



Pymble Ladies' College



Courses of study
commencing 2020
Years 7 to 10

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Introduction

The purpose of this booklet is to:

- give a brief outline of the pattern of study mandated by the NSW Education Standards Authority (NESA) for students to complete successfully all Stage 5 requirements
- provide an outline of the subjects offered at *Pymble* in Years 7 to 10
- provide information and advice to assist students and parents when making elective subject choices.

Pattern of study

The pattern of courses undertaken by students proceeding to Stage 5 in Year 10 is governed by regulations set down by NESA. This pattern of courses involves a mandatory core curriculum which occupies about 60 per cent of available teaching time. Schools are free to program the remaining time by offering additional courses of study.

The *Pymble* curriculum program involves two main areas:

1. Mandatory core curriculum - as determined by NESA

- English
- Mathematics
- Science
- Human Society and its Environment (History and Geography)

In 2019, girls will study Mandatory Geography in Years 7 and 9 and Mandatory History in Years 8 and 9. For students who have not met the requirements of the course prior to Year 10, the Mandatory course is offered again in Year 10 in lieu of elective study.

- Technology – undertaken in Years 7 and 8
- Creative Arts – undertaken in Year 7 with the study of Visual Arts and Music
- Personal Development, Health and Physical Education – undertaken in Years 7 to 10
- Languages – undertaken in Year 7 with students choosing one of the following: Chinese, French, German or Japanese
- Religion and Ethics – undertaken in Years 7 to 10

2. Electives

Girls entering Year 8 select two elective subjects. There is a wide range of subjects available which allows for a variety of student interests and abilities. The elective subjects offered for Year 8 are:

- Chinese Beginners
- Financial Literacy
- French
- Literacy and Learning I (by invitation only)
- German
- Music
- Japanese
- Visual Arts
- Latin

Girls entering Year 9 may continue with one or both of their elective subjects, or they may choose two new electives from an expanded list. New elective subjects offered in Year 9 include:

- Agriculture
- Elective Music (new, if not chosen for Year 8)
- Classical Greek (see note below)
- Food Technology
- Commerce
- Literacy and Learning II (by invitation only)
- Contemporary Music Studies
- Physical Activity and Sports Studies
- Design and Technology
- Textiles Technology
- Drama
- Visual Arts (new, if not chosen for Year 8)

It is important to remember that if a girl wishes to study a language, she must choose it in Year 8 as there is no beginner's language starting in Year 9.

Classical Greek is studied as an optional third elective and lessons are conducted outside of the regular timetable. In Year 10, Classical Greek is continued within the timetable in place of the Group 2 elective (see below).

Girls entering Year 10 continue with both of their electives commenced in Year 9. In addition, they may choose one elective from each of the following groups:

Group 1:

- Elective Geography
- Elective History
- Mandatory History
- Big History (students selected by application)

Group 2:

- Big History (students selected by application)
- Commerce (100 hour)*
- Dance
- English as a Second Language (ESL)
- Food Technology (100 hour)*
- Elective Geography
- Mandatory Geography
- Elective History
- Marine and Aquaculture Technology
- Photographic and Digital Media
- Physical Activity and Sports Studies (100 hour)*
- Textiles Technology (100 hour)*
- Visual Arts (100 hour)*

(* Students can only select these subjects if they are not currently studying the course in Year 9.)

NOTE: Students must complete mandatory courses in History and Geography by the end of Year 9 to be able to choose these electives.

Students who start in Year 10 must select two Year 9 electives only, as they will need to study the Mandatory Geography and Mandatory History subjects to complete the NESA requirements.

Mandatory subjects

English

The study of English aims to guide students to grow as language users and to foster a love of literature. Activities involve reading and writing, speaking and listening, viewing and representing, allowing students to respond critically, imaginatively and interpretively to compose accurate, clear and coherent texts. Studying English aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language, to develop their skills as effective communicators for a range of purposes and audiences, and to foster a love of literature.

Students enjoy and reflect on processes of response and composition to analyse meaning, perspective, cultural assumptions, ideologies and language. Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences.

Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts. There is some variation in the texts studied by different classes.

Mathematics

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication. The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently.

The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics and become self-motivated learners through inquiry and active participation in challenging and engaging experiences. In Year 8, the syllabus followed in Mathematics is the same for all girls. In Years 9 and 10 there are two courses in Mathematics offered at *Pymble*: 5.1 – 5.3 Pathway, and 5.1 – 5.2 Pathway. Girls are placed into the appropriate course according to their ability and performance.

Science

The study of Science enables students to develop knowledge, understanding of and skills in applying the processes of working scientifically. They will develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future and develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens. They will develop knowledge of the physical world, Earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science.

Geography

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with, and responsibilities for, the world and propose actions designed to shape a socially just and sustainable future. Geographic education prepares students for effective participation in society. They learn to develop informed opinions on local and global issues changing environments, and issues faced in the future world.

History

History gives a sense of perspective and offers us an insight into the past and into the world in which we live. In our information-rich age, it teaches how to critically assess and evaluate sources of information. It aims to build in our students a sense of social justice and the responsibilities of global citizenship.

The Mandatory History course is based on the Australian Curriculum which has adopted the approach of World History; that is, it aims to give students an understanding of the broad sweep of world history with time allocated for the study of certain periods in-depth. This course taught in Years 8 and 9 involves the study of World, Australian and Asian History from prehistoric times until the present day, providing a basic foundational tool upon which other subjects rest.

Music

All students will study Core Music in Year 7. They will explore and discover the concepts of music through the three learning experiences of performance, composition and listening. They will gain an understanding of different genres of music, including, but not limited to, film, pop, classical and musical theatre. With a focus on keyboard, guitar, percussion and technology (iPads, notation software and sequencing programs), students will engage in a variety of learning opportunities individually, as part of an ensemble, and through a transdisciplinary approach.

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. PDHPE promotes the value of physical activity in students' lives.

Religion and Ethics

As a school of the Uniting Church in Australia, Pymble Ladies' College provides for the religious education of its students. It does this through a study of Christianity focusing on the person of Jesus the Christ, the importance of the Bible and God's message of love and reconciliation. In line with the inclusive nature of the Uniting Church and its commitment to interfaith dialogue, Religion and Ethics also provides for the study and comparison of other faith traditions.

Religion and Ethics at Pymble Ladies' College aims to help students:

- develop an understanding of the beliefs of Christianity and other religions
- reflect upon their own beliefs
- examine the impact of beliefs in the world
- develop tolerance, respect, understanding and compassion towards others.

Technology

This is a practical course designed to develop an understanding of a range of technological activities and their applications to the personal, commercial, industrial and global domains. A problem-solving approach will be undertaken so that students will learn how to use various forms of technology to address design briefs. This will involve processes of researching, designing, making, evaluating, communicating, marketing and managing a range of projects. The Year 8 course builds on the concepts covered in Year 7.

Visual Arts

The mandatory Visual Arts course combines a practical and theoretical study of artmaking practices. Students engage in developing their skills using a range of media and techniques to explore practices in research, planning, problem solving and resolving, to create artworks independently. A visual diary is used to document learning about other artists and record planning and processes related to individual artmaking. Students' artmaking experiences will include drawing, painting, printmaking, sculpture and/or digital media throughout the mandatory program.

Elective subjects in Year 8

(Two to be selected)

Chinese

Chinese is the language of communication of approximately one quarter 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 is pre-eminent. Chinese is also recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia. In Year 8, the main aim is to continue to use Chinese as a method of communication with growing confidence in everyday situations within and beyond the classroom. Students find the lively entertaining approach of their textbook *Easy Steps to Chinese 2* particularly enjoyable. In Year 7, students will not only learn the pronunciation system of Chinese, basic greetings and topics of family and daily routine, but also have the opportunity of exploring Chinese culture through class activities and the Chinese Garden Excursion. They will also be able to have simple communication in the target language.

Topic areas studied in Year 8 will include school life, hobbies, food and drinks, Chinese cuisine and restaurants, house and neighbourhood. In Years 9 and 10, students will continue their learning of Chinese using the textbook *Easy Steps to Chinese 3 and 4*. Topic areas will include descriptions of people, weather and holidays, school facilities and events, shopping and travelling, festivals and celebrations etc. Chinese traditional and contemporary culture plays an important role and is integrated with language learning. For example, school excursions will expose the students to the Chinese Arts and History.

The relationship with our sister school in Beijing continues through electronic sharing of class work and face-to-face interaction whenever possible to allow our learners to interact with Chinese students. In Year 10, student exchange to our sister school in Beijing is possible.

Financial Literacy

This course introduces the knowledge and understanding, skills and values, which are essential for a young person to successfully participate in the commercial world. It provides a unique opportunity to gain the financial skills and competencies that will be required of an educated and responsible individual in modern society, no matter what career path they follow.

Students complete much of the course through engagement with digital technology, state and nationwide competitions and learning activities. Students also have the opportunity to showcase their IT skills and cross-curricular learning.

Topics:

- money management (including goal setting, entrepreneurship)
- budgeting (saving and managing credit)
- investing (including ASX Share Market Game) for future wealth
- comparison shopping (including mobile phones, e-commerce and scams)
- diversified investing (property, shares, \$10 Boss)
- global links (trade, aid, investment, employment)
- travel (insurance, security, planning, budgeting).

French

French is one of the major languages in the world. It is spoken in parts of Europe, Canada, North America, the Middle East, the West Indies, the Indian Ocean and South Pacific regions. It is a language of international affairs, trade and diplomacy.

In Years 8 to 10, the main aim is to use French as a means of communication. French is used as much as possible in class, group and pair-work activities. Topic areas studied in Years 8 to 10 deal principally with the everyday life of young people in French-speaking countries: hobbies, home life,

food, sport, entertainment, health, weather, clothes, shopping and travel.

Through the learning of French, students will also learn to understand and appreciate the culture of France and French-speaking countries. Documentary and feature films, mostly in French, are used to present these aspects of French life. Student exchanges to France in Year 10, including homestay and attending school, present students with lifelong experiences and opportunities for personal contact and lessons in international understanding. A range of excursions and workshops is offered to students to supplement what they learn in class. Students will also subscribe to a language learning website to extend their vocabulary and comprehension skills.

German

The German syllabus aims to motivate students to achieve high levels of competence in accessing and responding to information, composing texts and interacting in the target language, enabling them by the end of Year 10 to communicate with German speakers in day-to-day situations.

Students find the lively, entertaining approach of the learner-centered course, *Genau*, enjoyable. It represents a refreshingly imaginative response to the needs of learners. Topics in *Genau* are selected for their relevance to the experiences of teenagers. Beginning with a cartoon story, each chapter successfully integrates the communicative approach with a thoroughly planned program for the teaching of German grammar. Through familiar characters, the learning experience is enhanced, while also providing information on the culture and lifestyle of the German people. Lessons also make regular use of video clips and there is the opportunity to use the Internet and web 2.0 tools for extension work and further communicative activities. Frequent visits from exchange students provide extra enrichment in the classroom and students are encouraged to participate in our exchange program to Germany which is on offer each year.

German and English are based on the same linguistic roots and principles and share a common core of concepts and vocabulary. The focus is on similarity rather than difference. With Germany's prominence as a major world industrial nation, the study of German has relevance in the pursuit of many future careers.

Japanese

Japanese is a culturally interesting and practical language relevant to Australia's developing role in South-East Asia. It is the language of one of our largest trading partners, spoken by about 123 million people.

The coursebook called *ii Tomo* focuses on intercultural awareness and offers interesting activities to support and reinforce the structures to be learned. A variety of role-play situations provides the opportunity for developing the skills of listening, speaking, reading and writing to a high degree.

Students begin immediately to learn the Japanese writing system, starting with Hiragana in Year 7, to which Katakana is added in Year 8. Kanji, Chinese characters used in Japan, is introduced gradually throughout the course. Japanese culture plays an important role and is integrated with language learning. Students have opportunities to participate in cultural activities such as kimono dressing and obento making, calligraphy, etc. Cultural assignments are prepared on laptops enabling the students to write Japanese on their computer, and students are aware when seasons and festivals are taking place in Japan.

Students have opportunities to interact with Japanese exchange students. In Year 10, student exchanges to our sister schools in Nagoya and Osaka are very popular.

Latin

The principal aim in studying Latin is to acquire a first-hand acquaintance with some of the greatest literature ever written, but there are other practical benefits to be gained as well.

As more than half the words in the English language are derived from Latin, students will gain a greater insight into the meaning, spelling and origin of English words, and will readily understand the specialist terminology of science, law and medicine. Latin also provides an excellent basis for

the study of those modern languages descended from it, such as French, Italian and Spanish. In learning a Classical language, students will develop skills in analytical thinking, attention to detail, systematic memorisation and clarity of expression - skills which can be applied in many different fields.

In Years 8 to 10, students will learn the basic grammar and structures of the language and at the same time will explore various aspects of Roman history, culture and mythology. Before the end of Year 10, students will be able to begin reading original Latin.

Several activities are offered to enrich the study of Latin, such as a weekend camp in Year 8, and inter-school competitions in general knowledge, art and design, and solo and choral recitation. A cultural tour of famous classical sites in Greece and Italy is offered every third year to students completing Years 9, 10 and 11.

Literacy and Learning I

(by invitation only)

This course is designed to provide additional assistance in the development and consolidation of literacy and learning skills for students with identified learning needs. The underpinning goal of this program is to provide instruction and opportunities for each student to practise, and gain confidence and capability in reading and writing skills, as well as to develop an increased awareness of how to apply learning strategies effectively. This course requires a flexible approach to enable individual learners to reach personal targets. Literacy and Learning I also provides opportunities for academic support across a range of learning areas.

Music

The study of Music in Year 8 continues to explore the six musical concepts through development of the three core disciplines of performance, composition and listening.

It is expected that Elective Music students participate in at least one College ensemble where possible. This can be instrumental or choral. All students are encouraged to join school choir as this will help develop their aural awareness and ensemble skills.

Each unit of work is an engaging exploration into a variety of musical genres ranging from the medieval period through to contemporary popular music. Activities in the course include:

- singing or playing their chosen instruments as a class ensemble: these group performances will comprise the bulk of performance activities; there will also be ample opportunity to experience playing other instruments and to use various technological resources as performance tools ; plus students will also be given the chance to perform as a soloist
- composing in various styles for different combinations of performing media using the latest software and equipment
- developing listening skills that promote aural awareness, musical appreciation and analytical techniques.

Visual Arts

Elective Visual Arts is an intensive course involving artmaking and the study of images and objects. The artmaking classes allow all girls to develop their creative talents using a diversity of media and equipment. In artmaking, the course provides for a range of art forms: drawing, painting, digital media, printmaking, ceramics and/or sculpture. During Years 9 and 10, girls have the opportunity to work in several of these areas. A wide range of historical and contemporary artworks from different cultures is studied during the Year 8 to Year 10 course:

- Year 8 girls study artworks thematically
- Year 9 girls study Australian art including Aboriginal art
- Year 10 girls study the development of 20th century artmaking.

20 Hour courses

Year 8 students are being offered a new learning innovation designed to increase student agency and to further develop their problem-solving skills, communication, critical thinking and empathy. The girls choose a semester-long, 20-hour course as part of their curriculum. Each of these courses has been deliberately designed to provide students with future-focused opportunities and to develop learning skills and dispositions that will serve them well in their future endeavours.

Each course will begin with a mandatory module on Design Thinking and students will participate in a Design Thinking Course from Stanford University. The options offered in 2018 included: Design Thinking – Coding; Design Thinking – Social; Design Thinking – STEM; Design Thinking – Entrepreneurship; My Mini-Robot (STEM); and Sokratis.

Additional elective subjects in Year 9

Agriculture

Agriculture is by nature a practical subject hence there will be emphasis on practical work throughout the course. Practical tasks are carried out at the school agriculture plot as well as on excursions. Excursions involve farm visits and hands-on practical work with animals.

The course will involve the study of:

- farm-animal enterprises with emphasis on management, nutrition, health and productivity
- plant production including vegetable, crop and pasture plants; methods to maximize plant growth and plant products in a sustainable farming manner
- the relationships between soils, microbes, management style and climate and their influence on animal and plant production
- farm management including farming as a business and the selling and marketing of farm products.

Classical Greek

Classical Greek is the language of the 'golden age' of ancient Greece: a period which saw the beginnings of Western culture as we know it, including developments in democracy, drama, science, art and architecture, athletics and oratory. In Year 9, students learn to read and write the distinctive Greek script (still used to write Modern Greek), and then proceed to read simple stories about daily life and the major features of classical Athens. They explore aspects of history, mythology and society, and learn about the origins of many aspects of life today. Greek classes are arranged off-timetable, so that gifted linguists have the opportunity to do an additional language course. In Year 10, the subject continues within the timetable in place of one of the additional electives.

Commerce

There are no pre-requisites for Commerce in Year 9. Commerce develops the knowledge and understanding, skills and values that form the foundation for sound decision making in relation to consumer, financial, business, legal and employment issues.

The syllabus is designed to allow students to develop:

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues
- skills in effective research and communication
- skills in working independently and collaboratively.

Year 9 core topics include:

- Consumer Choice
- Personal Finance

Year 9 option topics include:

- Promoting and Selling
- Running a Business

Year 10 core topics include:

- Employment Issues
- Law and Society

Year 10 option topics include:

- Investing
- Our Economy

Contemporary Music Studies

The Contemporary Music Studies course is designed for those students who have a keen interest in, and an appreciation of, music. Students are not required to be taking private tuition on an instrument and there will be extensive opportunities for students to experience playing a variety of instruments such as keyboard, guitar, drums and percussion, as well as singing.

As will all Stage 5 Music study, there will be aspects of performance, composition and listening, combined with an exploration of a variety of music genres predominantly from the late 20th and 21st century. Genres studied in this course will include jazz, rock, pop, and music for film and television to name a few.

Technology and the role it plays in the composition, performance, recording and consumption of contemporary music will be a key focus area of this course.

- Although there will be occasions where solo performance may be required, the bulk of performances will be group based and involve various combinations of instruments, singers and technology.
- Composition tasks will focus on song writing and composing for film, television and multimedia.
- Listening tasks will develop skills in aural analysis of musical works using the concepts of music.

This course provides the skills required to study the HSC Music 1 course should a student decide to do so. Students may swap to the Elective Music course after Term 1 in Year 9, if the timetable allows.

It is expected that Contemporary Music Studies students participate in at least one College ensemble where possible. This can be instrumental or choral. All students are encouraged to join school choir as this will help develop their aural awareness and ensemble skills.

Design and Technology

Design and Technology provides broad experience in a range of contexts and builds on the Technology (Mandatory) course. 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 diversity of approaches to design projects provides the scope to develop high-order thinking, future thinking and understanding of conceptual principles. 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 vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

There is an annual fee for this course.

Drama

Drama in Stage 5 engages and challenges students to maximise their dramatic abilities and enjoyment of drama and theatre through learning experientially.

The syllabus is designed to allow students to develop knowledge, understanding and skills, individually and collaboratively, through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment, with an emphasis on creating belief, clarity and tension in character, role, situation and action
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience
- designing for the theatre – set, costume, lighting, promotional copy
- reflecting on the process of skill development through the maintenance of a logbook
- attending a range of theatrical experiences and participating in workshops.

Elective Music

The Elective Music course is designed for those students who have had, and are currently having, tuition either as a singer or on their chosen instrument and have undertaken studies in musicianship at a level necessary to match their performance capabilities.

As with all Stage 5 Music study there will be aspects of performance, composition and listening combined with an exploration of a variety of musical genres and topics ranging from the classic to the contemporary.

Technology and the role it plays in the composition, performance, recording and consumption of contemporary music will also be studied.

- Performance activities will involve solo works, class performances and a focus on chamber music.
- Composition activities will look at the melodic, harmonic and structural conventions of specific genre-based styles and cultivate the creative process
- Listening activities will develop the ability to critically evaluate musical works with or without a score. Dictation and sight singing skills will also be developed.

This course lays the foundation for the skills required in the study of HSC Music should a student wish to continue their studies beyond Year 10. Students may swap to the Contemporary Music Studies course after Term 1 in Year 9, if the timetable allows.

It is expected that Elective Music students participate in at least one College ensemble where possible. This can be instrumental or choral. All students are encouraged to join school choir as this will help develop their aural awareness and ensemble skills.

Food Technology

The study of Food Technology provides students with a broad knowledge and understanding of aspects of the Australian food industry, food properties, ethical issues related to food, nutrition, and the factors that impact on consumption patterns. The course addresses the importance of hygiene, safe work practices and legislation in the production of food.

Students spend at least two periods a cycle involved in practical work in our specialised Food Technology workroom. In these lessons, students develop practical skills in experimenting, preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. There will be a charge at the end of each term to cover food costs.

Literacy and Learning II

(by invitation only)

This course is designed to provide additional assistance in the development and consolidation of literacy and learning skills for students with identified learning needs. The underpinning goal of this program is to provide instruction and opportunities for each student to practise, gain confidence and capability in reading and writing skills, as well as to develop an increased awareness of how to apply learning strategies effectively. This course necessitates a flexible approach to enable individual learners to reach personal targets. Literacy and Learning II also provides opportunities for academic support across a range of learning areas.

Physical Activity and Sports Studies (PASS)

The aim of PASS is to enhance students' ability to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. PASS is a combination of practical and theory activities which involve a comprehensive study of physical activity and sport in society. Students will investigate the way the body functions and how to prepare to move efficiently in a variety of contexts.

The course has a strong focus on learning through movement, offering students a variety of challenging practical experiences. The course contains three areas of study which are:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

Within these areas of study are modules such as:

- Australia's Sporting Identity
- Fundamentals of Movement Skill Development
- Body Systems and Energy for Physical Activity
- Nutrition and Physical Activity
- Sport Coaching
- Participating with Safety
- Enhancing Performance – Strategies and Techniques
- Event Management
- Issues in Sport.

Textiles Technology

The study of Textiles Technology provides students with a broad knowledge of properties, performance and uses of textiles. Students will be encouraged to develop creativity and individuality by researching the work of textile designers. Project work is developed through investigation and experimentation, with students documenting and communicating their design ideas. The completion of practical projects enables students to develop skills and confidence in the use of a range of textile materials, equipment and techniques. Students spend at least three lessons per cycle working on their practical projects. There is an annual fee for this course.

Visual Arts

Visual Arts is an intensive course involving the artmaking and the study of images and objects. Artmaking classes allow all girls to develop their creative talents in a variety of media. Art critical and historical writing activities develop their interpretive and written communication skills. In the practical areas, *Pymble* has a policy of providing experience in specialist areas including Drawing, Digital Media, Painting, Printmaking, Sculpture, Photography and Ceramics. During Years 9 and 10, girls have the opportunity to work in several of these areas. A wide range of historical and contemporary artworks from different cultures is studied

- Year 9 students study Australian art including Aboriginal art
- Year 10 students study the development of 20th century artmaking.

There is an annual fee for this course.

Additional elective subjects in Year 10

Students who join the College in Term 4 of Year 9 or at the start of Year 10 must complete the mandatory Stage 5 courses in Australian History and Geography to satisfy NESA requirements. These courses are timetabled in the new elective lines and they should select two electives from the Year 9 elective subjects list.

NOTE: All continuing Year 10 students are expected to keep studying the two elective subjects they chose at the beginning of Year 9.

In addition, students can choose two new elective courses, subject to the requirements as listed:

- Completion of the mandatory courses in Australian History and Geography by the end of Year 9 is a prerequisite for all new electives in Year 10.
- Students who have not completed these courses must undertake them in the new elective lines, in order to complete the mandatory Stage 5 requirements and continue with their Year 9 elective subjects.
- Students are required to choose either Elective History, Big History* or Elective Geography and one other course from the subjects on offer.
- Students cannot choose a course they are already studying in Year 9.
- Students who have studied Classical Greek in Year 9 are automatically placed in the Year 10 class, which is timetabled as one of the electives. These students must choose Elective History, Big History* or Elective Geography as their second elective.
- The new elective subjects are offered as 100-hour terminating courses only, and will not be offered as HSC courses, with the exception of Dance.
- New elective courses will only proceed if the numbers are sufficient to form an appropriately sized class.
- Entry into Big History is by application. Students who indicate they would like to be considered for this course will be contacted and invited to submit an application. Unsuccessful applicants will be required to choose either Elective History or Elective Geography instead.

New electives in Year 10

Group 1:

- Elective Geography
- Elective History
- Mandatory History
- Big History (students selected by application)

Group 2:

- Big History (students selected by application)
- Commerce (100 hour)*
- Dance
- English as a Second Language (ESL)
- Food Technology (100 hour)*
- Elective Geography
- Mandatory Geography
- Elective History
- Marine and Aquaculture Technology
- Photographic and Digital Media
- Physical Activity and Sports Studies (100 hour)*
- Textiles Technology (100 hour)*
- Visual Arts (100 hour)*

(* Students can only select these subjects if they are not currently studying the course in Year 9.)

Year 10 Geography Elective

Elective Geography in Year 10 explores contemporary geographic issues that confront an ever-changing world. A student's geographic knowledge will be broadened to give her the skills to analyse issues which are current, relevant and which will impact on their lives. Geographic issues which may be presented include:

- the changing role and status of women around the world
- the geography of fashion
- global variations in the level of development and associated impacts on quality of life
- the geography of disease
- environmental management issues
- migration patterns on Sydney.

There will be further development in research and analytical skills which will allow students to discover and understand issues in depth. Fieldwork to Cabramatta also forms part of this course. Elective Geography aims to encourage students to take a more active role as global citizens and to foster an appreciation of different cultures, environments and perspectives.

Year 10 Geography Mandatory (for new Year 10 students only)

The aim of Mandatory Geography is to stimulate a student's enjoyment of, and interest in, the interaction of the physical and human environments. Through a study of Mandatory Geography, a student's knowledge, understanding, skills, values and attitudes, are developed to ensure that she is able to interpret and understand contemporary issues that she may face.

Topics will include Coastal Management, Migration, Spatial Inequality, Shanty Towns, Child Labour, Food Security and Future Worlds. Your daughter will be engaged in fieldwork which will bring to life her classroom learning.

Year 10 History Elective

Elective History in Year 10 allows and encourages students to explore the effect of human actions on the world around them. It seeks to help them develop an understanding of motivation, causation, consequence and empathy.

Students will study six topics over the course of the year. The first unit is Bad Girls in History which explores a number of controversial women across history. Students will also study History through Film with a focus on Elizabeth I and the varying interpretations of her through film. The final unit for Semester 1 is the Cold War from the end of World War Two to the Cuban Missile Crisis. During Semester 2, students will study Revolutions, focusing on specific revolutions in history and its importance to the modern world. This unit will focus on building historical literacy skills. The final unit for the Semester is History Mysteries which explores the areas of history that are controversial or have questions that have remained unanswered.

The Elective History course aims to develop in students an understanding of the world around them, both past and present, and to give students the skills and knowledge essential for their future roles in an ever-changing society.

Year 10 History Mandatory

(for new Year 10 students only)

The aim of Mandatory History is to ensure that students have the skills to develop a critical understanding of Australian and World History and enable them to participate in Australian society as active, informed and responsible citizens. The content of the Mandatory course includes four topics listed below, within which there is internal choice and the integration of a site study.

- Topic 1: Core Study – Comparison study of World War I and II
- Topic 2: School-developed Study – Australia and the Cold War
- Topic 3: School-developed Study – The Holocaust
- Topic 4: Depth Study – Rights and Freedoms (1945 to the present)

Big History

(Students will need to submit an application to be considered for this course)

The Big History course is an interdisciplinary study of change over time from the Big Bang to the future. Big History requires students to draw upon the latest findings in history, the sciences, and the social sciences, including astronomy, physics, biology, geography, geology, climatology, archaeology, anthropology, cosmology, demography, and environmental studies. Consequently, the course introduces students to important ideas and discoveries and gives them an idea of how these have changed our understanding of the Universe and our place within it.

It is considered a transdisciplinary course as it looks at the past and present through unifying the knowledge and perspectives of varying disciplines. This means, rather than creating an understanding of the big picture from a purely scientific or historical perspective, Big History draws connections between the disciplines to provide a holistic perspective.

The course content is considered a universal history as it traces big picture themes from the beginning of the universe until today. It surveys history on huge time scales from the big bang, creation of solar systems and planets, to the evolution of humans, prehistory, agricultural and industrial revolutions. It focuses on trends and themes providing a powerful platform for thinking about the challenges of the future through an integrated disciplinary lens.

[Big History is a Year 11 NESA-endorsed 1 Unit course and is offered to Year 10 students as an accelerated subject. Admission to the course is selective, based on academic performance across Year 10.]

Commerce (100 hour)

The Year 10, 100-hour Commerce course develops the knowledge and understanding, skills and values that enable critical evaluation and problem solving in relation to consumer, financial, business, legal and employment issues.

The course is designed to allow students to develop:

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues
- skills in effective research and communication
- skills in working independently and collaboratively

Year 10 Core topics include:

- Employment Issues
- Law and Society

Year 10 Option topics include:

- Investing
- Our Economy

Dance

The 100-hour Dance course is a NESA Developed Course. All students, irrespective of previous dance experience, study the essential content. This involves an integrated study of the practices of performance, composition and appreciation together with the elements of dance within the context of dance as an artform. Students learn through their own dances, the dances of others and dances as works of art in the public domain, allowing them to develop new ways of expressing their own experiences.

Experience with the elements and language of dance enables students to communicate physically, verbally and in written form. They also learn about the development of cultural meanings and artistic traditions.

Throughout the course, equal emphasis is placed on the processes of experience and end products. Students learn movement principles and a variety of dance styles. The development of creativity, imagination and individuality are taught along with a theoretical and practical knowledge of dance. The students are given several opportunities to perform for the general public at College events.

English as a Second Language (ESL)

This course is offered as an elective for targeted students in Year 10 whose second or third language is English. It is designed for those who need additional assistance in the development and consolidation of their reading, writing, listening and speaking skills. The particular focus is on the improvement of these skills, as well as making the individual aware of the processes in learning a language so they can develop into more independent language learners.

The course also aims to provide students with cultural knowledge to assist them in their future studies of the Stage 6 curriculum in an Australian academic environment. This course necessitates a flexible approach in order to address individual student learning needs and provide opportunities for cross-curricular, academic support across a range of learning areas.

Food Technology (100 hour)

The study of Food Technology provides students with a broad knowledge and understanding of aspects of the Australian food industry, food properties, ethical issues related to food, nutrition and the factors that impact on consumption patterns. The course addresses the importance of hygiene, safe work practices and legislation in the production of food.

Students spend at least two periods a cycle involved in practical work in our specialised Food Technology Laboratory. In these lessons, students develop practical skills in experimenting, preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

There will be a charge at the end of each term to cover food costs.

Marine and Aquaculture Technology

The 100-hour Marine and Aquaculture Technology course is a NESA Content Endorsed Course. The course does not continue into Stage 6 (Years 11 and 12), but relates to a variety of Stage 6 courses offered at *Pymble* including Agriculture, Biology, Earth and Environmental Science, Personal Development, Health and Physical Education, and Food Technology.

The course contains one Core Unit and five Option Modules.

The Core Unit, Introduction to Marine and Aquaculture Technology, is divided into five sections which include an Introduction to Marine and Aquaculture Technology, Water Safety, General First Aid related to Marine Activities, Maintenance of Equipment used in water and The Marine Environment.

Most of the course covers five Option Modules from areas including Biology, Ecology, Leisure, Aquaculture, Employment, Management and General Interest.

Students will be able to choose an option from a broad list to study in depth, as well as the following:

- Set up and Maintenance of an Aquarium
- Basic Snorkeling – covering basic skills in the college pool
- Open Water Snorkeling – including an excursion to a Sydney beach
- Dangerous Marine Creatures – including identification and the first aid required for bites and stings
- Marine Mammals – covering types, characteristics and protection
- The Abyss – covering the cold and dark deep ocean and how organisms possess adaptation which allow them to survive.

Photographic and Digital Media

Students will undertake an in-depth study of still, interactive and/or moving digital media that will enable them to apply their understanding of making, appreciating and interpreting imagery to all areas of study across the curriculum to:

- engage students in the media of their generation and culture
- encourage art practice that is creative and confident.

In making photographic and digital media artworks, students:

- investigate practice, the conceptual framework and the frames and a range of ideas and interests in areas of still and moving forms
- investigate computer-based technologies
- use a visual arts diary to record explorations of ideas, storyboards, interests, experiments techniques and technologies
- build a body of work using a range of photographic, digital media and moving forms equipment and technologies.

In critical and historical interpretations, students:

- use the conceptual framework and the frames to understand photographic, digital media and moving forms
- investigate relevant events, photographers, artists, video artists, animators, designers
- develop a critical understanding of photographic, digital media and moving forms practice.

There is an annual fee to undertake this course.

Physical Activity and Sports Studies (PASS) (100 hour)

The aim of PASS is to enhance students' ability to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. PASS is a combination of practical and theory activities which involve a comprehensive study of physical activity and sport in society. Students will investigate the way the body functions and how to prepare to move efficiently in a variety of contexts. The course has a strong focus on learning through movement, offering students a variety of challenging practical experiences.

The course contains three areas of study which are:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

Within these areas of study are modules such as:

- Australia's Sporting Identity
- Fundamentals of Movement Skill Development
- Body Systems and Energy for Physical Activity
- Nutrition and Physical Activity
- Sport Coaching
- Participating with Safety
- Enhancing Performance – Strategies and Techniques
- Event Management
- Issues in Sport

Textiles Technology (100 hour)

The study of Textiles Technology provides students with a broad knowledge of properties, performance and uses of textiles. Students will be encouraged to develop creativity and individuality by researching the work of textile designers. Project work is developed through investigation and experimentation, with students documenting and communicating their design ideas. The completion of practical projects enables students to develop skills and confidence in the

use of a range of textile materials, equipment and techniques. Students spend at least three lessons per cycle working on their practical projects.

There is an annual fee to undertake this course.

Visual Arts (100 hour)

Visual Arts is an intensive course involving the artmaking and the study of images and objects. Art History and Criticism classes and the artmaking classes helps students develop their creative talents. In the practical areas, students develop skills in a variety of media that could include Drawing, Digital Media, Painting, Printmaking, Sculpture, Photography and Ceramics. In critical and historical studies, students will explore the history of Australian art in Semester 1 and the development of 20th century artmaking in Semester 2. These studies build upon their existing knowledge of the Visual Arts and assist them to develop informed and well-structured written responses.

There is an annual fee to undertake this course.

Advice on making elective choices for Years 8 to 10

The electives offered provide opportunities for students to develop and extend their capabilities in a range of areas.

There are five main aspects to consider when making these elective choices:

1. Choices should meet the individual needs of students in terms of their academic capabilities and interest, by providing challenging opportunities which extend their breadth of experiences and encourage them to reach their potential. It is ideal to choose subjects which provide these challenges.
2. Girls should choose subjects which interest them and which they will enjoy studying.
3. Subjects should be chosen in line with their level of ability. Most of the electives offered are suitable for all levels of academic ability. However, for languages, girls need to have demonstrated, in their Year 7 work, the interest in, and ability to, study a foreign language.
4. The only Years 11 and 12 subjects for which the equivalent Year 8 to 10 courses are a prerequisite, are the Higher School Certificate continuing language courses. At present *Pymble* offers these HSC courses in French, German, Japanese, Latin and Classical Greek. There is, however, another Year 11 and 12 course called Italian Beginners which can be studied in Years 11 and 12 only.
5. Girls and parents should **not** be concerned about HSC results or the scaling procedures applied to HSC subjects. This is quite irrelevant at the Year 8 to 10 level.

If students have trouble in making subject choices or if they have additional questions to ask, they should contact the Director of Studies or the Head of Learning Area.

Overview of elective subjects

This is an overview of the choice of elective subjects you will have from Year 8 to Year 10. You will be able to choose two elective subjects each year. This grid will enable you to see your elective choices over the next three years.

Elective subjects on offer	Information to guide your decision
Year 8 – choose in Year 7, Term 3	
<ul style="list-style-type: none"> • Chinese Beginners • Financial Literacy • French • German • Japanese • Latin • Literacy and Learning I (by invitation only) • Music • Visual Arts 	<p>You choose 2 electives to study for Year 8. Keep these points in mind:</p> <ul style="list-style-type: none"> • If you do not choose a language elective for Year 8, they will not be offered again. This is your opportunity to try them. • At the end of Year 8, you will be able to change one or both of your electives if you wish, for Year 9. Because of this, consider being adventurous in your choice of electives – challenge yourself!
Year 9 – choose in Year 8, Term 3	
<ul style="list-style-type: none"> • Agricultural Technology • Classical Greek • Commerce • Contemporary Music Studies • Design and Technology • Drama • Elective Music • Food Technology • Literacy and Learning II (by invitation only) • Physical Activity and Sports Studies (PASS) • Textiles Technology • Visual Arts 	<p>For Year 9 you can either:</p> <ul style="list-style-type: none"> • continue with both the electives you chose in Year 8 (Financial Literacy becomes Commerce) • drop one or both of your Year 8 electives, and choose new elective(s) from the list • remember: the two electives you choose for Year 9 <u>must</u> be studied for two years (Years 9 and 10).
Year 10 – choose in Year 9, Term 3	
<ul style="list-style-type: none"> • Big History (students selected by application) • Commerce (100 hour) • Dance • English as a Second Language (by invitation only) • Food Technology (100 hour) • Geography • History • Mandatory Geography • Mandatory History • Marine and Aquaculture Technology • Photographic and Digital Media • Physical Activity and Sports Studies (PASS) (100 hour) • Textiles Technology (100 hour) • Visual Arts (100 hour) 	<ul style="list-style-type: none"> • Completion of the mandatory courses in Australian History, Geography, Civics and Citizenship by the end of Year 9 is a prerequisite for all new electives in Year 10. • Students who have not completed these courses <u>must</u> undertake them in the new elective lines, in order to complete the mandatory Stage 5 requirements.



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