical, written and/or oral form, or with the use of tools such as video and multimedia technologies.

- Inquiry-based research assignments and projects

Assessment activities include written research tasks and assignments on safe dance practice, a dance work of art, a particular choreographer, dance company, dance styles and historical periods, the dance process diary or journal as a record of the development of understanding of the dance practices, worksheets, evaluation sheets, feedback sheets relating to activities in all practices, interpreting data and/or databases including primary and secondary sources about dance performances, choreographers and companies collaborative online projects.

- Peer Assessment
- Self Assessment

## **Advantages of Studying Dance**

Dance students develop physical skill as well as aesthetic, artistic and cultural understanding. Students practice imaginative thinking and the sharing of ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement. The development of student creativity, imagination and individuality is emphasised equally with the knowledge of dance.

# Design and Technology

## Course Description

Design and Technology provides broad experience in a range of design disciplines. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects. Information and Communication Technologies (ICT) are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

## The Course

The aim of the Design and Technology Years 7–10 Syllabus is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

## Content

Design and Technology involves designing, producing and evaluating quality designed solutions. Students engage in a range of practical activities during the development of a series of **design challenges**.

Core content develops knowledge and skills in the use of materials, tools and techniques related to design which are enhanced and further developed through areas of study which may include:

- The Design Process
- Factors influencing design
- The impact of past, current and emerging technologies
- The work of designers
- Innovation
- gathering and using information to generate design solutions
- Communication techniques
- Producing design projects

Design challenges undertaken enable students to experience, develop insights and deeper understanding, as well as confidence and a love of learning. Design offers many opportunities for learning through action by creating novel solutions to authentic problems and designing improvements to existing products. These may include:

- Aerodynamics – cars, flight
- Lighting
- Jewellery items
- Textiles
- Electronics

## Key Competencies

Students will:

- source, select and sequence information with regard to design research and idea generation, developing competence in **collecting, analysing and organising information**
- debate, describe, discuss and explain design-related issues in written, graphical and oral form, developing competence in **communicating ideas and information**
- work as individuals and as members of groups to conduct investigations and analysis, developing competence in **planning and organising activities**
- cooperate with individuals and groups, developing competence in **working with others**
- design, implement and evaluate solutions to broad-based problems, developing competence in **solving problems**
- plan, develop and modify design projects in areas including costing, quantities, measurement and time, developing competence in **using mathematical ideas and techniques**
- experiment with a range of tools, materials and techniques, developing competence in **using technology**.

## Assessment

Assessment for the Design and Technology course is criterion related, based on four equally weighted assessment criteria:

- Inquiring and analysing
- Developing ideas
- Creating the solution
- Evaluating

Elements for assessment may include:

- Design skills - each student will be involved in the design, planning and construction of a series of design solutions that meet specified needs.
- Written work – in the form of a folio for research activities, investigations and documentation of the design processes undertaken during the development of design solutions.
- Written and practical tests.
- Peer and self-assessment.

## Advantages of Studying Design & Technology

Students will develop practical skills as well as strategies for creative and critical thinking in a fun and challenging environment.

This subject would be of benefit to students interested in a career in any of the design fields, including architecture, interior, fashion, graphical, industrial, and a wide variety of other areas of design.

The course provides a solid foundation for the Year 11 and Year 12 Design and Technology course.

# Drama

In Drama students engage in an integrated study of:

- the **elements** of drama
- through the **practices** of making, performing and appreciating
- within the **context** of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.

## Course Description

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

### What will students learn about?

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

### What will students learn to do?

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

## Course Content

### Practices

- **Making** refers to participating in the creation of drama and theatre process work. Students develop and explore imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and play building are key methods of making which involve a group of students collaborating to devise their own work.
- **Performing** refers to students actively engaging in acting and performing drama and theatre for different audiences.
- **Appreciating** refers to students responding to, inquiring into, investigating and critically studying a range of drama and theatre experiences.

### Elements of drama

The elements of drama are the features that give drama unique shape and form. They are interrelated and interdependent but distinct and distinguishable. They can be expressed in the following way:

- *Role and character* are directed by *focus* driven by *tension*, made explicit in *time, place* and *situation* through the use of *space, structure, language, sound, movement, rhythm* and *moment* to evoke *atmosphere* and *symbol*, which together create *dramatic meaning* and *audience engagement*.

### **Key Competencies**

Key competencies are embedded in the Drama curriculum to enhance student learning.

The key competencies of *collecting, analysing and organising information, communicating ideas and information, and planning and organising activities* are integral to the nature of drama education.

### **Assessment**

Students will be assessed on specific practical activities throughout the course. Written assessment will be the drama diary that is an ongoing record of the students' objective and analytical response to units of work, plus some research assignments based on units of work covered e.g. Greek Theatre, Shakespeare.

### **Advantages of Studying Drama**

Drama teaches important communication and presentation skills and develops student's confidence in front of an audience.

# French

## Course Description

Elective language courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between other languages and English, and to develop an understanding of the cultures associated with the chosen language.

### What will students learn about in the study of another language?

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

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

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

### What will students learn to do in the study of another language?

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

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

## The Course

The aim of the *French K–10 Syllabus* is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

## Content

The language is explored through key and related concepts, such as Communication, Connections, Creativity and Culture. These concepts allow students to develop language and skills necessary to communicate about the themes of Responsibility, Travel, Autonomy and Independence, Feelings and Relationships, Francophone Lifestyles and the Parisian World.

The course aims to involve and extend students' knowledge and ability to communicate in French, as well as to understand French ideas and customs. Students who are interested and motivated will have every chance to develop their skills and knowledge in a sustained manner.

## Key Competencies

Key competencies are embedded in French K–10, to enhance students' learning and the continuing development of the effective thinking skills necessary for further education, work and everyday life. The key competencies reflect core processes of learning French and are explicit in the objectives, outcomes and content of the syllabus in the following ways:

- **collecting, analysing and organising information** through identifying the purpose in spoken and written texts and distinguishing between main ideas and supporting detail
- **communicating ideas and information** through developing the listening, reading, speaking and writing skills necessary for communication
- **planning and organising activities** through experimenting with linguistic patterns and structures to convey information and express ideas
- **working with others and in teams** through interaction between students for the acquisition of knowledge, understanding, skills, values and attitudes
- **solving problems** through analysing texts to comprehend meaning from context
- **using technology** through collecting and interpreting electronic information.

## Assessment

Assessment tasks in Years 9 and 10 include the following components:

- Understanding spoken French
- Using Spoken French
- Understanding and responding to written text in French
- Using written French

## Advantages of Studying French

French is a major world language. The ability to communicate in French is of great benefit in business, trade and commerce, tourism and hospitality, the arts, government and diplomacy, science, technology and medical research.

- Studying French provides access to a significant part of the culture, traditions and attitudes of French speaking countries and communities. French is spoken throughout the world:
  - by our South Pacific neighbours (New Caledonia, Wallis and Futuna, Tahiti and Vanuatu)
  - in Asia
  - in Europe (France, Switzerland, Belgium and Luxembourg)
  - in Canada
  - in Africa (Tunisia, Senegal, Morocco among others)
  - in the Middle East
  - in the Indian Ocean region (Mauritius, La Reunion)
  - in the West Indies
- French is an official language for people involved in:
  - the Olympic and Paralympic Games - the United Nations- the European Union -
  - the South Pacific Commission - the Organisation for African Unity - major international conferences.
- Knowledge of French may be an advantage in seeking employment in such fields as: NGO's - foreign affairs- airlines - banking - hotels - restaurants and cooking - journalism - fashion and cosmetics - education – law.
- Studying French opens up areas like international exchange and tourism in France and the French speaking world, cuisine, music, art, fashion and history, to name a few
- French is a Romance language. Learning French makes it easier to acquire other Romance languages like Italian, Spanish and Portuguese as the vocabulary and grammar patterns of these languages are similar
- The study of French will contribute to the total education of students in the areas of communication and socio-cultural understandings.
- The French language provides access to a significant part of the culture, traditions, attitude and values of French-speaking countries and communities. Students will develop linguistic ability and gain cultural understanding through the study of the language. The ability to communicate in French will hopefully promote understanding, harmony and co-operation with French-speaking communities in Australia and the rest of the world and may provide learners, in conjunction with their other skills, with enhanced employment opportunities and the chance to participate in a school exchange programme.

# Industrial Technology – Timber

## Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

### What will students learn about?

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

### What will students learn to do?

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

## The Course

The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

## Content

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules which may include:

- Cabinetwork
- Wood Machining.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.

### **Key Competencies**

The course structure and pedagogy provide extensive opportunities to develop the key competencies. Experiences in the development of a variety of practical projects ensure that all the key competencies are addressed. During the course, students learn to:

- source, select and sequence information about issues in a selected focus area, developing competence in **collecting, analysing and organising information**
- debate, describe, discuss and explain ideas and issues in written, graphic and oral form, developing competence in **communicating ideas and information**
- plan, prepare and present project work to meet a range of needs within set time frames, developing competence in **planning and organising activities**
- cooperate with individuals and groups, developing competence in **working with others and teams**
- design, implement and evaluate solutions to practical situations in a specific focus area, developing competence in **solving problems**
- plan, develop and modify projects including costing, quantities, measurement and time, developing competence in **using mathematical ideas and techniques**
- prepare practical projects using appropriate materials and equipment, developing competence in **using technology**.

### **Assessment**

- Practical skills - each student will be involved in the design, planning and construction of a major practical project in Year 10.
- Theoretical study
- Examinations.

### **Advantages of Studying Industrial Technology - Timber**

Students have the opportunity to experience and appreciate qualities of design and craftsmanship in wood as well as an understanding of the structure and characteristics of timber and its associated products. Practical experience is provided in traditional and contemporary techniques so that students can gain an understanding of a dynamic wood industry.

# Japanese

## Course Description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between other languages and English, and to develop an understanding of the cultures associated with the chosen language.

For Aboriginal students the study of an Aboriginal language aims to increase self-esteem through an enhanced understanding of their linguistic heritage and an ability to communicate in ancestral languages, to obtain skills in language revitalisation to support cultural and language revival, and to increase links between schools and their local Aboriginal communities.

### What will students learn about in the study of another language?

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

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

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

### What will students learn to do in the study of another language?

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

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

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

## The Course

The aim of the *Japanese K–10 Syllabus* is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

## Content

The language is explored through key and related concepts such as communications connections, creativity and culture. These concepts allow students to develop language and skills necessary to communicate about the themes of leisure, travel, responsibilities, Japanese lifestyle etc. The course aims to involve and extend students' knowledge and ability to communicate in Japanese as well as understand Japanese ideas and customs. Students who are interested and motivated will have every chance to develop their skills and knowledge in a sustained manner.

## Key Competencies

Key competencies are embedded in Japanese K–10, to enhance students' learning and the continuing development of the effective thinking skills necessary for further education, work and everyday life. The key competencies reflect core processes of learning Japanese and are explicit in the objectives, outcomes and content of the syllabus in the following ways:

- **collecting, analysing and organising information** through identifying the purpose in spoken and written texts and distinguishing between main ideas and supporting detail
- **communicating ideas and information** through developing the listening, reading, speaking and writing skills necessary for communication
- **planning and organising activities** through experimenting with linguistic patterns and structures to convey information and express ideas

- **working with others and in teams** through interaction between students for the acquisition of knowledge, understanding, skills, values and attitudes
- **solving problems** through analysing texts to comprehend meaning from context
- **using technology** through collecting and interpreting electronic information.

### **Assessment**

Assessment tasks in Years 9 and 10 include the following components:

- Understanding spoken Japanese
- Using Spoken Japanese
- Understanding and responding to written text in Japanese
- Using written Japanese

### **Advantages of Studying Japanese**

Japan is one of our closest neighbours and boasts a large population. As one of our biggest trade partners and a major source of tourism, this provides a wealth of employment opportunities for those able to communicate in Japanese. It is of particular value to those seeking further study and employment in the fields of trade, commerce, diplomacy, science and technology, education, journalism, and tourism. Most airlines and major hotel chains now consider the knowledge of a foreign language to be a prerequisite for employment.

# Chinese Mandarin

## Course Description

Elective language courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between other languages and English, and to develop an understanding of the cultures associated with the chosen language.

### What will students learn about in the study of another language?

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

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

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

### What will students learn to do in the study of another language?

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

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

## The Course

The aim of the *Chinese K–10 Syllabus* is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

## Content

The language is explored through key and related concepts, such as Communication, Connections, Creativity and Culture. These concepts allow students to develop the language and skills necessary to communicate about the themes of Self and Identity, Family Relationships, Healthy Lifestyles, Roles and Responsibility, Travel and Celebrations.

The course aims to involve and extend students' knowledge and ability to communicate in Chinese, as well as to understand ideas and customs of Chinese-speaking nations. Students who are interested and motivated will have every chance to develop their skills and knowledge in a sustained manner.

## Key Competencies

Key competencies are embedded in Chinese K–10, to enhance students' learning and the continuing development of the effective thinking skills necessary for further education, work and everyday life. The key competencies reflect core processes of learning Chinese and are explicit in the objectives, outcomes and content of the syllabus in the following ways:

- **collecting, analysing and organising information** through identifying the purpose in spoken and written texts and distinguishing between main ideas and supporting detail
- **communicating ideas and information** through developing the listening, reading, speaking and writing skills necessary for communication
- **planning and organising activities** through experimenting with linguistic patterns and structures to convey information and express ideas
- **working with others and in teams** through interaction between students for the acquisition of knowledge, understanding, skills, values and attitudes
- **solving problems** through analysing texts to comprehend meaning from context
- **using technology** through collecting and interpreting electronic information.

## **Assessment**

Assessment tasks in Years 9 and 10 include the following components:

- Understanding spoken Chinese
- Using Spoken Chinese
- Understanding and responding to written text in Chinese
- Using written Chinese

## **Advantages of Studying Chinese**

China plays a leading role in economic, political and cultural developments, both globally and, in particular, in the Asia-Pacific region. Australia enjoys a strong connection through government trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

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

The study of Chinese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

# Music

The Elective course in Music can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10). This course provides students with the opportunity to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and take part in activity that reflects the real world practice of performers and composers.

## Course Description

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

## What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

## What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

## Course Requirements

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

## The Course

The aim of the *Music Years 7–10 Syllabus* is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

## Content

The elective course will build sequentially from the mandatory course and is designed for students in Years 7–10 who wish to extend their musical experiences and learning. The knowledge, understanding and skills gained in the course provide a firm foundation for the study of Music in Stage 6.

In the Music Mandatory and Elective courses, students will study:

- the concepts of music
- through the learning experiences of performing, composing and listening
- within the context of a range of styles, periods and genres.

### **Concepts of music**

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

### **Learning experiences**

- performing
- composing
- listening

In the elective course students engage in the concepts of music, learning experiences and various contexts. Students must also study a compulsory topic – Australian Music – as well as a number of additional topics depending on the pattern of implementation chosen.

### **Key Competencies**

In the mandatory and elective courses content will provide scope within the content for students to explore the key competencies. Key competencies are embedded in the Music curriculum to enhance student learning. The key competencies of *collecting, analysing and organising information, communicating ideas and information, and planning and organising activities* are integral to the nature of music education. Students work as individuals and in ensembles in classroom activities, and through this the key competency of *working with others and in teams* is addressed. The nature of music requires students to consistently engage in problem-solving activities, thus addressing the key competency of *problem-solving*. Patterning, sequencing and the mathematical principles involving shape, volume, density and repetition are an essential component of aural skills and musical composition and align with the key competency of *using mathematical ideas and techniques*. Throughout the study of music, students incorporate technological perspectives into their work, which addresses the key competency of *using technology*.

### **Assessment**

|            |   |   |
|------------|---|---|
| Performing | - | Solo & ensemble performance                                       |
| Composing  | - | The rudiments of music, plus original composition and arrangement |
| Listening  | - | Aural, score reading, research assignments                        |

### **Advantages of Studying Music**

Music helps to develop personal skills. Pupils increase their ability on their chosen instruments and have the opportunity to play other instruments in class. Music helps to increase self esteem, helps to develop social skills and is an avenue for creative expression. The course is well balanced by a healthy emphasis on the academic aspects of music, which help develop critical listening and thinking skills.

# Philosophy

## Course Description

Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history.

Philosophy grapples with some of the most profound questions, such as: what is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture?

Doing philosophy is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments. Philosophy demands independent thinking, and develops independent reasoning skills which are highly transferable.

## What will students learn about?

This course is a challenging and stimulating study which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour and equips students with the rational discernment to analyse and contribute to a range of twenty-first century debates.

## What students will learn to do?

This course is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments. Philosophy is intellectually challenging. Importantly, philosophy demands independent thinking and develops independent reasoning skills, which are highly transferable. The key knowledge and skills fostered by philosophy also provide excellent preparation for any future career, whether in science or law, business or the arts.

## The Course

The aim of the course is:

- For students to become independent thinkers
- For students to develop independent reasoning skills
- Students to develop the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments
- Students are able to make related connections and premises between fields

## Content

- Introduction to Philosophy
- Metaphysics
- Epistemology
- Introduction to logic and reasoning
- Ethics
- Great questions in philosophy
- Techniques of reasoning

## Assessment

### Year 9 and Year 10

Assessment will include both formal and informal tasks comprising some of the following:

- Written Analysis
- Dialogue
- Written Reflection
- Short Answer responses
- Viva

## Advantages of Studying Philosophy

Philosophy is challenging and a stimulating study which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour and equips students with the rational discernment to analyse and contribute to a range of twenty-first century debates.

# Media Arts

Photographic and Digital Media is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course.

## Course Description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

## What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

## What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

## Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

## The Course

The aim of the *Photographic and Digital Media Years 7–10 Syllabus* is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital works
- understand and value different beliefs that affect interpretation, meaning and significance in photographic and digital media.

## Content

Content is organised in three broad areas as it connects with making, historical and critical interpretations and explanations of photographic and digital media. These areas are:

- Practice
- the Conceptual Framework
- the Frames

Practice relates to students' making and critical interpretations of photographic and digital media. Practice describes artistic activity demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Practice respects the different views that circulate and are exchanged in, and about, the field of photographic and digital media.

The Conceptual Framework identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld.

The Frames – subjective, cultural, structural and postmodern – account for different points of view, values and belief in and about photographic and digital media.

### **Assessment**

Year 9 and Year 10

- One practical assignment per term.
- Theory work.
- Written Examinations.

### **Advantages of Studying Photographic and Digital Media**

Students will develop skills in all aspects of photography and some areas of digital media.

This subject would be of benefit to students interested in a career in this area.

Students who wish to utilise photography or digital media in their artworks in Year 11 & 12 Visual Arts will benefit from studying this course.

This subject develops student's visual literacy skills and will provide them with advantages in a range of other subjects such as English, History and Geography where visual literacy is a component of their learning.

# Physical Activity and Sport Studies

## The Course

The aim of the Physical Activity and Sports Studies Course is to enable students to understand, experience and appreciate participation and performance in exercise and sport and its contribution to wellbeing and Australian society.

## Content

Physical Activity and Sports Studies

Movement applications Studied:

- Aerobics/fitness
- Dance
- Martial arts
- Aquatics
- Games
- Outdoor education
- Athletics
- Gymnastics
- Recreational pursuits

## Other Areas of Study in the Course:

- Foundations of Preparation and Performance in Sport
- Exercise and Sport in Australia
- Coaching and Quality Performance in Sport

**Optional in-depth studies may also be undertaken.**

## Key Competencies

Exercise and Sports Studies provides a context within which to develop general competencies considered essential for the acquisition of higher order thinking skills necessary for further education, work and productive functioning in daily life. Students will:

- **collect, analyse and organise** information in a range of exercise and sports contexts, including current views on the development of physical fitness, nutritional strategies to enhance performance, the use of technology in sport, and performance analysis
- **communicate ideas and information** in different settings. This can involve providing instruction, strategies and tactics as a coach, managing others in the operation of a sporting event, and presenting ideas in discussion on topical issues such as violence and drugs in sport
- **plan** for the successful participation and performance of themselves and others in exercise and sport contexts. This includes planning for physical conditioning and nutritional purposes, injury rehabilitation, sports events and outdoor expeditions
- **work with others and in teams** as they plan and manage sports events, perform in team/group contexts and meet the challenges of outdoor expeditions and activities
- **work mathematically** as they interpret data and use analytical methods to measure and evaluate movement performance
- **solve problems** that may hinder the preparation and performance of an athlete and arise in the planning and management of a sporting event
- **work with and learn about a range of technologies** utilised in exercise and sport for preparing, analysing and enhancing performance.

## Assessment

Assessment will include both formal and informal tasks comprising some of the following:

- Written Journals
- Practical Tasks
- Research Assignments
- Examinations

### **Advantages of Studying Exercise and Sports Studies**

Physical Activity and Sports Studies will provide students with the opportunity to learn how the body works and can function.

Students will develop detailed knowledge and skills about the importance of sport and physical activity in our society.

It is proposed that students will be given as much practical experience as possible.

Some parts of the course provide an introductory study to some elements of the Year 11 and Year 12 PD/H/PE course.

# Visual Arts

## Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

### What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

### What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

## Course Requirements

Students are required to produce a body of work and keep a Visual Arts diary.

## The Course

The aim of the *Visual Arts Years 7–10 Syllabus* is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts
- understand and value the different beliefs that affect meaning and significance.

## Content

In the elective course essential content refers to students engaging with practice, the conceptual framework and frames in making and interpreting art. Students make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world.

Students continue to use their visual arts diary, as they enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more practiced in selecting and utilising appropriate materials and techniques for making artworks.

In critical and historical studies students utilise the conceptual framework and the four frames to understand the visual arts.

**Additional content** in the **elective course**, additional content refers to further experiences with forms and investigations that extend the students' understanding of practice, the conceptual framework and the frames in making and interpreting art. Schools that choose to offer additional hours beyond 200 hours can engage in more complex and increasingly relational investigations of practice, the conceptual framework and the frames.

It is recommended that in the elective course:

- at least 40% of time should be dedicated to art making and related aspects of content
- a further 40% of time should be dedicated to the critical and historical interpretations and explanations of art and related aspects of content
- the remaining 20% of time should be used to maximise the interests of students and teachers in any aspects of content.

### **Key Competencies**

The following competencies are considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

***Collecting, analysing and organising information***

***Communicating ideas and information***

***Planning and organising activities***

***Working with others and in teams***

***Using mathematical ideas and techniques***

***Solving problems***

***Using technology***

### **Assessments**

Practical assignments and written work form the basis of assessment in Art.

### **Advantages of Studying Visual Arts**

Students can contribute to the social and cultural life of the School and Community providing opportunities for the individual student to develop a positive self-concept.

Students can develop their creative skills and an appreciation of visual arts and its place in our society.