

STAGE 4

(Years 7 & 8)

Curriculum Information

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Curriculum

The Stage 4 (Years 7 and 8) Curriculum is determined by the Department of Education. All students follow the same curriculum as offered in all NSW schools.

Curriculum Areas

The curriculum courses are arranged into various groups.

English

Mathematics

Science

Human Society and Its Environment (HSIE)

Languages

Technology

Creative and Performing Arts

Personal Development, Health and Physical Education (PDHPE)

Assessment

Students will be assessed through a range of identified written and/or practical tasks as outlined in the student planner for each course.

Curriculum Information

English

The aim of English in High School is to encourage students' growth in the use of language to equip them to be able to use language appropriate to a variety of situations. The language learning activities in English develop students' abilities to communicate in formal and informal ways, to experience poetry, fiction, drama, film and nonfiction.

The areas of English learning which students engage in are reading, writing, speaking, listening, representing, and viewing. They will study examples of spoken, print and visual texts as well as media and multimedia.

Mathematics

Year 7

Year 7 is the basis for a student's High School Mathematics. For this reason it is very important. Students are introduced to new areas such as Algebra, Directed Numbers, Geometry and Measurement.

Year 8

The Year 8 Mathematics course builds on work done in Year 7 by extending familiar concepts and introducing several new areas of study. Topics covered include:

Percentages Rates and Ratio

Measurement Geometry

Statistics

Science

The Science program consists of a diverse range of units that cover the full range of scientific endeavor.

Each unit is self contained, with information, exercises and practical work.

Emphasis is placed on the development of the processes and skills of Science such as observing, inferring, hypothesising, drawing conclusions, graphing, and scientific drawing.

On enrolment, students require a basic Science Kit that is occasionally supplemented by mini kits of specialist materials for some units. This kit is used for Stages 4 and 5.

Human Society & its Environment

In this Key Learning Area two separate subjects are taught.

History and Geography are studied for a semester each (Two Terms).

Geography

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between

people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

History

History develops in students 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. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander Peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study.

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

All students must complete a site study in Stage 4.

Languages

Students can choose from French, German, Italian, and Japanese.

Each language course provides opportunities for students to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an interest and appreciation for the role of language and culture.

Courses are designed for absolute beginners, but there is flexibility within the language programs to accommodate the diversity, prior learning, and experience of the students.

Students are expected to maintain regular, fortnightly interaction with their teachers. This is essential to meet the requirements of the communication strand for their chosen language course.

The Stage 4 courses provide a pathway to further study in language. Students may elect to pursue study of the same language or broaden their repertoire with a new language in Stages 5 and/or 6.

Technology Mandatory

Year 7

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

In Agriculture and Food Technologies students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and deconstruct real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey. Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They are lead to understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation. These are applied when they produce products to satisfy identified needs and opportunities.

The following requirements apply to the study of Technology Mandatory in Years 7–8:

- All four technology contexts must be delivered across Years 7–8.
- Digital Technologies must be delivered for a minimum of 50 indicative hours.
- At least four design projects must be produced across Years 7–8, one for each of the four contexts.
- If technology contexts are combined, a single design project that addresses each context may be undertaken. This combined project must provide opportunities to assess student achievement of the specific context outcomes.
- At least four design and production folios must be developed across Years 7–8.

Year 8

Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

All students will learn about the processes of designing through the development of design projects in the areas of:

- Built Environments
- Products
- Information and Communications

They will learn about the properties, characteristics and applications of a range of materials and resources, and the tools and equipment that are used to manipulate these materials and resources. Students will gain an understanding of the factors that influence design including function and aesthetics. They will study the work of designers and the impact of technological advancement on society and the environment.

Students will learn to identify and respond to needs through the development and production of quality design projects. They will learn to access and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others.

Students will learn to undertake research and experiments to inform the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

Creative and Performing Arts

Music and Visual Arts are studied for one semester each.

Music - Year 7

In Year 7 you will listen, perform and create a wide variety of music. You will learn how the same components are used in different ways to make different kinds of music. You don't need to be able to play an instrument or sing well to achieve good results. However, if you already play an instrument or if you have a guitar or keyboard you will have opportunities to develop your skills.

Music - Year 8

In Year 8 you will continue to develop your skills in listening, performing and creating music and your understanding of musical concepts. You will focus on the music of Australia, including traditional and contemporary indigenous music. You will also have opportunities to develop your skills in singing and playing instruments.

Visual Arts

Visual Arts consists of making and studying artworks in a number of areas. The practical component encourages students to acquire a range of technical skills as well as nurture their creativity. The media explored includes: drawing, painting, printmaking, sculpture, etc. The study of theory and Art History are integrated with the practical work so that the student can discover how others have solved artistic problems and how art can be a vehicle of communication and personal expression.

** Students will need to have access to art materials. An Art Kit can be purchased from the school.

Personal Development, Health and Physical Education

The study of PDHPE in 7–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

They will have opportunities to value movement through regular practical activities.

This course is primarily delivered through online interactive lessons.

Contact Details

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