

Sydney Boys High School



Stage 5

Curriculum Handbook

CONTENTS

INTRODUCTION

It is compulsory for all students in Year 9 to study English, Mathematics, Science, Human Society and its Environment, Personal Development Health and Physical Education and Values Education. In addition, students must choose for study in Year 9 TWO ELECTIVES from the subjects listed below.

ELECTIVE CHOICES OFFERED

Students must study **two** elective subjects. Students may choose more than one elective from the same faculty area. Not all electives offered may be implemented.

CREATIVE ARTS

Drama
Film Making and Digital Media
Music
Music (Accelerated)
Visual Arts
Visual Design

HUMAN SOCIETY AND ITS ENVIRONMENT

Commerce

MODERN LANGUAGES and CLASSICS

Chinese (Mandarin)
Classical Greek
French
German
Hebrew
Latin

TECHNOLOGICAL AND APPLIED STUDIES

Architectural and Engineering Drawing
Design and Technology

Early entry into HSC courses

A number of opportunities may exist for students to commence the study of HSC subjects in Year 10. It may be possible to study one of the following HSC subjects in this way: Business Studies, Design and Technology, Information Processes and Technology, Geography, Modern History, Languages, Music & Visual Arts.

Students would study the Preliminary Course in Year 10 and the HSC Course in Year 11.

Usually students would only be allowed to study one accelerated subject and they must be able to demonstrate by means of a 'personal education plan' how participation in the course will benefit them. To be eligible to participate in this program, students must demonstrate by their performance and application that they are above average in each of their subjects.

Architectural and Engineering Drawing

(Including a module on Software Design & Programming)

Contact: Ms R Dam

Architectural & Engineering Drawing 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 Architectural & Engineering Drawing 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 one of two Accelerated HSC courses offered by the Industrial arts Department: Design & Technology or Information Processes and Technology, commencing in 2013.

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.

Module in Software Design & Programming.

This module gives the students an opportunity to become familiar with the processes involved in the development of software solutions. The students will learn the methodical progression involved in software development and solve problems using a creative approach. The module also addresses the importance of teamwork and communication skills required for software programmers and analysts. The module provides a foundation upon which further study may be undertaken for the HSC.

Course:	
Two Year Course - Year 9 and 10 (Stage 5)	
<p>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.</p>	
<p>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 senior school.</p>	
<p>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, Geography 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.</p>	
Main Topics Covered:	
Year 9	Year 10
1. Consumer Choice (core)	1. Political Involvement
2. Personal Finance (core)	➤ Political Philosophy
3. Investing (option)	2. Our Economy
4. Promoting and Selling (Option)	➤ History of Economic Thought
5. Running a Business (option)	3. Running a Small Business
6. Law and society (core)	➤ Business Plan and Accounting
7. Employment Issues (core)	4. Law and Society
8. Political Involvement (option)	➤ Mock Trials
9. The Australian Economy (option)	
10. Global Links (option)	
11. Law in Action (option)	
<p>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 School Certificate 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</p>	
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, including class tests and oral reports
	100

Design and Technology

Contact: Ms R Dam

Design, fashion, media arts, engineering, software designers and technology professionals in today's creative marketplace require specialized knowledge and skills. In this elective of Design & Technology, our programs are tuned to the needs of these industries, and we focus on helping creative students maximize their talents, hone their skills and build their confidence as they prepare for their next big move.

This subject leads into the fields of Engineering, Design or Computing Science as a career path.

Design and Technology is the study of the design and production of man-made objects.

These objects:-

- Must be for a recognized purpose that will solve human needs.
- Can be products, systems or environments.
- Must use acceptable scientific / engineering principles, materials technology and human resources.
- Must be suitable for use by more than one person or be used in quantities.
- Designs can be idea-led, technology-led, market-led, demand-led or design-led.

Purpose of studying Design & Technology.

- Acquire understanding and expertise through the process of design and making.
- Awareness of man's technological development and its impact on the environment and society.
- Opportunity to use a wide range of materials and equipment.
- Help develop a logical thought process and develop senses.
- Develop the ability to retrieve information and make critical value judgements.

Acceleration

This elective will create the opportunity for a selected group of high achieving students to participate in one of two Accelerated HSC courses offered by the Industrial arts Department: Design & Technology or Information Processes and Technology, commencing in 2013.

This subject focuses on the study of technology through design. It provides opportunities for students to:

1. develop an understanding of a range of technological activities and their applications to the personal, commercial and industrial areas;
2. develop confidence and competence in the use of technological resources and processes;
3. design and construct solutions to given design briefs;
4. develop an awareness and appreciation of the impact of design and technology on the quality of life;
5. develop environmental and social responsibility in design and the use of technology.

Due to the facilities available in this school, the main materials used are Timber and Plastics in the construction of various projects such as Chess Boards, Cabinet & Side tables, step ladders and the student's own designs in the Accelerated Preliminary Design & Technology Course. The non-practical component involves traditional and computer aided drawings of the project, management techniques and the use of application software in designing and representing the major project.

General Description

Drama is a rigorous creative arts course incorporating performance skills, theatre history, voice and acting theory. Students engage with scripts from classic and contemporary plays, develop their own scripts and undertake playbuilding (group-devised performances). Students cultivate individual strengths and confidence through solo performances and increase group work skills through playbuilding. Students improve their writing through maintaining journal entries in a log book and increase their awareness of Drama in the wider world through attending live performances.

1. Topics to be studied**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.

Elements of Drama:

Theoretical and practical exploration of the complex aspects of theatre and performance: tension, focus, space, role and motivation.

Playbuilding:

Students learn how to devise a play based on the narrative or thematic model and work in groups to create a short play based on these models.

Performance Styles and History of Theatre:

A practical introduction to methods of acting and physical theatre, such as Stanislavski and Laban, combined with research and practical exploration of a range of historical and living theatre movements: Medieval drama, Ancient Greek drama, Mime, Commedia dell'arte, Theatre of Asia, Mask and Realism.

Producing a play:

Students undertake a unit that involves working with a script, blocking scenes and working through the rehearsal process to final production.

2. Target Audience

All Year 9 students can benefit from the skills-building activities practised in Drama. The course provides an avenue for introverted students to gain confidence in public speaking and self-esteem while for extroverted students, an opportunity to channel their energy into goal-focused performance tasks is provided in Year 9 Drama.

3. Pathways

Opportunities abound for Drama students to audition for roles in plays and film, and to enter original scripts in competitions during Years 9 and 10. Sydney Boys High School enters a play in the "Fast and Fresh" playbuilding competition annually in conjunction with the Playbuilding unit.

4. Assessment – exams class tests, assignments, projects.

Final marks are derived from practical and written work. Students are assessed on journal entries in their log books, research tasks and writing tasks including theatre reviews of live performances. Marks for practical work include individual assessment of a monologue, assessment of rehearsal process and performances during playbuilding and Term IV final performance.

Film Making and Digital Media

Contact: Ms J May

The Creative Arts faculty introduced this course in 2008 to allow students to focus on digital video production and imagery. The course will allow a smooth transition of Film Making and Digital Media students into Visual Arts in Years 11 and 12. There is also an obvious advantage for students considering English Extension 2.

Film making and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of film making and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate film and digital media in greater depth and breadth than through the Visual Arts elective course.

The **film making** aspect of the course aims to give students an understanding of and practical experience in film-making, and in the vocation surrounding it. It also aims to give students an in-depth knowledge of a specific area of short film-making through workshopping, coursework and research projects.

Students will be assessed on their ability to take part in each of the roles required in the process of producing the class's own short films. Working as part of a crew, each student will develop skills essential within film making. These skills will involve:

- Principles of Script writing
- Visualising the Script
- Directing Actors
- Production Management
- Production Design
- Sound Design
- Cinematography: Camera and Lighting Techniques
- Digital Cinematography
- Editing Principles
- Producing, Film Business, Marketing & Distribution:
- Film Criticism
- Digital/Visual Effects

Other aspects of this course may involve developing skills in digital photography and computer generated images using computer design programs including Adobe Photoshop, Flash etc, animation, time based installation works and web design.

Potential student film projects include a movie trailer, documentary, arthouse film, timebased installation, animation, music video, interviews, clay animation etc.

Assessment will be based on practical project work, film reviews, research tasks and participation.

Students' knowledge will become increasingly deep and comprehensive, multifaceted, more confident and insightful. The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

Students will be encouraged to enter work into film competitions such as V Fest and Making Movies.

While Film and Digital Media does not continue in Year 11 and 12, students interested in pursuing a career in the film/television industry, graphics, web design, photography etc are able to continue in Visual Arts in Years 11 and 12. The syllabus shares identical terminology, structure and concepts.

Students will need to have a portable Hard Drive – preferably 120 to 250 GB

In a world where foreign language skills are increasingly valuable, even essential in many high level careers ranging from the arts through economics to the sciences, students at Sydney High should not miss the opportunity of continued language study.

The four modern languages offered at our school are **Chinese (Mandarin), French, German and Hebrew.**

Mandarin is the national language of China as well as Taiwan and is widely used in political and economic circles throughout Asia. The vast potential of the Chinese-speaking world is rapidly being realised, leading to an increasing demand in Australia for people equipped with Mandarin language skills. We run a background and a non background class. Non background students do not compete against the students with a Chinese background.

French and **German** are pivotal European and world languages. Australia has important and expanding economic, political and social contacts with France and Germany, both individually and through the European Community, as well as with the other areas where French (42 countries and territories) and German are spoken.

Hebrew is the language spoken in Israel as well as the language of the Bible, one of the great literary achievements of mankind. The study of Hebrew provides the opportunity to communicate with Hebrew speakers in Australia. It helps students to gain an appreciation of the cultural and religious values which have influenced Western civilisation in the past and still today.

Students will already have been studying the language or languages of their choice for at least one year. Skills which have been developed until now will be further refined, and students will gain confidence in understanding and making themselves understood both verbally and in written form over a wide variety of realistic situations, and in an increasingly sophisticated manner. Speaking and listening will be increasingly emphasised, along with reading and writing, to ensure students do not develop a mere academic knowledge of the language.

Students are reminded that interest, commitment and a consistent approach to learning and revision will give best results.

Latin and Classical Greek

The cultures of Greece and Rome, together with that of the Hebrews, form the three great cornerstones of Western civilisation: they provide the intellectual, political, institutional, social, administrative and religious origins of this culture.

"The study of Latin is a direct means of developing an appreciation of the significance of Western civilisation, its origins and its influence on Australia's cultural identity". (Extract from "Rationale of Latin Syllabus Years 7-10.)

Boys at this school are privileged to have the opportunity to study Classics and able students should give serious consideration to the advantages afforded by the study of Latin or Classical Greek, or both.

The study of Latin provides a key not only to the culture, literature and history of Classical Rome but also to the continuing influence of Latin on the languages, cultures and literatures which derive from it.

Similarly, the study of Classical Greek leads to a recognition of the legacy of Greek civilisation to modern western society: for example, we look to the Greeks for the beginnings of our philosophy, political thought, historiography, science and medicine, just as we are much indebted to their achievement in art and architecture.

If your son has enjoyed Latin in Year 8, and has coped with it competently, he should have no difficulty in pursuing its study to Year 10, thus opening up the opportunities that Latin offers to Senior students. The good Latin student could also manage the intricacies of Classical Greek.

By Year 10 boys are ready to read genuine Latin and Greek texts. Both courses now include cultural and historical strands as well as the language study.

The educational value of Classics has never been in dispute. To achieve success a student needs to apply himself to his study with the utmost rigour. If your son is prepared to do the hard work involved, he would be well advised to consider seriously the benefits of a classical education.

Music and Music (Accelerated)

Contact: Mr M Gubb

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:

- baroque music
- classical music
- 19th century music
- medieval music
- Renaissance music
- music of a culture
- art music of the 20th and 21st century
- 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

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.

Visual Arts

Contact: Ms J May

The Visual Arts Stage 5 course allows students to continue experiencing and mastering a wide variety of art forms from painting to digital, sculpture to film. Visual Arts develops a students' 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 and 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.

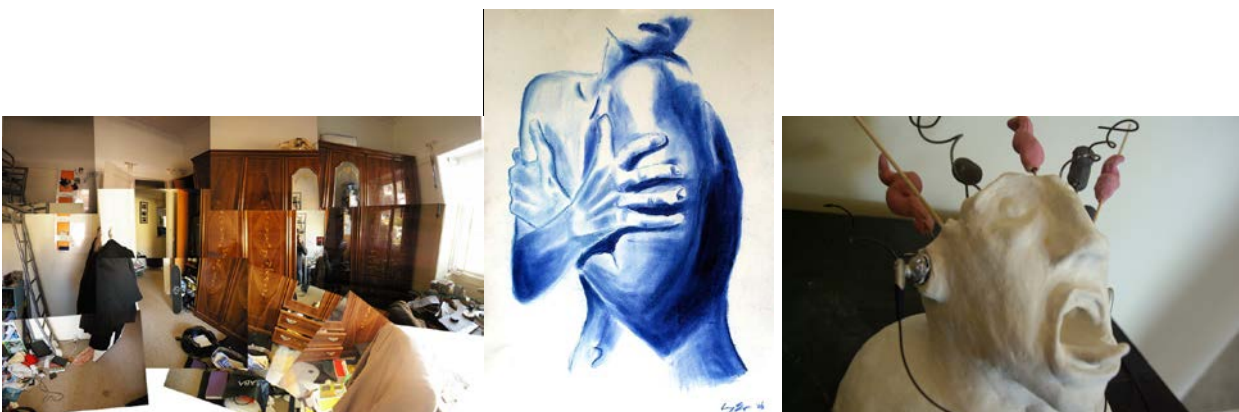
Practical activities are integrated with historical (encouraging an understanding of the social cultural significance) and critical study (which develops the students ability to respond to and appreciate works of art.)

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

The Visual Arts Staff believe it is essential to provide many opportunities for students to visit galleries and art events such as Sculpture by the Sea, generationnext MCA and practical art excursions to gather visual imagery for development in the class room. We encourage students to take opportunities offered to them by other institutions such as National Art School.

The art staff often run extension programs where the serious talented art students from all Years can participate in art practices such as life drawing, cartooning, casting, oil painting, clay busts etc. [subject to availability of experts in each field].



Assessment in Visual Arts is based on 60% art making and 40% historical and critical work

Visual Design

Contact: Ms J May

Visual Design plays a significant role in many applied creative fields. This course provides students with opportunities to explore and understand the nature of good design practice, conceptual knowledge, technology, the role of the artist as designer and the value and meaning of visual design artworks in society and the role of the audience as consumer in these contexts.

Students will develop intellectual and practical autonomy, critical judgement, reflective actions and understanding of the field of Visual Design in the making and historical and critical interpretations of Visual Design artworks.

The Visual Design syllabus offers students a broad range of opportunities to develop particular and personal interests and to be life-long learners.

The knowledge, understanding, skills and values gained from the Visual Design Years 7-10 Syllabus assists students in building conceptual, practical and critical skills. These skills are highly regarded in relation to future employment as they demonstrate the ability of students to problem solve, critically evaluate their performance, articulate ideas and negotiate with a client and follow through on projects over an extended period of time.

Students will be given a series of design briefs:

- Two dimensional design of a music CD package/ poster
- Three dimensional design of a fantasy tree house
- Three dimensional architectural design for a contoured landform
- Stage set design
- Sustainable architecture
- Major Year 10 task to allow students to apply design principles in a design form of their choice such as object design, furniture design, architectural design, digital media and design, interactive websites and games, film, comic book, animation, jewellery.
- Presenting design concepts and research through PowerPoint, interactive boards etc

Students will be able to

- Appreciate and apply design principles such as balance, rhythm, form in their own work and that of other designers
- Develop a critical and aesthetic eye through the study of architectural and design works
- Master model making and architectural drawing such as perspective drawings, site plans, floor plans
- Understand and practise design principles by working to a client's design brief and justifying design concepts to this client
- Appreciate the development of architectural and design styles through history

While Visual Design does not continue in Years 11 and 12, students interested in pursuing a design oriented career such as architecture, landscape design, graphics, town planning and some fields of engineering are able to continue in Visual Arts in Years 11 and 12. The syllabus shares identical terminology, structure and concepts. Visual Arts is a recommended or preferred subject for architecture in several tertiary institutions [UTS and USYD].



Assessment is based on 60% practical component eg design brief models/products and process work and 40% on research [designers and movements] and reviews.