



# Year 8 Elective Subjects 2020

All students in Year 8 study the following core subjects:

<b>English</b>	<b>Geography (1 Semester)</b>
<b>Mathematics</b>	<b>History (1 Semester)</b>
<b>Science</b>	<b>Religious Education</b>
<b>Personal Development, Health and Physical Education</b>	<b>Technology (Mandatory)</b>

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

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

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

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

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

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

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

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

## **Grading of Classes**

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

# COMMERCE

## **Commerce may be studied in Year 8, 9 or 10 or all three years.**

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

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

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

## **Year 8**

The Year 8 course covers the following topics from the Commerce syllabus.

### **1. The Nature of Commerce**

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. Students will explore the range of factors influencing consumer and financial decisions including reflecting on their own purchasing decisions.

### **2. Money**

Students explore the role, history, characteristics and functions of money in our society. As part of our studies we visit the RBA Currency Museum.

### **3. Promoting and Selling**

Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers.

### **4. Travel**

Students learn how to plan for travel and how to resolve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.

### **5. Enterprise**

Students explore different types of small businesses and investigate factors influencing business decisions. They will also explore the concept of entrepreneurship and innovation. Local small businesses will be used as case studies and the topic will culminate in an Enterprise Day where students will hear first hand from a range of business owners and managers.

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

#### **Year 9**

- Consumer and Financial Decisions
- Law Society and Political Involvement
- International Trade and Global Business
- Investing

#### **Year 10**

- The Economic and Business Environment
- Employment and Work Futures
- Running a Business
- Life in the Real World

## LANGUAGES

*“Achieving proficiency in other languages is one of the great learning experiences in the human condition. The compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia’s place in it, and the many communities within Australia.”*  
– Australian Language and Literacy Council.

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

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

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

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

Learning a language has direct benefits in the following areas:

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

## CHINESE (MANDARIN)

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

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

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

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

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

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

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

The teacher:

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

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

## FRENCH

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

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

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

French, English and other European languages share a common linguistic link with Latin. Through the study of French, students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.

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

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

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

The *Adomania* course is continued as the major resource for the French programme. The resources of the course books are supplemented by a range of materials such as French language magazines, resources on the Internet, songs and films. Students who enrol at SCEGGS in Year 8 should ensure they have studied the units from *Adomania 1* covered in Year 7. This will be Chapters 1 to 4 and Chapter 8.

The teacher:

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

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

## LATIN

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

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

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

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

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

The course aims to enable students to develop:

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

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

The teacher:

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

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

## ELECTIVE MUSIC

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

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

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

### **Compulsory Topic – Australian Music**

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

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

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

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

### **Group 1**

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

### **Group 2**

- Popular Music
- Jazz
- Music for Radio, Film, Television and Multimedia
- Theatre Music
- Music of a Culture (different from Group 1)
- Music for Small Ensembles (Group 2)
- Music for Large Ensembles (Group 2)
- Rock Music
- Music and Technology

Students study these topics through Performing, Composing and Listening.

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

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

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

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

Students should have individual tuition on an instrument or voice before they undertake the study of the elective course. Elective Music students should also be a member of a co-curricular music ensemble to support the development of their performance skills.

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

## VISUAL ARTS

Art is a universal language that transcends culture, gender, status, age, nationality and religion. Through a study of the links between art and culture, students are encouraged to make artworks that communicate to their audience in more complex and inventive ways exhibiting an understanding of the expanding possibilities in art making. They will be encouraged to make exciting, personal interpretations that sensitively and respectfully explore the relevant and pertinent aspects of each culture that they study.

The elective Visual Arts course in Year 8 will build on from familiar two and three-dimensional experiences in Year 7 and continue to develop their discussion, writing and research skills. Students will be introduced to art making from cultures including: Aboriginal and Torres Strait Islander Australia, Japan, China, and Mexico. Students will consider and investigate the ideas and aesthetic sensibilities that underpin the art making practices of these cultures.

The content of the course is a guide and not prescriptive. This enables creative interpretation by the teacher, adaptation to current exhibitions and events and allows for differentiation according to the individual needs of the students. The cultural content students' study will be closely linked to the artworks they make.

Artworks made by students could be in the following media areas: drawing, painting, mixed media, sculpture, printmaking, photography, digital media, ceramics and textiles.

Students will keep a Visual Arts Process Diary (VAPD) in which they will include their theory notes, plans and ideas for artwork and provide space for self-evaluation of the process and outcomes in their art making. Students will be encouraged to evaluate their own work, reflecting on their successes and challenges and writing reflectively about their progress.

Students will study Art through both critical and historical frameworks. Through a critical study, students will develop their analytical skills and interpret artworks in discussions and written essay format. An historical study places artwork in a context and links their properties, intentions and ideas to the political, social and cultural environments the artists' work in. Students will approach all aspects of their studies through the **Frames** - Cultural, Structural, Subjective and Postmodern and through the **Agencies of the Conceptual Framework** – world, artwork, artist, audience.

### Assessment

Assessment is based on 60% art making and 40% art theory (critical and historical study). In Semester 1 (Term I), students' assignment work enables them to undertake research and write an essay. In Semester 2 (Term III), art studying is measured by one assignment and the Yearly Examination. The assessment schedule and calendar are published on Cognito at the beginning of the year. Assignments are published on Cognito one month before the due date. Feedback is given formally on all written assignment work and assignment practical work and is used to help students identify strengths and areas to work towards improving. Feedback in class is ongoing, informal and in partnership with students, designed to assist them in developing skills, reflecting on their individual outcomes and approaches and to know and understand assessment criteria.

