



Pittwater House

2021

Years 7 & 8 Subject Handbook

achieve a balance

co-educational campus | single-sex education

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JSW;LSM – 08/10/2020- Version 1

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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 a range of 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. 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 involve 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 'Education 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

The language course introduces students to the language and culture of contemporary France and China. Students learn elements of active conversation and how to manipulate French and Chinese in sustained interactions to exchange information, ideas and opinions within authentic settings. Student access and respond to a range of written French and Chinese text types. Students develop writing skills by organising and composing simple French text and in Chinese, they will be using pinyin and will be introduced to character writing. In addition to the language teaching of the course, various aspects of Chinese and French society and culture are introduced through extracts from the news, videos and classroom discussions. The emphasis throughout the course is on communicative skills in a thematic approach. Themes include, self, shopping, family, sport, food, school and everyday activities.

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
- Cooking a regional dish
- Game of petanque/badminton/diablo
- Chinese Festivals

Assessment and ICT

In Languages 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. All language work, in-class and homework, will contribute to the student's final grade. ICT is used extensively in the Language programs as a means of accessing authentic language and culture materials. Students will be using ClickView, YouTube, Yabla, Kahoot, Google docs, Quizlet and Padlet as part of their class work.

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 fieldwork skills using Bantry Bay. 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.

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: *Contact and Colonisation*

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 the Stage 5 History Elective 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 Mathematics Standard, Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 (available in Year 12 only).

Mr Adam Demasi
Co-ordinator of Mathematics

Mathematics Accelerated

FORM:	8
SUBJECT AREA:	Mathematics Acceleration Program (invitation only)
FACULTY:	Mathematics

Course Description

Students who have displayed an ongoing interest and have performed at the highest academic level in the Year 7 Mathematics course will be invited to take part in the Mathematics Acceleration Program at Pittwater House Schools for Year 8.

Course Content

The Mathematics Acceleration Program is for students who have displayed an exceptional ability and work ethic, as well as competence in mathematics. This program demands commitment from parents and students for four continuous years. Students will compress the Years 8, 9 (5.3) and 10 (5.3) Mathematics curriculums over two years in order to complete their Year 11 Preliminary Higher School Certificate and Year 12 Higher School Certificate under the normal two-year time frame.

Assessment and ICT

How the program works:

- In Year 8, students will work through the entire Year 8 course and majority of Year 9 (5.3) course.
- In Year 9, student will be finishing off the Year 9 (5.3) course and completing the entire Year 10 (5.3) course.
- In Year 10, students complete the Year 11 Preliminary Higher School Certificate in Mathematics Advanced. This will be completed by the conclusion of Term 3, Year 10 with the Higher School Certificate course commencing in Term 4.
- In Year 11, students will complete their Year 12 Higher School Certificate in Mathematics Advanced and undertake the Year 11 Mathematics Extension 1 Preliminary Higher School Certificate course.
- In Year 12, students will complete Mathematics Extension 1 course and, through invitation, complete the Mathematics Extension 2 course.

Senior Pathway

What are the benefits to studying Mathematics Accelerated?

- Provides students an opportunity to indulge their passion for mathematics.
- Early completion of the Mathematics program for Record of School Achievement (RoSA) and Higher School Certificate credentials.
- Greater flexibility in Year 12 for students to devote time to other Higher School Certificate subjects.
- Students develop organisational skills, build perseverance, confidence and time management skills.

What is expected of our Mathematics Accelerated students?

- Management of increased workload and homework in mathematics.
- Maintenance of a high academic grades in all assessments.
- High work ethic and thorough completion of all work assigned.

Students can elect to remove themselves from the Mathematics Acceleration Program if the commitment becomes too onerous. In this case, the student will return to the main cohort to complete their mathematics in the normal time frame.

We are excited to offer the Mathematics Acceleration Program at Pittwater House School.

Mr Adam Demasi
Co-ordinator of Mathematics

Music

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

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.

Ms Nicole McInerney
Co-ordinator of Music

PDHPE

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

Course Description

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

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 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 bookings are for Year 7 who will participate in a day-long Surfing program in Term 4 run by Manly Surf School at Long Reef Beach. Year 8 will participate in a 6-week Royal Life Saving Bronze Medallion unit during Weeks 6-11 of Term 1.

The PDHPE program has embedded a large amount of ICT into our programs. In Health, students will be using ClickView, YouTube, Kahoot, Google docs, 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 either the 2-unit PDHPE course or 2-unit CAFS course (Community and Family Studies), both of which run 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, there will be no formal assessment tasks. All Science work, in-class and homework, will contribute to the student's final Science grade. Some excursions in Years 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.

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 and STEM

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. Semester based units are being implemented in 2021 to students in Year 7 where they will undertake studies in 2 key areas that spread across semesters; Material Technologies and Food Technologies, integrating digital technologies within. Year 8 will continue to work as a term-based system in the areas of Agriculture and Food technologies, Digital Technologies, Materials Technologies and Engineered Systems.

Course Content

The Design and Production process engages students in critical and creative thinking, including understanding interrelationships between systems when solving complex problems. It further enables students to demonstrate and enhance their knowledge and understanding of technology through consideration of how solutions are created to enable preferred futures throughout the ever-changing world. This involves a systematic approach to research, problem-solving, prototyping and evaluation, through the experiences of new technologies, computer-based programs, digital technologies and workshop tooling.

In turn it provides opportunities for students to learn about the value of planning and reviewing processes as they produce designed solutions working through the Design Process.

Students are provided with opportunities to apply thinking skills and develop an understanding of the processes they can use as they encounter problems, unfamiliar information and new ideas.

The study of Technologies and society provides opportunities for students to consider both the positive and negative impacts of technologies that surround them on a daily basis which is ever changing in multiple formats.

Assessment, Fieldwork and ICT

Students will be assessed throughout both years through the development of a portfolio showing evidence of the design process using research, ideation, manufacturing and evaluations. They will use this information and knowledge to develop a greater understanding in and throughout a range of areas which will include: Structural and engineered systems, Fashion Design, Food Design and nutrition, Environmental consideration, Communication Systems Design, Information Design, Digital Media Design and Digital Technology. ICT is used throughout all aspects of each area.

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 Joe Blackwell
Co-ordinator of TAS and STEM

Visual Arts

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

Course Description

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

Course Content

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

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

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

They learn to record procedures and activities about their artmaking practice in their Visual Arts diary. They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

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 Years 9-10 Photography and Digital Media and Visual Arts course and on to HSC Visual Arts

Mrs Danyelle Tierney
Co-ordinator of Visual Arts and Photography and Digital Media

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Learning Across the Curriculum - Integrated Studies

- STEM
- 'The Big Ideas'

The world is changing more quickly than we can imagine. The rapid emergence of artificial intelligence (AI) and other technologies has changed the way that we work and play. Therefore, in this increasingly changing world, it is necessary to ensure that our students are equipped with the 'soft skills' required to help them flourish in a rapidly changing society. Soft skills include adaptability, attitude, communication, creative thinking, work ethic, flexibility, problem solving, critical thinking and collaboration.

“Anything that is routine or repetitive will be automated,” said Minouche Shafik, Director of the London School of Economics, in a session on Saving Economic Globalization from Itself. She also spoke of the importance of “the soft skills, creative skills. Research skills, the ability to find information, synthesise it, make something of it.” (World Economic Forum, Jan 2018).

Therefore, at Pittwater House we rotate our students through two semesterised courses in Year 7, which are aimed at targeting cross curricular learning and the soft skills that are increasingly becoming a requirement in the rapidly changing workforce that our students will be entering in the next decade.

All students will complete one semester of STEM and one semester of 'The Big Ideas', which is a Humanities – Integrated Study. These two courses, being cross curricular, will also complement the core studies in the Stage 4 curriculum. They will also emphasise the NESA General Capabilities of:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

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STEM

(Science, Technology, Engineering and Maths)

FORM:	7
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 STEM, where we will learn to harness creatively logical ways of thinking, is for you.

“As the world of work changes, we will need to change our skills to match. The gap between the knowledge generated in the education system and the skills demanded by employers and individuals is widening. Overcoming these limitations requires a priority focus on science, technology, engineering and mathematics (STEM), including the development of workplace skills in STEM. Future careers will also rely heavily on ‘21st century skills’ — for example, critical thinking, creativity, cultural awareness, collaboration and problem-solving. When done well, STEM education complements the development of 21st century skills. It’s predicted that future workers will spend more than twice as much time on job tasks requiring science, maths and critical thinking than today.” – education.gov.au

This cross curricular subject 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. We will look at how STEM has influenced the world around us and how it will continue to influence the world of tomorrow.

Some of the areas this course will cover include:

- Explorations into mechanisms and machines
- Hands on activities in ideation, prototyping and model making
- Design, build and testing of structures

Mr Joe Blackwell
Co-ordinator of TAS and STEM

The Big Ideas

(HSIE, Creative Arts and English)

FORM:

7

SUBJECT AREA:

HSIE, Creative Arts and English

Course Description

In this course, students will be presented with an authentic problem of global significance. The project will be structured to develop student understanding of the issues as well as future problem-solving skills. This course will be a humanities project-based learning structure aimed at collaboration, critical thinking, research, creativity and presentation skills. It will be looking at some of the ‘big issues’ in contemporary society and will break down the traditional curriculum boundaries and will facilitate cross curricular learning.

There is a range of topics students will be able to work on, with the view that at the end of the course they will have workshopped, collaborated, researched and produced a solution that can be presented in a range of formats to an audience.

Ms Abby Jeffery
Co-ordinator of HSIE

