



Pittwater House

2019

Years 7 & 8 Subject Handbook

achieve a balance

co-educational campus | single-sex education

Key Contacts:



Dr Nancy Hillier
Principal
principal@tphs.nsw.edu.au



Mr James Walmsley
Deputy Principal
james.walmsley@tphs.nsw.edu.au



Mrs Lorna Probst
Head of College
lorna.probst@tphs.nsw.edu.au



Mr Col Harrison
Head of Grammar
collin.harrison@tphs.nsw.edu.au



Mrs Anna Cameron
Stage 4 College Co-ordinator
anna.cameron@tphs.nsw.edu.au



Mr Peter Fathers
Stage 4 Grammar Co-ordinator
peter.fathers@tphs.nsw.edu.au

The Pittwater House Schools Ltd.

t 02 9981 4400

f 02 9971 1627

www.pittwaterhouse.com.au

PO Box 244 Manly NSW 1655
70 South Creek Rd Collaroy NSW 2097
ABN 87 000 655 845 | CRICOS 00897J

Deputy Principal
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Acknowledgements

Please note that much of this material is based on information published by the NSW Education Standards Authority (NESA) in their Years 7-10 Syllabus Course Descriptions.

For more information please visit the NESA Website: <http://educationstandards.nsw.edu.au>

From the Principal



At Pittwater House we encourage our students to open their minds and aim high in all they do. A high priority is given to developing literacy and numeracy which begins from the earliest years of the pre-school and continues through to Year 12 with a clear focus on the pathway for your child to gain admission to the university course of their choice.

All students study a full range of academic and creative subjects, emphasising thinking skills and an individual and collaborative style of learning. There is a focus of course on differentiating the curriculum through gender and learning style.

We know the first two years of secondary education also represent a critical learning stage for the development of life skills such as planning and organization, group engagement and problem solving; whilst responding thoughtfully and ethically and with action to challenges students face.

To ensure the best and most appropriate learnings are undertaken, all of our subjects are taught in an applied style and often in specialist rooms. Group work is also encouraged in a number of subject areas, as it teaches students that by talking about an academic dilemma and sharing possible solutions, they can improve the outcome; thinking creatively, logically, literally and compassionately.

The Pittwater House curriculum is based on the NSW Education Standards Authority (NESA) guidelines and creates a firm foundation for our students going through to Years 9 and 10. All subjects lead to the NSW Record of School Achievement (RoSA) and beyond.

We believe that our balanced curriculum provides the academic rigor and critical thinking skills required to achieve each student's personal best in the Higher School Certificate during Years 11 and 12.

The majority of Pittwater House students applying for University are granted placement in their first choice course and in the first round of offers. Perhaps that is why our School has a reputation on Sydney's Northern Beaches for delivering consistently good academic results, educating our students for the immense opportunities and challenges they will face.

Dr Nancy Hillier

Mandatory Core Subjects

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English

FORM:	7 – 8
SUBJECT AREA:	English
FACULTY:	English

Course Description

The Year 7 English course is designed to enable students to use, understand, appreciate, reflect on and enjoy the English language through a variety of texts, including those created by the students themselves. The texts used in the Year 7 course are drawn from a wide range of contexts, from Shakespeare to the present day. Students use and respond to language through listening, speaking, reading, writing, viewing and representing. They learn to communicate in ways that are imaginative, creative, interpretive, critical and powerful.

Course Content

Students study novels, poetry, plays, film, short stories, non-fiction and multi-media texts, as well as visual images. They create their own short stories, poetry and persuasive speeches. In studying texts, they develop skills in analysing the language forms and features used by composers, as well as using these language techniques in their own compositions. Students make speeches, write descriptions and narratives, develop skills in essay writing and create visual representations of experiences and concepts.

Assessment

Students are taught to organise and manage their work in response to the new experience of learning in a high school environment. Analytical thinking skills are emphasised as a means of accessing and expressing meaning in texts. Assessment tasks occur each term and include analytical and creative activities in both written and spoken modes. Students complete an examination at the end of the Year 7 course to conclude their assessment program.

Increasingly, students are accessing information using digital media and skills in effective research are essential, as is the ability to select, comprehend and synthesise information. English activities offer students experience in working with a range of digital media for the purposes of investigation and representation of ideas and situations. These activities include working both as individuals and in groups.

Senior Pathway

Stage 4 (Years 7 and 8) English courses set the foundations for further study up to HSC level. The ability to think critically, interpretively and imaginatively is developed through experiences with language and ideas. Throughout their high school journey, students encounter increasingly sophisticated texts and ways of thinking. During their learning experiences, they will learn to respond to a variety of texts critically, imaginatively and interpretively, and compose accurate, clear and coherent texts.

Ms Jill Brigden
Co-ordinator of English

French & Chinese

FORM:	7 – 8
SUBJECT AREA:	French & Chinese
FACULTY:	Languages

Course Description

All Year 7 study one semester of Chinese and French and they choose one of these for study in Year 8. In Year 7 students are encouraged to use French and Chinese in the classroom and to follow simple directions in the target language. This continues in Year 8 where students complete the mandatory 100 hours of Language other than English. They also have the opportunity to draw comparisons of French life and customs in the Francophone world and different traditions and practices in the Chinese speaking communities with their own experiences in Australia, in order to promote cultural awareness. Understanding how language works as a system, including use of tones in the Chinese language and different writing in Chinese characters will give them an insight into the grammatical and semantic aspects of French/Chinese and English and enable them to make linguistic connections. The interactive website 'Language Perfect' will be used as an accompaniment to the course where students will do a variety of exercises in the target language and participate in the Language World Championships competition.

Course Content

For French the students use the Course Book and Activity Book from the 'Touché' series which is accompanied with an audio CD. There are 4 units in each book and each unit covers the four skills of Listening, Speaking, Reading and Writing.

In Chinese the teacher provides a range of booklets, handouts and uses the textbook Ni Hao and a variety of other resources to teach the four language skills of speaking, listening, reading and writing.

The texts are supported by a range of activities such as role-plays, games, puzzles, card and poster making. Through diverse and interesting exercises students are engaged and learn to communicate both orally and in written form.

Other cultural experiences include:

- Excursions and incursions
- Game of petanque
- Cooking a regional dish
- Chinese New Year Celebrations

Computers form a pivotal part of the Language class learning experience.

- Students use Internet to find appropriate pictures for use on postcards and cultural exchange of information to a French penfriend
- They design Power Point presentations to share information with peers in class
- Access a range of visual and audio stimulus to enhance the language acquisition and allow for independent learning and progression

Assessment

The students will be assessed throughout both years using a range of tools including oral presentations, dialogues, ICT tasks where they incorporate multi-media to present and manipulate text and sound, as well as formal examinations as per assessment calendar.

Senior Pathways

This subject leads to elective Stage 5 French or Chinese which is a pre-requisite for Stage 6 French Continuers and French Extension or Chinese Continuers.

Mrs Juliette Sellies
Co-ordinator of Languages

Geography

FORM:	7 – 8
SUBJECT AREA:	Geography
FACULTY:	HSIE

Course Description

All Year 7 and 8 students at Pittwater House complete the NSW Stage 4 Geography Course. This course is focused on the learning of Global Geography. It develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Through the spatial dimension, geography enables students to identify and analyse the physical, social, economic, political, legal and technological factors that influence where things are and why they are there.

Course Content

This involves the study of the following four issues:

- Landscapes and Landforms
- Place and Liveability
- Water in the World
- Interconnections

The above four issues are examined throughout the Year 7 and 8 course. They are broken down into case studies that examine the interaction between physical and human Geography within a selection of environments including 'Polar Lands' and 'Mountain Ranges'. Students also investigate various management strategies that have been implemented in these environments and assess the ecological sustainability of the management strategies.

Assessment, Fieldwork and ICT

Students in Stage 4 Geography will be assessed throughout both years using a range of tools including fieldwork, research, oral presentations, ICT (information and communication technologies) and formal examinations. Fieldwork in Year 7 will include the training in Geographical skills using Manly Dam and in Year 8 a visit to Taronga Park Zoo, where the zoo provides a presentation on Environments at Risk. The increasing use of multimedia and hand held technologies have facilitated the increased use of virtual fieldwork. These innovative and engaging tools have made the content and learning more global, relevant and immediate for the students.

Senior Pathway

This subject leads into the mandatory Stage 5 Geography course and provides the initial skills and understanding needed for the elective HSC Geography course.

Ms Abby Jeffery
Co-ordinator of HSIE

History

FORM:	7 – 8
SUBJECT AREA:	History
FACULTY:	HSIE

Course Description

All Year 7 students at Pittwater House will complete the NSW History Syllabus Stage 4 for the Australian curriculum. The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate *The Ancient World* from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – 650 AD).

The study of history provides the skills to enable students to critically analyse and interpret sources of evidence in order to construct reasoned explanations, hypotheses about the past and a rational and informed argument. History also enables students to evaluate differing interpretations of the past. The skills of analysis, evaluation and synthesis underpin the study of history and equip students with the ability to understand and evaluate the political, cultural and social events and issues that have shaped the world around them.

Course Content

The Year 7 and 8 History Syllabus has been designed for students to study a range of depth studies from the end of the ancient period to the beginning of the modern period. During this period, major civilisations around the world came in contact with one another.

The following depth studies in Stage 4 include:

Year 7

- Depth Study 1: *Investigating the Ancient Past*
- Depth Study 2: *The Mediterranean World (Egypt and Greece)*
- Depth Study 3: *The Asian World (China)*

Year 8

- Depth Study 4: *The Western and Islamic World (Medieval Europe)*
- Depth Study 5: *The Asia-Pacific World (Japan under the Shoguns)*
- Depth Study 6: *Expanding Contacts (The Black Death in Asia, Europe and Africa)*

Assessment, Fieldwork and ICT

Students in Stage 4 History will be assessed throughout the course using a range of tools including research, group work, oral presentations, ICT (information and communication technologies) and formal examinations. Site Studies are mandatory requirements in Stage 4 and will involve students rigorously studying an archaeological site in Sydney. Furthermore, the use of multimedia and hand held technologies have facilitated the increased use of virtual fieldwork. These innovative and engaging tools have increasingly made the content and learning more global, relevant and immediate for the students.

Senior Pathway

This subject leads into the mandatory Stage 5 History course and provides the initial skills and understanding needed for the elective HSC Modern, Ancient and Extension History courses.

Ms Abby Jeffery
Co-ordinator of HSIE

Mathematics

FORM:	7 – 8
SUBJECT AREA:	Mathematics
FACULTY:	Mathematics

Course Description

The Australian Curriculum Mathematics course covers three strands during the Stage 4 Course in Years 7 and 8:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Skills are developed across all these syllabus strands and students are taught to think and work mathematically so they can confidently solve problems and express themselves effectively using the language of Mathematics.

Course Content

In Year 7 many topics which have been taught in primary school, such as fractions, decimals, percentages and measurement, are revisited to ensure all students have a sound understanding of the basics that are the important building blocks for future Mathematics. These topics are treated in greater depth and harder problems are introduced. New topics such as directed numbers and algebraic techniques are also covered to extend the students' knowledge of Mathematics. The Year 7 course is very practical and students are encouraged to discover results for themselves by using the different materials that are provided.

In Year 8, we continue to build upon the content from Year 7 while introducing new topics such as ratio, probability, angle relationships, congruent triangles, volumes and single variable data analysis. Calculators are progressively introduced throughout Stage 4 and ICT skills extended.

Assessment and ICT

Early in Term 2 all Year 7 students across Australia take part in the government NAPLAN tests. School based assessment tasks each term ensure students review their work regularly and an Investigation task in Semester 2 encourages students to be creative in their Mathematical thinking. The final assessment task is the Yearly Examination in Term 4. Throughout Year 7, calculators are not generally permitted in school based class tests or in the Yearly Examination, in keeping with the school's policy of encouraging the development of sound mental computation skills.

A range of opportunities exists within the teaching and learning of Mathematics to utilise technology. For instance, spreadsheets can be used to tabulate and graph data, and graphics calculators can be used to explore data sets and investigate curves. All Year 7 students will be enrolled in an on-line Mathematics program, allowing students to access interactive Mathematical software both at school and at home. Interactive whiteboards are a feature of all Mathematics classrooms, and students will use the school's e-learning platform to access work and class information.

In both Years 7 and 8, enrichment activities such as opportunities for students to take part in the APSMO Mathematics Olympiad and ICAS Mathematics competition are offered to extend the more able students and learning support is offered for those who need it. There is also a free Maths Study Centre available to all students on two afternoons per week where one of our Mathematics Teachers is on hand to offer assistance.

Senior Pathway

This subject leads into the Stage 5 course which is split into two strands. All students will study the 5.1-5.2 Mathematics course, with the most able students also completing the 5.3 outcomes. In the senior years students can choose to study Standard Mathematics, Advanced Mathematics and the Extension Mathematics course dependant on their level of achievement in the Stage 5 course (New curriculum course name change for Stage 6).

Mrs Frances White
Co-ordinator of Mathematics

Music

FORM:	7 – 8
SUBJECT AREA:	Music
FACULTY:	Creative Arts

Course Description

All Year 7 and 8 students at Pittwater House complete the NSW Stage 4 Music Course. This course is focused on the use of the Concepts of Music; Duration, Pitch, Tone Colour, Dynamics and Expressive Techniques, Structure and Texture.

This course develops a wide range of skills based on Performing, Composing, Listening and Musicology. Through the study of Music, students are able to analyse music that they hear.

Course Content

As well as in depth analysis of how the concepts are used, students will study music in various contexts – Classical, Popular, Music from Other Cultures, Indigenous Music, Music for the Stage and Music for the Media.

Assessment, Fieldwork and ICT

Assessments in Music will involve some or all of the following (there is flexibility in some choices): Composition, Arranging Music, Performing as a solo, Performing in a group, Listening analysis and Presentations to the class.

Use of ICT is encouraged in all aspects of these assessments and ICT and the internet is used frequently in this course.

Senior Pathway

This subject leads into the elective Stage 5 Music course and provides the initial skills and understanding needed for the elective HSC Music 1, Music 2 and Music Extension.

Mr David Cosentino
Co-ordinator of Creative Arts

PDHPE

FORM:	7 – 8
SUBJECT AREA:	Personal Development, Health and Physical Education
FACULTY:	PDHPE

Course Description

This course is designed to teach students about adopting and maintaining a healthy, productive and active life.

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

Course Content

PDHPE is broken up into two components: Health and Physical Education (PE). In the Health component of the Year 7 course, students will be studying three topics throughout the year. These are a small unit at the beginning of the year titled Embracing Challenge which is a lead up to their camp in Week 3. The other two units are This is Me and Good Vibes. In Year 8 the students also have a small unit prior to their camp in Week 3 titled Accepting Challenge, followed by three other units called Life on the Beaches, Let's All Get Along and We Are Who We Are. In PE, students will be participating in range of Teamwork games, as well as sports such as Swimming, Water Polo, Athletics, Cross Country Running, Badminton, Dodgeball, Synchronised swimming, Aqua aerobics, Dance, European handball, Fitness Testing, Gaelic football, Slide Hockey, Basketball, Touch, Cheerleading, Soccer, Tennis, Lacrosse, Ultimate Frisbee, AFL, NFL Netball, Volleyball, Underwater hockey, Cricket, Softball and Surfing.

Assessment, Fieldwork and ICT

In PDHPE, there will be no formal assessment tasks outside of timetabled lessons.

In Year 7 and 8, students will be assessed four times throughout the year in a wide variety of class activities. These will be used to determine a student's final A-E grade for each of the units studied.

Some external excursions in Year 7 and 8 will be conducted, however, most of these will be during class time and based around the availability of local venues and facilities. Our only confirmed booking is with Year 7 who will participate in a day-long Surfing program in Term 4 run by Manly Surf School at Long Reef Beach.

The PDHPE program has imbedded a large amount of ICT into our programs. In Health, students will be using ClickView, YouTube, Kahoot, Google docs, Moviemaker, PowerPoint, QR codes, Quizlet, Padlet and Prezi as part of their class work. Activities are always being filmed and critiqued in both PE and Health, and the iPads are used for creating interviews, videos or helping with research tasks.

Senior Pathway

The syllabus studied in Years 7 and 8 is the fourth stage of six stages undertaken from K-12. It reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society. Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. In Year 9, students may decide to choose the elective course PASS (Physical Activity and Sports Studies) and in Year 11 they may select the 2-unit PDHPE course which runs through to the Higher School Certificate.

Mr Richard Upton
Co-ordinator of PDHPE

Science

FORM:	7 – 8
SUBJECT AREA:	Science
FACULTY:	Science

Course Description

Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the biological, physical and technological world. An understanding of science and its social and cultural contexts provides a basis for future choices and ethical decisions about local and global applications and implications of science.

Course Content

The Year 7 and 8 students will be working through the following topics:

- Science at Work – working in a laboratory, science skills, how things work, collecting and analysing data
- Physical Science – forces and force fields, gravity, using magnets, energy and energy transfers and transformations
- Chemical Science – Everyday reactions, properties of matter, separation techniques, elements and compounds, mixtures, physical and chemical change
- Biological Science – the living world, classification of living things, ecology, cells and microorganisms, body systems and reproduction, human impact and new technologies
- Earth and Space Sciences – rocks and minerals, weathering and erosion, fossils, natural resources, the earth in space and the water cycle

Assessment, Fieldwork and ICT

In Science all Year 7 and 8 students will be participating in four assessment tasks throughout the year. Year 7 will design a poster, participate in a Practical examination and complete a report based on an excursion to Taronga Zoo. They will also sit a Yearly Exam.

Year 8 will complete a report from their Field Study to the Australian Museum, construct and analyse a Rube Goldberg Machine analyse Scientific data and complete a Yearly Exam.

Students in Years 7 and 8 will develop a number of skills in Science. These include questioning and predicting, planning and conducting investigations, processing and analysing data, problem solving and communicating information. ICT tasks will include using computer animations and simulations, viewing video files and using interactives, creating learning objects, collecting information using a variety of sources and extracting, reorganising and reporting information using word processors, note-takers, spreadsheets, presentation software and databases.

Senior Pathway

Years 7 and 8 is the fourth of six stages undertaken from K-12 in Science. By engaging students in a range of learning experiences that build on prior learning and are set in meaningful and relevant contexts, they are led to a more scientific understanding of their world and the way that scientists work. In Year 11, students may elect to take a specific science at 2 Unit level through to the HSC in Biology, Chemistry, Physics and Earth and Environmental Science.

Mrs Elmarie Filmalter
Co-ordinator of Science

Technology

FORM:	7 – 8
SUBJECT AREA:	Technology
FACULTY:	TAS

Course Description

The Mandatory Technology course in Years 7 and 8 offers students a wide range of technologies to find design solutions to meet identified needs. Students undertake between 4-8 design projects. Design project includes the development of a portfolio showing evidence of the design process.

Course Content

The areas of study are Agriculture and Food technologies, Digital Technologies, Materials Technologies, Engineered Systems. At least one design project must be based on each of the areas.

Assessment, Fieldwork and ICT

Students will be assessed throughout both years in design projects and research tasks which may include the following areas: Architectural Design, Environmental Design, Interior Design, Landscape Design, Structural Design, Fashion Design, Food Design, Jewellery Design, Communication Systems Design, Information Design, Digital Media Design and Digital Technology. ICT is used throughout this course.

Senior Pathway

This subject leads into the elective Stage 5 Design and Technology, Food Technology and Information and Software Technology Course and provides the initial skills and understanding needed for the HSC elective study of Information Processes and Technology (IPT), Industrial Technology Multimedia (ITM), Design and Technology (D&T) and Food Technology.

Mr Michael Lim
Co-ordinator of TAS

Visual Arts

FORM:	7 – 8
SUBJECT AREA:	Visual Arts
FACULTY:	Creative Arts

Course Description

Visual Arts Mandatory Stage 4 has been designed to provide students with an understanding of Art Making, Art History and Criticism. There are many types of media used and these may include Drawing, Painting, Pottery, Print-making, Ceramics, Sculpture and Collage.

Course Content

Stage 4 Visual Arts may include:

- Drawing
- Painting (Places and Spaces)
- Sculpture (Objects)
- Printmaking (Environment and Events)
- Plaster Construction
- Stencil Printmaking
- Commercial Art
- Asian Printmaking

Assessment, Fieldwork and ICT

Students in Stage 4 Visual Arts will be assessed throughout both years in Art Making, Art History and Criticism, use of Visual Arts Process Diary and formal examinations. The use of ICT is encouraged throughout the teaching and assessment of the course.

Senior Pathway

The syllabus studied in Years 7 and 8 is the fourth stage of six stages undertaken from Creative Arts K-12 and prepares students for the Year 9-10 Photography and Digital Media and Visual Arts course and on to HSC Visual Arts

Mr David Cosentino
Co-ordinator of Creative Arts

Elective Subjects

(Students undertake one Elective Subject
throughout Year 7)

Dance

FORM:	7
SUBJECT AREA:	Dance
FACULTY:	Creative Arts

Course Description

In the Stage 4 Dance Course students engage in learning tasks that are based on dance performance, composition and appreciation. They will develop fundamental movement skills and techniques through learning various styles or genres with an understanding of anatomy, physiology and kinesiology.

Students will appreciate dance as an art through the study of cultural, historical and social development with focus on influential choreographers and their works. Students will have the opportunity to create their own dances, exploring the initial aspects of composition including improvisation, the elements of dance and motif development. The theatrical components that assist in further developing dance performances such as costuming, staging, lighting and film techniques will also be addressed throughout the course.

Mr David Cosentino
Co-ordinator of Creative Arts

Drama

FORM:	7
SUBJECT AREA:	Drama
FACULTY:	Creative Arts

Course Description

The Year 7 Drama course is intended to give students the opportunity to learn aspects of theatre craft and explore social and moral issues in a positive, safe and supportive learning environment. Regardless of ability, the inclusive course will cover theatrical styles and delve into the history of certain dramatic structures. It should firmly establish in students the 'elements of Drama', which form the core of the New South Wales syllabus. The graduated level of challenge in the course should enable students to grow in confidence and become empowered with the responsibility of the creative process, whilst always operating within clear parameters and building analytical skills, when using the terminology introduced to them during lessons. High energy games, whose purpose is to give a kinaesthetic basis to the learning process, will be the bedrock of the course and will bring a sense of fun and challenge in equal measure, so that students are constantly engaged and hopefully inspired to great achievements.

Mr David Cosentino
Co-ordinator of Creative Arts

Latin

FORM:	7
SUBJECT AREA:	Latin
FACULTY:	Languages

Course Description

There is a clear link between learning a language and improved literacy skills. Studying Latin enables students to demonstrate precision of thought and clarity of expression, to develop critical and analytical thinking skills and the ability to discern patterns of language, not to mention intellectual enrichment.

Latin was the spoken and written language of the Ancient Roman people and is closely associated with the vocabulary and grammar and culture of European languages. It is the key to the Romance languages- French Italian, Spanish and Portuguese- which derive most of their vocabulary and grammatical features from Latin. Latin also forms the basis for much of the vocabulary used in English. The study of Latin assists greatly in expanding your English vocabulary.

The course will follow the life of an Ancient Roman family living in Pompeii. Students will learn Latin language structures, vocabulary and culture through the study of the life of this family whose records were preserved after the eruption of Mount Vesuvius.

Mrs Juliette Sellies
Co-ordinator of Languages

Philosophy

FORM:	7
SUBJECT AREA:	Philosophy
FACULTY:	HSIE

Course Description

Students are introduced to some of the big ideas in thinking about the world and to the main strands of philosophical thought to start with and then move to the study of logic and its role in developing and analysing an argument as a basis for the study of philosophy.

Students will delve deeper into the study of the nature of knowledge, beliefs, identity, moral reasoning and examine a range of moral dilemmas and justice issues before completing an in-depth, individual philosophical investigation.

Throughout the course, students are enabled to develop their critical thinking and reasoning skills and the ability to consider an argument from different perspectives.

Ms Janet Lovell
Co-ordinator of Gifted and Talented

STEM

(Science, Technology, Engineering and Maths)

FORM:	7 – 8
SUBJECT AREA:	STEM (Science, Technology, Engineering and Maths)
FACULTIES:	Science, TAS and Maths

Course Description

Are you the next Steve Jobs, maybe Ada Lovelace or Marie Curie, or maybe even one of the ‘Myth Busters’? Or perhaps you can see yourself as the next generation that will help solve the world’s complex problems? Then this elective, where we will learn to harness creatively logical ways of thinking, is for you.

“With estimations that 75 percent of the fastest growing occupations require STEM skills, Australia will depend on a workforce that has the necessary STEM capability to drive innovation and competitiveness in the global economy. STEM skills are essential in creating and turning new ideas and inventions into lucrative, internationally competitive Australian products, services and exports.” Australian Govt. Report (2014), Increasing the Focus on STEM and Innovation in Schools

This elective will nurture students' interests and love of learning through a project based approach that emphasises thinking skills as well as inspires innovation and creativity. STEM education is more than just science, technology, engineering or mathematics; it is an interdisciplinary and applied approach that is coupled with real-world, problem-based learning.

Some of the areas this course will cover include:

- Explorations into mechanism and machines
- Hands on activities and electronics and programming
- Design, build and testing of structures

Mr Mike Hobson
Director of Learning Technologies

