



Founded 1982

THE HILLS
GRAMMAR SCHOOL



ACADEMIC
PROGRAM:
YEARS 9 & 10 2012



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INTRODUCTION

As students move into Years Nine and Ten, they enter a phase of education that liberates them to make some choices and to pursue in greater depth some of the courses which they have enjoyed and done well at. At the same time students will continue to develop their knowledge and skills in courses which are compulsory requirements for progression to Year Eleven. This Guide provides outlines of the mandatory and elective courses offered at The Hills Grammar School in Stage 5.

When making elective course choices, students are encouraged to bear in mind their experiences from Years Seven and Eight. For Years Nine and Ten, students' interests and abilities should be of prime consideration when making course choices. A broad, general and interesting choice of courses in which students feel confident will form the best basis for a rich and successful educational experience. Information and guidance provided by teachers will also assist students in their elective choices.

Very few HSC courses require that students study a prerequisite course in Years Nine and Ten. For example, it is not necessary to have studied Commerce in Years Nine and Ten to be able to attempt Economics or Business Studies in Years Eleven and Twelve. The only exceptions to this rule are the HSC Continuers Languages courses, where it is necessary to have studied the corresponding course in Years Nine and Ten before proceeding to HSC study. In order to successfully undertake Visual Arts and Music 2 at HSC level, it is also recommended (but not compulsory) that students select the corresponding elective courses in Years Nine and Ten.

It is very important that students continue, in Years Nine and Ten, to develop sound study habits in both mandatory and elective courses. Commitment and enjoyment must go hand in hand for students to realise their full academic potential, and to prepare adequately for the rigours of HSC study.

INFORMATION FOR STUDENTS

FREQUENTLY ASKED QUESTIONS

WHAT IS REQUIRED FOR PROGRESSION TO STAGE 6?

To progress to Stage 6, students are required to study courses in each year in Years Seven-Ten in English, Mathematics, Science, Australian History, Australian Geography and Personal Development, Health and Physical Education. At some time during Years Seven-Ten, students are also required to study courses in the Creative Arts (Visual Arts and Music), Technology and Applied Studies and Languages Other Than English (see further down this page).

Students are awarded a grade for each of the courses they have studied in Years Nine and Ten. The grades are awarded by the School and based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's overall level of achievement in each course.

HOW AM I ELIGIBLE FOR PROGRESSION TO STAGE 6?

To be eligible for progression to Stage 6, students need to have studied the following courses:

English – studied substantially in each of Years Seven–Ten with 400 hours to be completed by the end of Year Ten.

Mathematics – studied substantially in each of Years Seven–Ten with 400 hours to be completed by the end of Year Ten.

Science – studied substantially in each of Years Seven–Ten with 400 hours to be completed by the end of Year Ten.

Human Society and Its Environment – studied substantially in each of Years Seven–Ten with 400 hours to be completed by the end of Year Ten. Included in this requirement is the study of 100 hours each of History and Geography in Years Seven–Eight and 100 hours each of Australian History and Australian Geography in Years Nine–Ten.

Creative Arts – studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies – studied for 200 hours and consisting of the Board's Technology (Mandatory) course in Years Seven and Eight.

Personal Development, Health and Physical Education – studied in each of Years Seven–Ten with 300 hours to be completed by the end of Year Ten.

Languages – studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years Seven and Ten but preferably in Years Seven–Eight.

WHAT HAS HAPPENED TO THE SCHOOL CERTIFICATE?

In August 2011 the NSW Minister for Education announced that the School Certificated tests would not continue beyond 2011. This announcement was one outcome of a review of the School Certificated that commenced in December 2010. The Board of Studies will consult with key stakeholders throughout 2012 with a view to providing a new credential from 2012 for students who leave school prior to completing their Higher School Certificate. Parents and students will be notified of the outcome of the Board's consultation process as soon as information on any new credential becomes available.

HOW DO I ENROL?

The School will complete an online entry for each student and lodge it with the Board of Studies in Term One of Year Ten. The entry will indicate the mandatory courses being studied along with the elective courses. By the end of Term One students will receive a Confirmation of Entry notice. This should be carefully checked to ensure that it is correct. Any changes to the Entry Notice that are required must be brought to the attention of the Head of Administration and Planning immediately so that the School can inform the Board of Studies. All students will be required to sign the Confirmation of Entry when it is correct.

ARE THERE ANY RULES REGARDING ATTENDANCE?

Absence during the year

Principals may grant students leave for legitimate reasons such as illness, physical injury or representative sport. If leave has been granted during the year there will be no effect on course completion requirements provided that compensatory assignments and other work issued during the period of absence has been completed upon return to school.

If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on eligibility for progression to Stage 6.

APPROVED STUDENT EXCHANGE

The Principal may grant leave for approved student exchange programs.

FINAL DATE FOR ATTENDANCE

It is a requirement for progression to Stage 6 that Year Ten students attend school until the final day of Year Ten as determined by the Principal, unless an exemption has been granted by the Principal. Students who leave before the last day of Year Ten without an exemption or leave approval may not be permitted to progress to Stage 6.

WHAT ARE THE REQUIREMENTS REGARDING SATISFACTORY COMPLETION OF A COURSE?

To satisfactorily complete a course, students must:

- (a) follow the course developed or endorsed by the Board; and
- (b) apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged therefore on attendance and level of involvement in class, the quality of assessments and homework completed, and level of achievement.

If the Principal determines that a student is in danger of not completing a course satisfactorily, a warning will be provided in writing in time for the student to correct the problem and satisfactorily complete the course.

WHAT ARE THE GUIDELINES REGARDING FLEXIBLE PROGRESSION?

The Principal may approve acceleration in one or more courses, or in all courses. If a student is deemed to be able to successfully finish a course in a time that is significantly less than the indicative hours, it may be possible for that student to be advanced to the next level of study. For example students at the end of Year Eight might be identified as being exceptionally gifted in Languages and so could begin a pattern of study whereby they are accelerated into Year Nine and then Year Ten Languages. In this way they could be completing their Stage 5 course by the end of Year Nine. Such a student would then enter into Year Eleven Languages while still being in Year Ten for their other subjects, and will eventually complete the HSC level Language course before they would normally have done so.

Such a program is possible and very able students at The Hills Grammar School have been accelerated successfully in specific courses.

Students who might be considered for such a program will be identified as early as possible.

Students who feel they might be in a situation where they could accelerate in a subject should consult with their teacher to see if their expectation of their own performance is realistic. If the teacher and Head of Curriculum felt it warranted, the Director of Learning and Teaching would initiate a process which involves consultation with parents and other relevant school personnel.

Alternatively, in exceptional circumstances, students may accumulate Stage 5 courses over more than two years.

HOW ARE GRADES AWARDED?

For each course studied, achievement will be reported as a grade A–E. The grade is determined by the School, based on performance in the course throughout the year.

The Board of Studies has developed a set of General Performance Descriptors that describe performance at each of the grade levels, A–E. The table on page 11 gives an indication of how these levels help to describe student performance. For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor provides typical characteristics of students working at each of the grade levels in relation to the knowledge and skills relevant to the course. The Course Performance Descriptors for each course can be viewed on the Board of Studies' website at

www.boardofstudies.nsw.edu.au/schoolcertificate/sc_cpd.html

Teachers will collect ongoing assessment information about achievements in a course and relate it to the Course Performance Descriptors. This information will assist the School in making the final judgement of the grade to be awarded at the end of Year Ten.

WHAT ARE THE GENERAL PERFORMANCE DESCRIPTORS?

The general performance descriptors describe performance at each of five grade levels:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

ARE ANY DISABILITY PROVISIONS AVAILABLE?

Disability provisions such as writers or large print test papers, are available to students who are eligible for such provisions under Board of Studies criteria. To apply for disability provisions, students should speak to the Head of Administration and Planning, or School Counsellor, as soon as possible.

YEARS NINE AND TEN AT THE HILLS GRAMMAR SCHOOL

By the time a student has reached Year Nine some of the requirements for progression to Stage 6 have been satisfied. This then allows the introduction of elective subjects and a broadening of the curriculum.

WHICH COURSES WILL I HAVE TO DO?

Each Year Nine and Ten student is enrolled in all the mandatory courses. Students choose a further three elective courses. The following Board Developed Courses are offered in Years Nine and Ten:

(i) Core Courses (Compulsory for all students)

- English
- Mathematics
- Science
- Australian History and Australian Geography incorporating Civics and Citizenship
- Personal Development, Health and Physical Education

(ii) Electives Courses - Students choose three elective courses from the following:

- Commerce
- Design and Technology
- Drama
- Food Technology
- History (Elective)
- Industrial Technology-Timber
- Information and Software Technology
- Languages: French, Japanese, Latin
- Music
- Physical Activity and Sports Studies
- Visual Arts

WHAT IF THE WRONG ELECTIVE IS CHOSEN?

Generally speaking a student should stay in the chosen electives until the end of Year Ten. However, it may be possible to withdraw from a course on the grounds that the student is having extreme difficulty with the course being studied. If this is the case the student may be allowed to choose another elective course providing that the following conditions are met:

1. That the change of elective course is made with the approval of parents, the relevant Head(s) of Curriculum and the Director of Learning and Teaching.
2. That there are available places in the course to which the student wishes to transfer.
3. That the grounds for transfer are educational and not personal or social.
4. That the student can demonstrate the capacity to catch up on missed work.

The point needs to be made that a student should aim to stay in the one course for the duration so that a coherent pattern of study can be maintained. A change of course is generally not considered until at least 3-4 weeks of Term One in Year Nine have passed. This allows time to truly assess the course and what it has to offer. Applications to change elective courses are generally not considered after Term One of Year Nine.

ARE CLASSES STREAMED?

The core courses are generally streamed on the basis of aptitude and differentiated in regard to teaching and assessment. Streams are essentially pathways within courses taken by students with similar needs, which allow teachers to address individual learning needs most effectively.

CORE COURSES

ENGLISH

English is a mandatory course that is studied substantially in each of Years Seven–Ten with at least 400 hours to be completed by the end of Year Ten. This is a requirement for progression to Stage 6.

COURSE DESCRIPTION

Students of English in Stage 5 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

WHAT WILL STUDENTS LEARN ABOUT?

Students study books, films, radio, television, newspapers, the internet and other new media. The texts give students experience of Australian culture, insights into Aboriginal and multicultural experiences in Australia and literature from other countries and times.

Students also study texts that give experience of popular cultures and youth cultures, picture books, everyday and workplace texts, a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years Nine and Ten).

WHAT WILL STUDENTS LEARN TO DO?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn about the construction of meaning in texts and relationships between texts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English through assessment for learning activities and a portfolio of work.

COURSE REQUIREMENTS

Each year teachers within the Faculty select texts which enable students to engage with and master the specific learning outcomes of the syllabus. Current selections (which may change for 2011-2012) include:

Fiction: Lord of the Flies, After the First Death.

Poetry: Selection of poems drawn from a range of anthologies and a selection of poems by Bruce Dawe.

Non Fiction: Mao's Last Dancer, The Australians.

Visual Texts: The Lost Thing (picture book), Edward Scissorhands (film) and other related texts.

Drama: Romeo and Juliet and Much Ado About Nothing (Shakespeare)

Students in the English Honours Program in Years Nine and Ten read and study a range of alternative texts designed to challenge and enrich their experience of English.

MATHEMATICS

Mathematics is a mandatory course that is studied substantially in each of Years Seven–Ten with at least 400 hours to be completed by the end of Year Ten. This is a requirement for progression to Stage 6.

COURSE DESCRIPTION

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond Mathematics. In addition to its practical applications, the study of Mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of Mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

WHAT WILL STUDENTS LEARN ABOUT?

Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. Within each of these strands they will cover a range of topics including:

fractions, decimals, percentages, consumer arithmetic, probability, algebraic techniques, coordinate geometry, graphing and interpreting data, perimeter, area, surface area and volume, trigonometry, properties of solids, geometrical figures, deductive geometry.

WHAT WILL STUDENTS LEARN TO DO?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of Mathematics in the real world.

SCIENCE

Science is a mandatory course that is studied substantially in each of Years Seven–Ten with at least 400 hours to be completed by the end of Year Ten. This is a requirement for progression to Stage 6.

COURSE DESCRIPTION

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

WHAT WILL STUDENTS LEARN ABOUT?

Through their study of Science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

WHAT WILL STUDENTS LEARN TO DO?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

COURSE REQUIREMENTS

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

THE YEAR NINE AND TEN HONOURS PROGRAM

Year Nine students who show interest, ability and aptitude for Science may be selected to take part in the Honours Program. This is a Science enrichment program for Years Nine and Ten aimed at developing sophisticated skills in analysis and scientific enquiry. The aim of the Honours Program is to extend and challenge our most able students.

AUSTRALIAN HISTORY (MANDATORY)

The History (Mandatory) course requires students to complete:

- 100 hours of History in Stage 4
- 100 hours of Australian History in Stage 5

This is a requirement for progression to Stage 6.

COURSE DESCRIPTION

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

WHAT WILL STUDENTS LEARN ABOUT?

Students develop an understanding of significant developments in Australia's social, political and cultural history including Federation, the Vietnam War era and the social history of one decade in depth. Australia's international relationships are examined through World War One and Two and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.

The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Inquiry questions are provided to define the scope of inquiry for each area of study.

- Topic 1: Australia to 1914
- Topic 2: Australia and World War I
- Topic 3: Australia between the Wars
- Topic 4: Australia and World War II
- Topic 5: Australia in the Vietnam War Era
- Topic 6: Changing Rights and Freedoms
- Topic 7: People Power and Politics in the Post-war Period
- Topic 8: Australia's social and cultural history in the Post-war Period

WHAT WILL STUDENTS LEARN TO DO?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs (Information and Communication Technologies), and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

PARTICULAR COURSE REQUIREMENTS

All students must complete a site study in Stage 4 and Stage 5.

AUSTRALIAN GEOGRAPHY (MANDATORY)

The Geography (Mandatory) course requires students to complete:

- 100 hours of Global Geography in Stage 4
- 100 hours of Australian Geography in Stage 5

This is a requirement for progression to Stage 6.

COURSE DESCRIPTION

Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

WHAT WILL STUDENTS LEARN ABOUT?

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Inquiry questions are provided to define the scope of inquiry for each area of study.

- 5A1 Investigating Australia's Physical Environments
- 5A2 Changing Australian Communities
- 5A3 Issues in Australian Environments
- 5A4 Australia In Its Regional and Global Contexts

WHAT WILL STUDENTS LEARN TO DO?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including ICTs.

Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

COURSE REQUIREMENTS

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for progression to Stage 6.

COURSE DESCRIPTION

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge, understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

WHAT WILL STUDENTS LEARN ABOUT?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

WHAT WILL STUDENTS LEARN TO DO?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem-solving, decision-making, planning and moving.

ELECTIVE COURSES

COMMERCE

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

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

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

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

WHAT WILL STUDENTS LEARN TO DO?

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

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

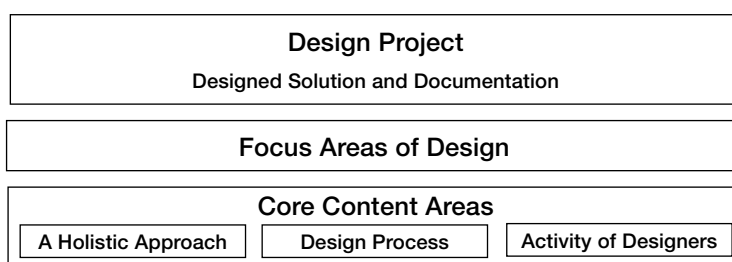
DESIGN AND TECHNOLOGY

COURSE DESCRIPTION

The study of Design and Technology will assist students to appreciate and be informed about design and technological innovation. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students will develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle.

WHAT WILL STUDENTS LEARN ABOUT?

Design and Technology involves designing, producing and evaluating quality designed solutions. Students will learn a range of practical skills during the development of design projects. The core content of design processes and the activity of designers is developed during each design project.



WHAT WILL STUDENTS LEARN TO DO?

A design project is the main learning activity of students and culminates in the designed solution and documentation. Students will be required to develop and document design projects from the following Focus Areas of Design:

- accessory
- aeronautical
- agricultural
- architectural
- packaging
- digital media
- engineering
- environmental
- fashion
- food
- furniture
- graphical
- industrial
- information systems
- interior
- jewellery
- landscape
- marine
- medical
- transport systems
- promotional
- software
- structural
- communication systems
- student-negotiated focus area of design.

DRAMA

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

All students will learn the fundamentals of drama through the use of improvisation and play-building. They will learn practical performance skills in groups and as an individual. Over the duration of the course they will study a variety of dramatic forms and performance styles. Some of these will include: mime, scripted roles, physical theatre, mask, comedy and Shakespeare. They will also learn about the elements of production, the various roles in theatre, theatrical design and the history of theatre.

WHAT WILL STUDENTS LEARN TO DO?

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

overview of the Stage 5 program

Year Nine Units of Work

- Introduction to Drama - Ritual
- Acting and Improvisation Skills
- Commedia del Arte
- Scripted Scenes

Year Ten Units of Work

- Short Script Writing (10 minute play festival)
- Monologue
- Video Drama
- Playbuilding (group devised theatre)

In addition to the above units of work, all Drama classes develop and present a full scale production.

FOOD TECHNOLOGY

COURSE DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

WHAT WILL STUDENTS LEARN ABOUT?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following are the focus areas that may be studied to provide a context through which the core (food preparation and processing, nutrition and consumption) will be studied.

- Food in Australia
- Food service and catering
- Food for special needs
- Food product development
- Food for special occasions
- Food trends

WHAT WILL STUDENTS LEARN TO DO?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

ELECTIVE HISTORY

COURSE DESCRIPTION

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

WHAT WILL STUDENTS LEARN ABOUT?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film.

Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

WHAT WILL STUDENTS LEARN TO DO?

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

INDUSTRIAL TECHNOLOGY - TIMBER

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

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

WHAT WILL STUDENTS LEARN TO DO?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects which may include furniture items, decorative timber products, storage and transportation products, storage and display units, and small stepladders or similar. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects. Projects completed in the course include:

- Storage Box
- Side Stand
- Table incorporating Mortise and Tenon Joint
- Individual Project - Student Developed

INFORMATION AND SOFTWARE TECHNOLOGY

COURSE DESCRIPTION

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

WHAT WILL STUDENTS LEARN ABOUT?

The core content to be covered in this course is integrated into the options chosen within the School. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The options that may be studied include;

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Robotics and Automated Systems
- Software Development and Programming

WHAT WILL STUDENTS LEARN TO DO?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

LANGUAGES

Learning a language is beneficial for all students. The intellectual demands and scholarship involved in learning a language gives Language courses a special place in providing enrichment and extension for all students. At the beginning of Year Seven students elected to study French or Japanese. The Humanities Honours class has also been introduced to the study of Latin.

Students in Stage 5 have the opportunity to continue their language study for the School Certificate. Humanities Honours students may choose two languages.

Please note: Students intending to study a language for the HSC, must choose that language in Years Nine and Ten.

LANGUAGES COURSES AT THE HILLS GRAMMAR SCHOOL

The Stage 5 Languages program at The Hills Grammar School is rich and varied. An important component of these language courses is the establishment of the The Hills Grammar School Language Tour Program. The France Tour, Japan Tour and Classics Tour are now a fixture in the school calendar and are available to Stage 5 Students. A short homestay is an important element of these tours (the Classics Tour is an exception), as well as exposure to the culture of the country through individually designed tours led by teachers from the School.

WHAT WILL STUDENTS LEARN ABOUT IN THE STUDY OF A MODERN LANGUAGE?

The modern languages offered are French and Japanese. Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language (French, Japanese or Latin).

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

WHAT WILL STUDENTS LEARN TO DO IN THE STUDY OF A MODERN LANGUAGE?

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

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

FRENCH COURSE DESCRIPTION

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.

JAPANESE COURSE DESCRIPTION

The rich linguistic and cultural diversity of NSW, to which Japanese-speaking communities contribute significantly, provides an educational environment where the study of other languages and cultures is valued as a unique and integral part of the K–10 curriculum. The satisfaction of engaging with the study of Japanese and of developing communication skills in the language will contribute to a student's intellectual enrichment.

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. There are sister city agreements between the two governments, providing Australian students with opportunities to host Japanese students, and to visit and study in Japan.

Both Australia and Japan are members of the Asia Pacific Economic Community. Japan is one of Australia's leading trading partners. It is therefore important for Australia's long-term economic and social future that its relationship with Japan continues to be enhanced.

Through the study of Japanese students will be able to gain effective skills in communicating in the chosen language, to explore the relationship between Japanese and English, and to develop an understanding of Japanese culture.

LATIN COURSE DESCRIPTION

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. The study of an inflected language enables students to demonstrate precision of thought and clarity of expression and to develop skills in critical and analytical thinking. The satisfaction of engaging with the study of Latin will contribute to a student's intellectual enrichment.

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 of this syllabus 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 – which 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 Years Eleven and Twelve.

WHAT WILL STUDENTS LEARN ABOUT IN THE STUDY LATIN?

Students will develop knowledge, understanding and skills in reading, analysing and translating a classical language such as Latin. They will explore the nature of languages as systems by making comparisons with English. They will develop an understanding of the correct application of linguistic structures and vocabulary.

Students will also develop knowledge of the culture of ancient civilisations and an understanding of the relationship between language and culture, thereby encouraging reflection on their own cultural heritage and the influence of the classical world on the modern world.

WHAT WILL STUDENTS LEARN TO DO IN THE STUDY OF LATIN?

Students will learn to read passages in the language and recognise language structures. They will learn to analyse grammatical structures used in simple sentences in extended passages and they will translate sentences in extended passages from the classical language to fluent English.

Students will learn to recognise the function of the relationship between words and structures, and to explain the way in which meaning is conveyed by comparing and describing structures of the language. Students will understand the interdependence of language and culture. They will acquire knowledge of key features of the culture of the ancient world.

MUSIC

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

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

The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres. The development of skills in aural perception and music theory is approached through the study of these topics. A feature of the Year Ten course involves attendance at the Sydney Symphony "Meet the Music" concert series at the Sydney opera House.

WHAT WILL STUDENTS LEARN TO DO?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpin the development of skills in performing, composing and listening. Students in Years Nine and Ten should elect a solo instrument or voice for individual study. Typically, this would involve a weekly private tuition lesson arranged through the Music Department or with a teacher outside of the School.

TOPICS IN THE ELECTIVE COURSE

Students undertaking Music in Years Nine and Ten must study the compulsory topic, Australian Music, and at least two topics from Group 1 and Group 2. Below is a sample outline of topics covered during Stage 5:

Year	Topic & Group
Year 9	Music for Small Ensembles - Chamber Music and Popular Music
Year 9	Contemporary Australian Art Music - Compulsory Topic
Year 10	Music For Large Ensembles and Composition Project - Art Music
Year 10	Music for Radio, Film, Television and Multimedia

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

COURSE DESCRIPTION

PASS will allow students to develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing and enhance the participation and performance of themselves and others in physical activity and sport. The PASS course is a Board of Studies Content Endorsed Course. It is an extension of the PDHPE syllabus that allows students to investigate in more detail from the available Modules.

WHAT WILL STUDENTS LEARN ABOUT?

The content is organised in modules within the following three Areas of Study:

Foundations of Physical Activity

Physical Activity and Sport in Society

Enhancing Participation and Performance.

Schools develop programs by selecting one or more modules from each Area of Study. In addition, schools may develop their own module(s) to address area(s) of interest not covered in the modules provided in the syllabus. The course has a strong focus on learning through movement so programs use selected movement applications to explore the Areas of Study where appropriate.

Areas of study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
Modules	<ul style="list-style-type: none"> • Body systems and energy for physical activity 	<ul style="list-style-type: none"> • Australia's sporting identity 	<ul style="list-style-type: none"> • Promoting active lifestyles
	<ul style="list-style-type: none"> • Physical activity for health 	<ul style="list-style-type: none"> • Lifestyle, leisure and recreation 	<ul style="list-style-type: none"> • Coaching
	<ul style="list-style-type: none"> • Physical fitness 	<ul style="list-style-type: none"> • Physical activity and sport for specific groups 	<ul style="list-style-type: none"> • Enhancing performance – strategies and techniques
	<ul style="list-style-type: none"> • Fundamentals of movement skill development 	<ul style="list-style-type: none"> • Opportunities and pathways in physical activity and sport 	<ul style="list-style-type: none"> • Technology, participation and performance
	<ul style="list-style-type: none"> • Nutrition and physical activity 	<ul style="list-style-type: none"> • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Event management
	<ul style="list-style-type: none"> • Participating with safety 		

WHAT WILL STUDENTS LEARN TO DO?

Students will learn through practical experiences in physical activity and movement applications. The following graphic shows a sample of the types of physical activity and sport movement applications that may be considered. Students will transfer theoretical content to practical lessons and be able to draw conclusions and form opinions from their experiences.

OVERVIEW OF THE STAGE 5 PROGRAM

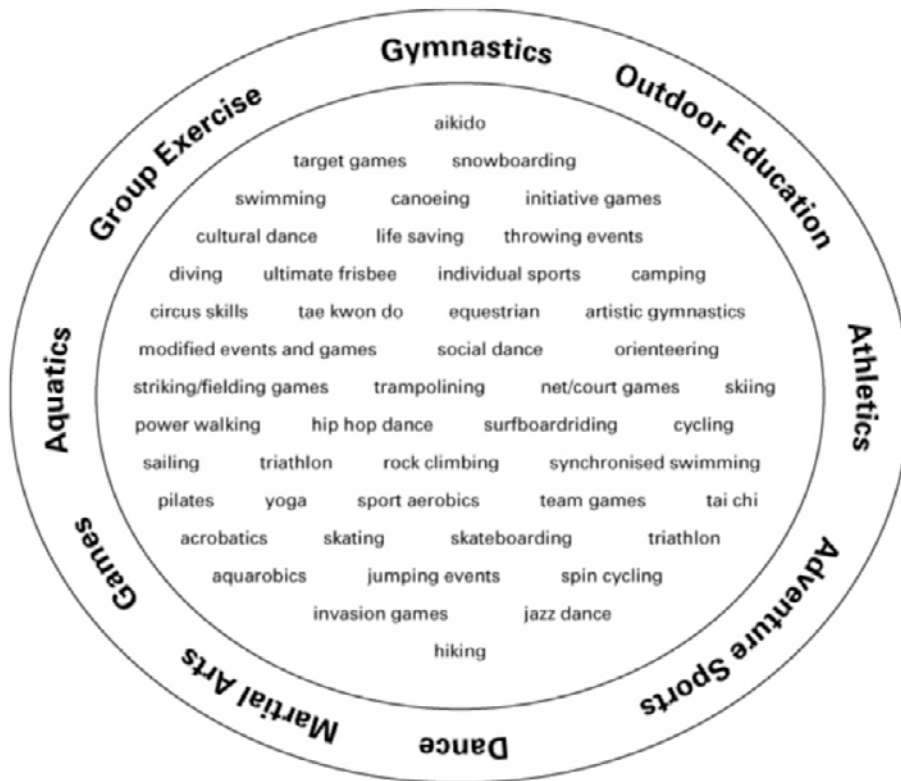
Units of work that might be covered include

Year Nine

- Physical activity and sport opportunities
- The body in action
- Practice, precision, participation
- World games
- Physical activity and sport for specific group
- Preparing for the outdoor challenge

Year Ten

- Being active and healthy
- Lifelong leisure and recreation
- Physical activity for relaxation
- Issues in sport
- Physical activity and sport



VISUAL ARTS

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

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

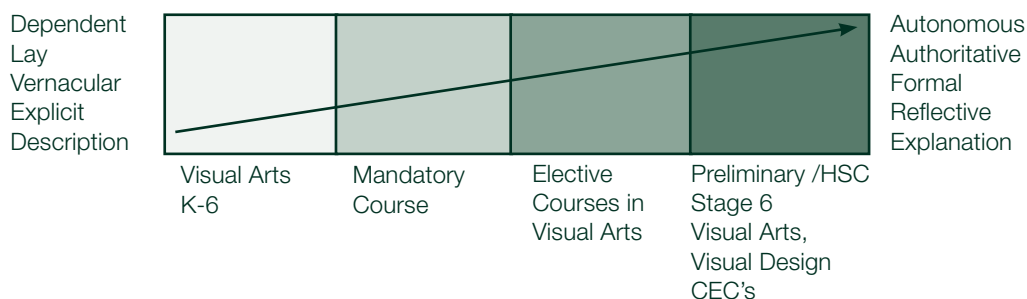
Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their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

WHAT WILL STUDENTS LEARN TO DO?

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

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

CONTINUUM OF LEARNING IN VISUAL ARTS K-12



COURSE REQUIREMENTS

Students are required to produce a series of bodies of work as well as keep a Visual Arts Process diary documenting the design and planning of their artworks.



Founded 1982

THE HILLS

GRAMMAR SCHOOL