



SCEGGS Darlinghurst

Year 7 and 8 Curriculum

Year 7 – 2020

Year 8 – 2021

TABLE OF CONTENTS

| | |
|---|-----------|
| INTRODUCTION..... | 3 |
| CORE STUDIES IN YEARS 7 AND 8 | 4 |
| ENGLISH..... | 4 |
| MATHEMATICS | 7 |
| SCIENCE | 9 |
| FRENCH..... | 11 |
| GEOGRAPHY | 12 |
| HISTORY | 13 |
| MANDATORY MUSIC | 14 |
| PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION | 15 |
| RELIGIOUS EDUCATION | 17 |
| TECHNOLOGY (Mandatory) | 19 |
| VISUAL ARTS..... | 20 |
| YEAR 8 ELECTIVE SUBJECTS | 22 |
| COMMERCE..... | 23 |
| LANGUAGES | 24 |
| CHINESE (MANDARIN) | 25 |
| FRENCH | 26 |
| LATIN..... | 27 |
| ELECTIVE MUSIC | 28 |
| VISUAL ARTS..... | 30 |

INTRODUCTION

At SCEGGS the Year 7 curriculum is the same for all students and the girls complete some of the NSW Education Standards Authority (NESA) Mandatory curriculum requirements. These are: 100 hours of a Language other than English (at SCEGGS this is French), 100 hours of Music and 100 hours of Visual Arts, while the 200 hours of Technology (Mandatory) are completed over Years 7 and 8.

The full range of subjects which the girls study throughout Year 7 is:

| | | | |
|--------------------|-------------------------------|-------------------------------|--|
| English | History (1 Semester) | Technology (Mandatory) | Religious Education |
| Mathematics | Geography (1 Semester) | Visual Arts | Personal Development/ Health/Physical Education |
| Science | French | Music | |

At the end of Year 7, French, Music and Visual Arts become electives and the rest of these subjects remain the core for all Year 8 students. In addition to the core curriculum in Year 8, students choose two electives from French, Chinese (Mandarin), Latin, Visual Arts, Music and Commerce. Except for Languages, students may choose different electives at the end of Year 8 for study during Years 9 and 10. The electives for Year 8 are outlined at the end of this booklet and opportunities to learn more about these subjects are provided for girls and parents closer to the relevant time.

As approximately half of Year 7 is new to the School and come from a range of Primary schools, the girls are grouped heterogeneously during Year 7, with current girls and new girls mixed equally in each of the classes. Typically, by early Term II the girls are partially graded in Mathematics to better meet their learning needs for the remainder of the year. These mathematical groupings are then reviewed at the end of each semester, throughout Years 7-10. From Year 8 onwards, the base groups for all other subjects are changed to enable girls to mix with different students from across the year group. Elective classes are determined by student choice.

Information and communication technologies are used to enhance and facilitate learning where it is appropriate. The SCEGGS 1:1 Tablet PC program, in which every girl in Years 5-12 has their own Tablet PC, allows us to continue to value excellence and academic rigour in our teaching and learning, whilst capitalising on the opportunities to create a dynamic 21st century learning environment. All girls in Year 7, 2020 will be provided with a Table PC at the start of the year for the students to access during their lessons and at home when it is required.

The SCEGGS network enables both students and staff to access our online services from home to create, finalise and submit their work. Our girls become confident users of a wide variety of software packages and through their studies, they are exposed to both the power and the pitfalls of the information and research capability of the Internet. The SCEGGS Learning Management System (Cognito) provides much of the power and flexibility of the Internet for SCEGGS staff and students alike by providing features such as secure online discussion forums or facilitating file transfer between home and school.

However, it is also very clear that technology can only ever be just one of the tools that will form part of a SCEGGS education. In all classrooms, our girls continue to discuss, debate, create, analyse, synthesise, communicate and evaluate – with and without the use of technology. We continue to emphasise the importance of sustained application, and value depth and quality of thought. It is essential that our girls are fluent users of technology, able to craft and refine a written argument online, for example, but likewise it is equally important that they can craft an argument from beginning to end using the thinking skills required for pen to paper work.

Every Year 7 SCEGGS girl is different and will experience different learning needs at different times, but they all need to experience challenge and success to build resilience and well-being. Thus, our differentiated teaching and learning programs incorporate enrichment, extension and consolidation activities. Some girls will complete different work on the same topic area, while others may cover additional material. At different times, other curriculum flexibility may be more appropriate for a particular student, such as the study of additional electives or a program of acceleration in one or more subjects. The development and integration of higher order thinking skills may also be encouraged outside the classroom with co-curricular activities such as Future Problem Solving or Tournament of the Minds.

At SCEGGS problems are viewed as a natural part of learning. Academic Support, available to girls of all abilities, helps girls reach the set learning outcomes of each class. Our Academic Support staff work with teachers to plan and implement a differentiated curriculum, with individuals and small groups of students within the class, and with individuals by appointment outside the classroom. Our goal is always to help the girls to become confident, capable and self-reliant learners, able to identify their needs and how they can go about overcoming problems. A strong partnership between the talented and approachable staff and the girls and their families is fundamental to making this a reality at SCEGGS.

The following overviews give greater insight into the learning programmes in each subject.

CORE STUDIES IN YEARS 7 AND 8

ENGLISH

Stage 4 English (Years 7 and 8) NSW Syllabus

The study of English in Years 7 and 8, or Stage 4, builds upon skills, knowledge and understanding acquired in Primary school.

The following statements from the syllabus summarise the rationale for English in the new Stage 4 curriculum:

The study of English from Kindergarten to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts students learn about the power, value and art of the English language for communication, knowledge and enjoyment.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful. (New NSW Syllabus 7-10 p.13, 15)

Overview of Course Outcomes and Content

Objectives and Outcomes

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English

The achievement of specific outcomes derived from the above objectives underpins the approach to teaching and learning in Years 7 and 8. These include:

- Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- Identifies and explains connections between and among texts
- Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- Identifies, considers and appreciates cultural expression in texts
- Uses, reflects on and assesses their individual and collaborative skills for learning

Content and Text Requirements

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing the following:

| In Stage 4 (Years 7 and 8) | |
|----------------------------|--------------------------------|
| Fiction | at least two works |
| Poetry | a wide range of types of poems |
| Film | at least two works |
| Nonfiction | at least two works |
| Drama | at least two works |

The syllabus requires students to study examples of spoken texts, print texts, visual texts as well as media, multimedia and digital texts.

The selection of texts must give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the people and cultures of Asia
- every day and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia

Cross-curriculum and Learning Across the Curriculum Content

Mandatory cross-curriculum content is also embedded in the English syllabus and is reflected in the various types of texts that students must experience, listed above. In addition, the provision of Tablet PCs facilitates the incorporation of Information and Communication Technologies (ICT) from the English syllabus into classrooms and ensures that all students have the opportunity to become competent, discriminating and creative users of ICT:

Students engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts (new NSW Syllabus 7-10 p.22)

Learning across the curriculum content, including the **cross-curriculum priorities and general capabilities**, assists students to achieve the broad learning outcomes defined in the NESA *K–10 Curriculum Framework and Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, sustainability.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are critical and creative thinking, ethical understanding, information and communication technology capability, intercultural understanding, literacy, numeracy, personal and social capability.

NESA's syllabuses include other areas identified as important learning for all students: civics and citizenship, difference and diversity, work and enterprise.

Approaches to Assessment and Reporting

Assessment for Learning, Assessment as Learning and Assessment of Learning

The syllabus is built upon a standards-referenced framework in which assessment is an integral part of teaching and learning. The emphasis is on students being able to demonstrate their learning not only through formal assessment events such as examinations, but also through opportunities in the context of everyday classroom activities and teacher feedback. Well-designed assessment is considered central to engaging students and should be closely aligned to the outcomes within a stage. The premise is that effective assessment increases student engagement in their learning, which, in turn, leads to enhanced student outcomes.

Assessment **for** learning enables teachers to use information about students' knowledge, understanding and skills to inform their teaching and provide feedback that helps students understand the next steps in learning and how to improve. Assessment **as** learning involves students in the learning process where they monitor and reflect on their own progress, ask questions, practise skills, consolidate their understanding and work towards learning goals. Finally, assessment **of** learning enables teachers to use evidence of student learning to assess student achievement against learning goals and standards.

In summary, the three approaches to assessment ultimately involve teachers, students and parents reflecting on assessment data to enable student progress. This means that assessment is an essential and integrated part of teaching and learning and reflects a belief that all students can improve. It involves setting learning goals with students, helping them to know and recognise the standards they are aiming for. It also involves students in self and peer assessment giving them a better understanding of the learning and assessment process overall.

Important Values in the Teaching of English at SCEGGS

The development of a positive attitude to all aspects of learning in English is emphasised during this very important phase of intellectual and emotional growth. Students are encouraged to be curious and independent, with a capacity to use their initiative when required and to share understanding with others in a spirit of cooperation and love of learning. A recognition and understanding of the different ways people learn is also emphasised.

There is an expectation that with guidance, students will develop the skills necessary for effective learning, such as time management, personal organisation and a degree of self-discipline. They will also have the opportunity to reflect on their learning and to value this, as part of becoming a successful and responsible learner.

The enjoyment and love of wide reading is fostered as a life-long pursuit, an important tool for exploring the power of language and in particular, as a key to understanding the dimensions of human experience.

MATHEMATICS

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. It is a significant part of the cultural heritage of many diverse societies. The symbolic nature of mathematics provides a powerful, precise and concise means of communication. Mathematics incorporates the processes of questioning, reflecting, reasoning and proof. It is a powerful tool for solving familiar and unfamiliar problems both within and beyond mathematics. As such, it is integral to scientific and technological advances in many fields of endeavour. 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 study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms. Mathematics in Years 7-10 provides support for concurrent learning in other key learning areas and builds a sound foundation for further mathematics education.

Students at SCEGGS will have the opportunity to develop an appreciation of mathematics and its applications in their everyday lives and in the worlds of science, technology, commerce, the arts and employment. 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.

The ability to make informed decisions, and to interpret and apply mathematics in a variety of contexts is an essential component of students' preparation for life in the twenty-first century. To participate fully in society students need to develop the capacity to critically evaluate ideas and arguments that involve mathematical concepts or that are presented in mathematical form.

The K-10 Mathematics syllabus emphasises both the process of Working Mathematically as well as the content of Mathematics in 3 different strands: Number and Algebra, Measurement and Geometry, Statistics and Probability. Students are actively involved in learning, doing and using mathematics creatively to solve problems. Problem solving and the applications of mathematics in the world are key elements and underpin the entire study of mathematics. Concrete materials are used to help with the introduction of new concepts and reinforce existing ones. The importance of students talking to each other about mathematics in their own words and writing about mathematics using their own language patterns is recognised as helping to refine students' mathematical language towards more formal concise language and symbolism. Students in Years 7 and 8 have regular lessons in the Mathematics Problem Solving Room, focusing on solving problems and describing their solutions.

In Years 7 and 8, students review their number skills and learn more about the world of fractions and decimals. They are introduced to negative numbers, realising their importance for the results of questions like $15 - 22$. In Year 7, students begin to use calculators to allow for new approaches to the learning of mathematics and for the investigation of realistic situations. Calculators do not reduce the need for understanding of mathematical processes nor for the use of appropriate mental arithmetic strategies or written computations. Throughout Year 7 and 8, all students at SCEGGS use their Tablet PCs regularly to enhance their understanding of mathematical concepts.

Mathematics in Years 7 and 8 also takes on a more abstract approach with the introduction of algebra as a way of generalising patterns. Students learn to use letters to represent numbers, to use algebraic statements to describe patterns and relationships between numbers (e.g. if I am in the middle of a line of people and am the n th person in line then there are $2n + 1$ people in the line) and to represent simple relationships graphically.

Students also delve into the areas of measurement, geometry and data analysis in Years 7 and 8, building on their knowledge and skills gained in primary school and furthering their understanding of concepts to provide a strong foundation for Years 9-10 courses. Emphasis is placed on the students' communication of mathematical ideas, with both the careful written setting out of solutions and the opportunity to explain their ideas verbally. In geometry, students move towards an understanding of congruence and begin to formalise their language to justify relationships between aspects of shapes. In measurement students work towards understanding the significance of π in relation to the circumference and area of a circle, and the volume of cylindrical solids as well as a range of other concepts. In data, analysis students analyse real data, present data in useful forms, identify misuse of data and predict results.

At SCEGGS, Year 7 Mathematics is taught in mixed ability classes for first term. From Term II onwards and during Year 8, classes are graded. This helps teachers accommodate their teaching further to meet the needs of individuals and ensures that students are progressing in their understanding of mathematics and achieving their potential. All students in Years 7 and 8 should expect to receive Mathematics homework three times a week, which should take them approximately 20-30 minutes on average to complete. Students who are regularly taking significantly longer to complete this homework

should speak to their teacher immediately. Assessment in Mathematics may include tasks ranging from assignments to Common Tests and Examinations towards the end of each term.

In Years 9 and 10 Mathematics the syllabus is taught in three different pathways:

5.3 Pathway: for students who have achieved the outcomes of Stage 4 outcomes (Years 7 and 8) to a high level

5.2 Pathway: for students who have achieved the Stage 4 outcomes (Years 7 and 8) to a moderate level

5.1 Pathway: for students who require further consolidation of the Stage 4 outcomes (Years 7 and 8).

At SCEGGS, all students study either the 5.2 Pathway or 5.3 Pathway.

SCIENCE

In 2020, all Year 7 and 8 students will be taught content from the Science Stage 4 NSW Syllabus for the National Curriculum. The syllabus aims to provide students with a contemporary and coherent science education, allowing them to better understand the natural and increasingly technological world in which they live, and make positive contributions towards decisions that shape it.

The **core value and attitude** objectives of the syllabus, and our teaching programs, include to:

- 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
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- develop interest and positive, informed values and attitudes towards science and technology
- recognise the importance and relevance of science and technology in their lives now and for their future

Important aims of the new syllabus, and the SCEGGS teaching programs based upon in, are to develop students' interest and enthusiasm for Science, as well as their knowledge and understanding of the nature and practice of scientific inquiry. The SCEGGS Science department appreciates that Science is a collaborative and creative pursuit, and that the nature of scientific knowledge is always evolving. It is therefore vital to motivate our students and equip them with the skills required to continue their search for scientific knowledge outside of the classroom and beyond their school life.

The content of the *Science Years 7–10 Syllabus* is organised into the following key strands:

- Skills:
 - Working Scientifically
- Knowledge and Understanding:
 - Physical World
 - Earth and Space
 - Living World
 - Chemical World

These strands form a continuum with the 'Working Scientifically', 'Natural Environment' and 'Material World' strands of the *Science and Technology K–6 Syllabus*.

Science Staff at SCEGGS have developed a range of units of work that integrate content from the above stands into interesting and relevant contexts. Examples of these units are "Power House" (a Physics-based Year 7 unit looking at electricity production and how solar power is emerging as one option for sustainable energy production), "The Chemist and the Cook" (a Year 7 unit that explores the similarities between cooking and Chemistry) and "Emergency" (a Year 8 unit in which the students learn about the human body, how it responds to trauma, and how first-aid may help to save a life in an emergency situation).

Another key feature of the new syllabus is the significance of inquiry-based learning. Our teaching programs will set aside ample time for students to propose questions and problems and to devise and carry out creative procedures to gather evidence to help answer them. Parts of the lesson time will involve students carrying out practical, hands-on investigations. Such investigations will allow students to develop a deeper understanding of the nature of the scientific method as a means of collecting and analysing data. It also increases opportunities for students to strengthen these scientific and problem-solving skills. Students will also be given many opportunities to work in groups, as they learn to appreciate the importance of collaboration in the gathering of scientific knowledge.

Our teaching programs will also make effective use of technology, particularly now that each student has their own tablet-PC device during each lesson. There will be an emphasis on integrating ICT activities, such as multimedia and interactive simulations, to assist students to understand scientific concepts and to help them gather data for their investigations.

During Term III of Year 8, all students will be required to complete a **Student Research Project**. This is a mandatory syllabus requirement, which provides opportunities for students to engage in the planning and carrying out of a longer-term first-hand investigation, to analyse their results and communicate their findings. Class time will be allocated to assist in the early stages of their investigation, but the actual investigation is completed in the students' own time. Students are encouraged to address problems relevant to their environment and related to their own interests, and to use readily available materials in their investigation.

The formal assessment of student achievement involves collecting valid information about individual performance in relation to the objectives and related content of the syllabus. At SCEGGS, a variety of common assessment tasks including written and practical examinations, as well as homework assignments, research projects and presentations, are used to observe and measure student achievement. Formative assessment, including homework setting and marking, teacher observation and quizzes, will be used to guide students to improve in their learning. Generally, students will be assigned approximately 30 minutes of homework to be completed outside of each lesson they attend. Homework exercises may help students to consolidate their learning, practise skills or pre-read prior to the introduction of a concept.

The main areas that students will be formally assessed on include:

- Knowledge and understanding of scientific concepts
- Practical and investigative skills
- Data processing skills
- Application of information to every-day events and problem-solving
- Communication skills

FRENCH

All students study French in Year 7. The course caters for those who are continuing French from the Primary School and those who are beginning their French studies in Year 7. During the first term continuing students will revisit some topics that are familiar but they have the opportunity to explore these in greater depth. It is also a time for consolidating reading, writing and spelling skills. Beginners have the opportunity to acquire basic structures and vocabulary associated with each topic and they will learn how to read and pronounce French in the first semester.

The teacher:

- presents the language through spoken and written texts that are authentically based in French speaking cultures
- provides learning activities that allow purposeful communication in French, using pair-work, interviews, role-plays and games
- fosters a stimulating yet relaxed classroom atmosphere where students are challenged to achieve their best.

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for interaction and for effective communication at this level. They will explore the nature of languages as systems by making links and comparisons between English and French. They will also develop their knowledge of French-speaking cultures and an understanding of the interdependence of language and culture.

Learning a second language has direct benefits in the following areas:

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

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 contemporary issues. 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.

Fieldwork investigations form an integral part of the study of Geography outside the classroom.

Geography provides the foundation for active participation in community life and a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning.

Topics covered in Year 7 include:

Landscapes and Landforms

- Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people.
- Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms.
- Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

Place and Liveability

- Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities.
- Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

Topics covered in Year 8 include:

Water in the World

- Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it.
- Students discuss variations in people's perceptions about the value of water and the need for sustainable water management.
- Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

Interconnections

- Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places.
- Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

The study of Geography prepares students for adult life by developing in them an informed perspective on local, regional, national and global issues. In so doing, it forms a basis for active participation in community life and a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning.

HISTORY

Year 7 – "The Ancient World"

Topics:

- Investigating the Ancient Past
- The Mediterranean World – Egypt
- The Asian World - China

Students commence their study of History this year by engaging with the questions ‘What is History?’ and ‘How do Historians Work?’, questions with which students will continue to engage throughout their years of study of History. Through an investigation of the Ancient Past, students will examine historical sources, explore key historical concepts, engage in a ‘history mystery’ and discuss the importance of conserving the remains of the ancient past. The investigation of Ancient Australia is a key component of this unit.

In their study of Egypt, students will examine the importance of the Nile, as well as the role of the pharaoh, daily life, gods, goddesses and religious beliefs, and the practice of mummification. They will also have the opportunity to explore significant Ancient Egyptians such as Hatshepsut and Tutankhamun.

The study of China provides a fascinating consideration of the unification of China and the rule of the Qin and Han Dynasties. Students will consider the period of the Warring States, examine the significance of unified China’s first emperor, Qin Shi Huang Di, and discuss his influence on China. A focus on the Great Wall of China and the Terra Cotta Warriors will also feature in our study.

Year 8 – "The Ancient to the Modern World"

Topics:

- The Western and Islamic World – Medieval Europe
- The Asia-Pacific World – Japan under the Shoguns
- Expanding Contacts – the Spanish Conquest of the Americas

After an overview of the transition from the Ancient to the Modern World, Year 8 students will commence an in-depth study of Medieval Europe. This topic begins with an investigation of the year 1066 and the dramatic contest for the English throne, culminating in the Battle of Hastings and the Norman Conquest of England. Students will learn about the feudal system and the structure of medieval society, including the lifestyles of nobles, knights and peasants. Students will also explore castles, religion and crime and punishment, and the importance of each in Medieval England. Additionally, students will engage with key, transformational events of the period, such as the Black Death and the Crusades. The cross-cultural contacts and dramatic changes that these events provoked will also be considered.

Contact, conquest and colonisation of the Americas by the Spanish were key features of the Early Modern World. In this topic, students will explore the nature of pre-Columbian life in the Americas, identify the societies conquered by the Spanish, and focus particularly on the impact of the Spanish conquistadors on the unique culture and empire of the Incas of South America.

In our final unit, students will have the opportunity to explore Medieval and Early Modern Japan. In this study of Japan under the Shoguns, students will compare the feudal society and castles they encounter in their study of Japan to those they studied in Medieval Europe, and they will learn about the cities of Kyoto and Edo, the significance of the tea ceremony and everyday life. This topic will focus on the influential Tokugawa Shogunate, including its Seclusion Laws, and will conclude with the ‘opening’ of Japan to Western influences that contributed to the fall of the Tokugawa Shogunate in 1868.

MANDATORY MUSIC

Mandatory Music is designed to provide a foundation in Music for all students. To meet the NESA requirement, each student must satisfactorily complete 100 hours of Music. At SCEGGS, this 100-hour course is taught in Year 7. In Year 8, Music becomes an elective at SCEGGS.

The aims of the Year 7 Mandatory Music course at SCEGGS are to develop:

- active participation in performing, composing and listening;
- aural awareness;
- an understanding of different musical genres and styles;
- an awareness and appreciation of cultural traditions, past music traditions and present practices;
- the student's ability to respond to music in an individual way;
- an increased enjoyment of music.

Students will develop knowledge, understanding and skills of the concepts of music through performing, composing and listening. An integrated approach to music learning is required. Students learn **about** music, for example, by being involved **with** music making (performing, composing and listening).

During Year 7, students are exposed to a broad range of repertoire. This will include exposure to a range of music that reflects the diversity of Australian culture. Students will sing, play and move to a variety of repertoire.

Students will have access to authentic African and Latin American instruments. A class set of melodic percussion is also used to develop a student's musical knowledge, understanding and skills. Year 7 students also learn to use electric keyboards linked to computer music software. Composition skills are developed, and notation assisted, using "GarageBand".

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

Performance, Composition and Listening skills can be assessed in each semester. Tasks are varied. Some involve individual work; others require individual contributions to paired or group tasks.

Additional information concerning assessment is available on The SCEGGS Learning Management System.

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

The Personal Development, Health and Physical Education (PDHPE) program at SCEGGS build on the skills developed in PDHPE K-6. Through PDHPE, SCEGGS students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

Learning in PDHPE is organised into three interconnected content strands. Learning opportunities are designed to develop practical application and to also connect across content strands to enhance the development of knowledge, understanding and skills in a range of health and physical education concepts.

The Content Strands include:

Movement Skill and Performance

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Health, Wellbeing and Relationships

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

The PDHPE syllabus addresses contemporary health and physical activity concepts important to our students. These are embedded in an age and Stage-appropriate manner through the content. The learning contexts include the following:

- alcohol and other drugs
- food and nutrition
- personal identity
- mental health and wellbeing
- relationships
- sexuality and sexual health
- safety
- health benefits of physical activity
- fundamental movement skills
- rhythmic and expressive movement
- individual/group/team physical activities
- initiative/challenge physical activities
- aquatics
- lifelong physical activities.

Year 7 students participate in three PDHPE classes per cycle:

- 1 theory lesson
- 1 practical lesson
- 1 theory and/or practical lesson

Year 8 students participate in four PDHPE classes per cycle:

- 2 theory lessons
- 2 practical lessons

Homework and Assessment Procedures

Assessment is used to determine initial knowledge, understanding and skills, to monitor student progress in order to report student achievement. The assessment cycle is continuous in all units of work. Techniques include:

- Presentations
- Group Work
- Written Reports
- Research Projects
- Self-Assessment
- Peer Assessment
- Movement Tasks
- Examinations and Tests (written and practical)
- Computer-based Tasks
- Diaries, Journals and Logbooks

Key inquiry questions are included to guide and frame learning in PDHPE. This allows for differentiation of content and ensure we cater for the diverse needs and abilities of each student. The key inquiry questions are optional and can provide a guide when developing contextual teaching and learning experiences. Specific Assessment tasks are distributed in class and are available on The SCEGGS Learning Management System.

We encourage all students to lead active lives, which will allow them to also practise and refine their movement skills at home to assist in their preparation for practical lessons and assessments.

RELIGIOUS EDUCATION

SCEGGS is a Christian school in the Anglican Tradition. The general aims of the Religious Education programme Years 7-8 are:

- To develop an understanding of the Bible message, its historical development, major themes and application to living.
- To provide opportunities for students to explore, express and develop their appreciation of religion within the Christian framework.
- To examine the human search for truth and meaning.

As students work through this course they will develop skills in the following areas:

- observation, collection and recording of information.
- investigation and research.
- analysis, synthesis, interpretation and using evidence.
- communication.

Year 7 – Introduction to Christianity

Overview

This course is designed to accommodate all Year 7 girls regardless of their prior knowledge, religious background or personal faith. Throughout the course students will be encouraged to reflect upon their own life journey and the implications of the course content for this generation. Open discussion plays a vital role in all lessons. The Year 7 course aims to make sense of the rich Christian heritage of SCEGGS within the Anglican tradition and to help the girls feel comfortable and involved in the day-to-day expressions of the faith e.g. Chapel, Special Services, Assembly, Social Justice Initiatives and Community Service.

The topics covered in the Year 7 course include:

Unit 1 – Introduction to Religious Education at SCEGGS

- What is Religious Education?
- SCEGGS an Anglican school
- Introduction to the Bible – skills based

Unit 2 – Life and Times of Jesus

- Brief overview of the Life of Jesus
- Easter – events and significance
- Nativity

Unit 3 – What Jesus Did

- What was the purpose of the miracles?
- Examples of the various types of miracles Jesus performed and the message behind each one

Unit 4 – What Jesus Taught – Parables and Prayer

- Use of Parable
- The Parable stories and their messages
- What is Prayer?
- Significance of prayer
- Jesus' examples including the Lord's Prayer
- Personal Prayer

Year 8 – Life’s Big Questions

Overview

This course looks at some of the "big questions" that have intrigued humanity over the centuries. The text of the Bible will create the framework for the lessons.

Unit 1 – Introduction to Religion

- The importance and purpose of religion to humankind throughout the ages
- Characteristics of Religion
- The “big” questions relating to life and death

Unit 2 – Who/What is God?

- What do you think?
- The nature and character of God?
- How do we know?

Unit 3 – What was/is God's Role in Creation?

- The Genesis account and what it tells us about God
- Creation myths and legends
- What is the point of this world and what should humanity's role be?

Unit 4 – What Does it Mean to be Human?

- Free will and its consequences
- The problem of evil
- Adam and Eve – what does their story tell us about humanity and their relationship with God?
- Today – living in an imperfect world

Unit 5 – How Then Should We Live Our Lives?

- How should we treat others? (love)
- What should we do when others hurt us? (judgement, forgiveness)
- What about when bad things happen? (resilience)

TECHNOLOGY (Mandatory)

The Technology (Mandatory) course must be studied as part of the curriculum requirements in NSW. At SCEGGS students study this in Stage 4 (Years 7 and 8). Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area in later years.

Course Description

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.

What will students learn about?

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

- Digital Technologies
- Materials Technologies
- Engineering Systems
- Food & Agriculture

They will learn about the properties and applications of a range of materials and technologies that are used to shape and design projects. 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.

Each project will be documented in a folio style presentation that reflects the stages of the Design Process as follows:

Investigate – Design – Create – Evaluate.

What will students learn to do?

Students will learn to identify and respond to needs through the development of quality design projects. They will learn to access and safely use a range of materials, technologies 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.

Course Structure

In Years 7 and 8 students undertake three projects over the course of each year. Each project will include the presentation of a folio that documents the stages of the design process and forms the basis of the assessment. This folio will document a range of activities undertaken progressively and involving research, communication of ideas and design production. Project information and progressive assessment tasks will be placed on The SCEGGS Learning Management System. Project work should be carried out predominately at school during lesson time. Homework is not given on a regular basis; however students are expected to spend some homework time on activities such as researching and designing as well as involving family members in simple tasks such as surveys and evaluation. No examination is undertaken in the Year 7 Course. Students in Year 8 will sit a 1-hour examination at the end of Semester 2.

VISUAL ARTS

In Year 7 our aim is to encourage a love of art through an exciting series of learning experiences. These will provide students with the skills and attitudes to confidently express themselves visually, through discussion and in written form.

Visual literacy, critical thinking and the confidence to create innovative solutions to ideas are central to our coursework.

Art making

In practical classes, students will explore and develop new skills in painting, drawing, collage, lino printing, Photoshop, sculpture and ceramics. Students will be encouraged to work both collaboratively and independently and to be curious and persistent in making a range of works in a variety of media. They are encouraged to problem solve, take initiative and discuss their intentions in their art making. These skills and attitudes become distinctive assets for future learning.

Students' art making is informed by their study of art practice and students learn to make connections between ideas and materials and how artists use these to communicate to their audience. Students make personal, interpretative artworks that develop their creativity, inventiveness, imagination and problem solving.

Art theory

In Term I, students study portraiture and figurative artwork. In Terms II and III, students study artworks that respond to themes of the city, landscape, family and everyday objects. In Term IV, students study artworks about pets and other animals.

We explicitly teach the skills of analytical thinking, interpretation, research skills and essay writing through the art criticism and art history component of course. Students study from both a historical and critical perspective through the prescribed focus of the four **Frames** - Structural, Cultural, Subjective and Postmodern and the **Agencies of the Conceptual Framework** – world, artwork, artist, audience.

The art practices that students examine can range from conventional material traditions such as painting to innovative and cutting-edge installation work and public sculpture. Students broadly study the theme of Identity focusing on themselves and their immediate world as the basis for making a wide range of artworks.

To support students' Visual Arts class work we take advantage of our proximity to exhibitions and collections at the Art Gallery of NSW, the Museum of Contemporary Art and commercial galleries in the local area.

Assessment

Assessment is based on 60% artmaking and 40% art theory (art criticism and art history measured through assignment work.) There are two across the year assignments (one in Term I and one in Term III) which assess students' engagement with the content of the course and ability to interpret the way in which artists communicate visually with an audience. There are no Visual Arts examinations in Year 7 as assessment is based on research and applying writing skills learnt in class. The assessment calendar and excursion dates are published on Cognito at the beginning of the year. Assignments are published on Cognito one month before the due date. Feedback is given formally on all written assignment work and assignment practical work and is used to help students identify strengths and areas to work towards improving. Feedback in class is ongoing, informal and in partnership with students, designed to assist them in developing skills, reflecting on their individual outcomes and approaches and to know and understand assessment criteria.

YEAR 8 ELECTIVE SUBJECTS

All students in Year 8 study the following core subjects:

| | |
|--|-------------------------------|
| English | Geography (1 Semester) |
| Mathematics | History (1 Semester) |
| Science | Religious Education |
| Personal Development, Health and Physical Education | Technology (Mandatory) |

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

Commerce
Chinese (Mandarin)
French
Latin
Music
Visual Arts

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

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

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

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

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

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

Grading of Classes

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

COMMERCE

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

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

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

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

Year 8

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

1. The Nature of Commerce

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

2. Money

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

3. Promoting and Selling

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

4. Travel

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

5. Enterprise

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

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

Year 9

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

Year 10

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

LANGUAGES

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

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

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

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

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

Learning a language has direct benefits in the following areas:

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

CHINESE (MANDARIN)

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

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

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

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

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

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

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

The teacher:

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

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

FRENCH

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

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

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

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

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

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

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

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

The teacher:

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

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

LATIN

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

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

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

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

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

The course aims to enable students to develop:

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

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

The teacher:

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

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

ELECTIVE MUSIC

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

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

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

Compulsory Topic – Australian Music

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

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

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

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

Group 1

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

Group 2

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

Students study these topics through Performing, Composing and Listening.

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

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

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

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

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

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

VISUAL ARTS

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

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

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

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

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

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

Assessment

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

