

Two Year Course - Year 9 and 10 (Stage 5)

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, political, 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. 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, citizens and business. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

Compacting

Compacting the curriculum delivers the content at a faster pace. Therefore, the Years 9 and 10 Commerce course is completed in one year (Year 9), rather than two years. In Year 10 students study school developed options that deliver enrichment and extension based topics leading to the senior school.

Acceleration

This will create the opportunity for a selected group of high achieving students to participate in an Accelerated HSC Business Studies program while in Year 10. Students continuing with the Commerce Program in Year 10 will benefit from a highly differentiated Commerce Curriculum covering in depth topics related to HSC courses in Economics, Business Studies, and Legal Studies. Extension and enrichment strategies will provide an increased awareness and understanding of relevant social issues and an excellent foundation for future study of these courses.

Main Topics Covered

Year 9	Year 10
1. Consumer and Financial Decisions (<i>core</i>)	1. Our Economy (<i>option</i>) ➤ Differentiation – Economic Theory
2. Investing (<i>option</i>)	2. The economic and the business environment (<i>core</i>) ➤ Differentiation – Business Plans
3. Promoting and Selling (<i>option</i>)	3. Employment and Work Futures ➤ Differentiation – Accounting
4. Law and Society and Political Involvement (<i>core</i>)	4. Law in Action ➤ Differentiation – Human Rights, Ethics, Corporate Law and Mock Trials
5. Class Option – Travel or Towards Independence	

Particular Course Requirements

Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (*Years 9 and 10*) will be recorded with a grade on the student’s Record of Achievement. Although the study of Commerce in the Junior School is not a pre-requisite for Economics, Legal Studies or Business Studies in the Senior School, it does provide an introduction, and is of great use to all students irrespective of their future choices and intended career.

Assessment: Commerce

Internal Assessment	Weighting
Tests and internal exams	50 – Half Yearly and Yearly Exam
Research and analysis of case studies	30 – Investigative research projects
Stimulus based skills	20 – Class based (<i>class tests, group work and oral reports</i>)
	100

General Description

Drama is a practical and experiential subject which develops playbuilding and performance skills using acting, voice and movement. Students learn improvisation and playbuild their ideas to create original group-devised performances. They write and perform their own scripts using different theatrical forms and conventions and engage with scripts from classic and contemporary plays. Students develop skills in collaboration and teamwork through playbuilding and creating group-devised performances. They cultivate individual strengths and gain confidence through performance, script-writing and design tasks. Students improve their writing through maintaining journal entries in a logbook and increase their awareness of drama in the wider world by attending live performances.

1. Topics to be studied***Elements of Drama***

Theoretical and practical exploration of the aspects of theatre and performance: tension, focus, space, role, contrast, symbol and mood.

Improvisation

The skill of spontaneous performance develops students' instincts for creating theatre that makes an impact on an audience through structured performance games, dialogue exercises and scene development. Improvisation is a fun and dynamic way to begin the Year 9 Drama course.

Playbuilding

Students learn how to devise group performances based on either a narrative or performance style format and work in groups to create short performances based on these models.

Costume and Set Design

Students learn the fundamentals of design and create costume and set designs for both scripted and self-devised plays.

Performance Styles and History of Theatre

A practical introduction to performance styles and conventions combined with research and practical exploration of a range of historical and living theatre movements: Ritual, Ancient Greek drama, Commedia dell'arte, Melodrama, Comedy, Realism and Australian Drama.

Script Writing and Producing a play

Students undertake a unit that involves writing a ten-minute script, casting, directing and designing it through the rehearsal process to final production.

2. Target Audience

All students can benefit from the skills-building activities practised in Drama. The course provides a structured approach through which students can interact with others and build their communication skills, confidence and self-esteem. Drama can give them the confidence to contribute to class discussions and give oral presentations. It provides an opportunity for students to channel their creativity and energy into goal-focused performance tasks.

3. Pathways

Opportunities abound for Drama students to audition for roles in co-productions and musicals with Sydney Girls High School, and to enter original scripts in competitions during Years 9 and 10.

4. Assessment – assignments, performances and projects

Students are assessed in both a formative and summative format through practical and written work. Performance skills are assessed individually within the context of a group performance. Groups are assessed on their process, rehearsals and final performance. Students reflect on their learning in their logbooks. They are assessed individually on journal entries in their logbooks, research tasks and writing tasks including theatre reviews of live performances.

Graphics Technology

Contact: Ms R Dam

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure applications. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

Acceleration

This elective will create the opportunity for a selected group of high achieving students to participate in the Accelerated HSC course offered by the Industrial Arts Department, Design and Technology.

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills to:

1. Interpret, design, produce and evaluate a variety of Engineering and Architectural presentations using a range of manual and computer-based media and techniques
2. Use Engineering and Architectural conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based assignments
3. Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information
4. Appreciate the nature and scope of Engineering and Architecture in industry and the relationships between this technology, the individual, society and the environment

In the Architectural drawing component, students will:

1. Appreciate the influence of site, environment, materials, function, form and style on house design
2. Design floor plans and conceptual drawings of an 'Eco Friendly' house
3. Design plans for a warehouse conversion into a residential dwelling
4. Understand that architects create a variety of types of drawings when designing buildings

Those students who do well in this area of study may apply for a position in the Year 10 elective course called Robotics and Software Design. This course involves the use of robotics to solve human problems and the programming involved in the manipulation of these robots to achieve these goals.

Chosen at the end of Year 8

The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well-placed to adapt to new technologies as they emerge.

Through this course, students will gain a good working knowledge of:

- the key concepts of data, information and systems
- the interactive nature of effective information-based systems
- available and emerging information technologies
- the social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright
- the communication, personal and team skills necessary to ensure that an information systems solution is appropriate for the needs of the users
- related issues such as project management, documentation and user interfaces

Preliminary Course	HSC Course
<p>Introduction to Information Skills and Systems (20%)</p> <ul style="list-style-type: none"> • Information systems in context • Information processes • The nature of data and information • Reasons for digital data representation • Social and ethical issues <p>Tools for Information Processes (50%)</p> <ul style="list-style-type: none"> • Collecting • Organising • Analysing • Storing and retrieving • Processing • Transmitting and receiving • Displaying • Integration of processes <p>Developing Information Systems (30%)</p> <ul style="list-style-type: none"> • Traditional stages in developing a system • Complexity of systems • Roles of people involved in systems development • Social and ethical issues 	<p>Project Management (20%)</p> <ul style="list-style-type: none"> • Techniques for managing a project • Understanding the problem • Planning • Designing solutions • Implementing • Testing, evaluating and maintaining <p>Information Systems and Databases (20%)</p> <ul style="list-style-type: none"> • Information systems • Database information systems • Organisation • Storage and retrieval • Other information processes • Issues related to information systems <p>Communication Systems (20%)</p> <ul style="list-style-type: none"> • Characteristics of communication systems • Examples of communication systems • Transmitting and receiving in communication systems • Other information processes in communication systems • Managing communication systems • Issues related to communication systems <p>Option Strands (40%) Students will select TWO of the following options:</p> <ul style="list-style-type: none"> • Transaction Processing Systems • Decision Support Systems • Automated Manufacturing Systems • Multimedia Systems

This course complements another Stage 6 course, Software Design and Development, which focuses on the design and development (*Programming*) of software solutions.

Classical Greek assists in forming and refining students' historical and linguistic understanding of the inner structures of the culture and the language simultaneously. Furthermore, it allows the students to explore the uniqueness of this language which has defined the world of literature significantly.

In Years 9 and 10, **Classical Greek** students continue to work from *Athenaze* Books I and II, respectively. Additionally, in Year 10 students start working on authentic literature pieces, such as *Apollodorus' Library*, *Argonauts* and *Hercules And His Labours*, through which they explore in greater depth the Classical Greek mythology in a very rich work. In doing so, they further develop their appreciation for the rural and urban Classical Greek world. This development is accomplished through the thorough examination of all the political, social, institutional, intellectual, administrative and religious aspects of the Classical Greek life. On the other side of the spectrum, the students explore more challenging grammatical structures and are exposed to passages that are more complex. The analysis of advanced units of work equips them with all the linguistic skills needed to progress steadily and prepares them to process pieces of authentic literature later in the course. Finally, the combination of historical and linguistic understanding should promote the development of sound comprehension and analytical skills.

Overall, appreciation for the Western civilisation will generate a greater understanding of the influence the Greek civilisation had on Australia's cultural identity.

Music and Music (Accelerated)

Contact: Ms R Miller

The process of music education contributes to the total development of the student because, as an art form, music provides a medium through which students can express the relationship between feelings, the intellect and the imagination.

The mandatory topic is Australian music - a broad field which includes any of the following:

- Music for radio, film, television and multimedia
- Traditional and contemporary music of Aborigines
- Art music
- Jazz
- Popular music
- Impact of technology
- Role of improvisation

Two elective topics are chosen from each of the groups below:

Group 1	Group 2
<ul style="list-style-type: none">• Baroque music	<ul style="list-style-type: none">• Popular music
<ul style="list-style-type: none">• Classical music	<ul style="list-style-type: none">• Jazz
<ul style="list-style-type: none">• 19th century music	<ul style="list-style-type: none">• Music for radio, film, television and multimedia
<ul style="list-style-type: none">• Medieval music	<ul style="list-style-type: none">• Theatre music
<ul style="list-style-type: none">• Renaissance music	<ul style="list-style-type: none">• Music of a culture (<i>different from Group 1</i>)
<ul style="list-style-type: none">• Music of a culture	<ul style="list-style-type: none">• Music for small ensembles (<i>Group 2</i>)
<ul style="list-style-type: none">• Art music of the 20th and 21st century	<ul style="list-style-type: none">• Music for large ensembles (<i>Group 2</i>)
<ul style="list-style-type: none">• Music for small ensembles (<i>Group 1</i>)	<ul style="list-style-type: none">• Rock music
<ul style="list-style-type: none">• Music for large ensembles (<i>Group 1</i>)	<ul style="list-style-type: none">• Music and technology

All music students take instrumental/vocal lessons, and play/sing in at least one of the performance ensembles which cater for the gifted and talented. Music promotes social development, cultural awareness, personal resilience and self-discipline.

Students will be taught to use a range of technology available to them in the classroom for composing, performing, notating and reproducing music.

This curriculum provides students with a wide sphere of skills which give an entrée into many career opportunities e.g. performance and composition at many levels:

- Film industry
- Recording companies
- Advertising
- Theatre
- Community welfare

Students in the Music (*Accelerated*) class will complete the Year 10 course in Year 9 and will be prepared to commence the Preliminary course in Music in Year 10.

Photography and Digital Media Course 2: Film Making Advanced

Available ONLY to Year 10 students who have completed Photography and Digital Media Course 1: Introduction to Cameral Craft and Film Making in Year 9

This Year 10 Extension course encourages students to deepen their knowledge in filmmaking and digital media. Group and individual projects are undertaken, which explore subjective, cultural and structural values and beliefs. The four short films they will create encourage cross-curricular themed projects to enrich understanding of course content and concepts in other Year 10 subjects.

During the production of all films, students work in teams and alternate their crew roles between director, scriptwriter, cameraperson, sound manager and editor. They extend their understanding of editing in Adobe After Effects and Premiere Pro. Professionally formatted film scripts, shot lists and storyboards are written for each project.

Students will need to have a portable Hard Drive – preferably LaCie Rugged Mini 1TB



Visual Arts

Contact: Ms J May

The Visual Arts Stage 5 course offers students an exciting opportunity to continue experiencing and mastering a wide variety of art forms from painting to digital, sculpture to film. Visual Arts develops a student's creativity, intellectual and practical autonomy, reflective action, empathy, critical judgement and understanding. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings. It is vital for students to develop a sensory awareness, powers of visual expression and communication, an understanding of visual traditions and the potential to think and act creatively. Visual Arts provides a valuable background for all students contemplating any career where acute observation, critical analysis, brain-hand-eye co-ordination/dexterity and creative problem-solving are necessary.

The skills and knowledge taught and the values formed in Visual Arts will benefit those seeking a future in art and design-related industries and will also prepare students for vocational fields such as journalism, sociology, law, medicine and dentistry, by providing opportunities to develop their social and cultural awareness, observation skills, empathy and mental/manual dexterity. Students with a background in Visual Arts may have an advantage in other curriculum areas such as History and English.

There are three components to the Visual Arts course: practical, historical and critical.

Art Study incorporates Historical Traditions, Theory of Practice and Critical Study.

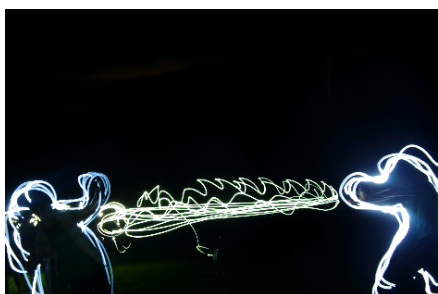
Practical activities are integrated with historical (*encouraging an understanding of the social cultural significance*) and critical study (*which develops the student's ability to respond to and appreciate works of art*).

Students will have the opportunity in Art Practice to explore:

- Digital imaging
- Painting
- Printmaking
- Drawing
- Sculpture
- Applied design
- Ceramics
- Film
- Cartooning
- Animation
- Installation
- Site specific art
- Studio photography



Elective Visual Arts students participate in master classes with practising artists and attend a three-day Year 10-11 Art Camp at Arthur Boyd's studio in Bundanon. The opportunity to work with artists in these practical master classes has been very popular and successful with students. The Visual Arts teachers believe it is essential to provide many opportunities for students to visit galleries and art events. We encourage students to take opportunities offered to them by other institutions such as National Art School. Students are taken to galleries annually.



Students are able to pick up Visual Arts in Year 10 and will join other students continuing from Year 9.

