



Founded 1982

THE HILLS
GRAMMAR SCHOOL



ACADEMIC
PROGRAM:
YEARS 7 & 8 2012



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INTRODUCTION

As students move into Year 7, they are beginning a new stage in their educational journey. This journey may occasionally feel a little overwhelming, as students go through experiences which differ significantly from those of Junior School. However, the rewards and joys are great, as students meet new friends and teachers, learn how the varied Senior School day is organised, and participate in a wide range of teaching and learning activities.

At The Hills Grammar School, we provide an academic program designed to help students make the transition from Year 6 to Year 7 as quickly and smoothly as possible, and then go on to consolidate and extend their skills and knowledge in Year 8. The curriculum is based on a core group of subjects which construct a solid academic foundation for successful study in future years. The student's growth and adjustment to change is aided by well-established wellbeing and co-curricular programs.

COURSES

In NSW secondary schools the curriculum is divided into eight distinct areas of learning which are called Key Learning Areas (KLAs). The KLAs are English; Mathematics; Science; Human Society and its Environment (HSIE); Languages other Than English (LOTE); Technological and Applied Studies (TAS); Personal Development, Health and Physical Education (PDHPE); and, Creative Arts. The program of study developed for Senior School students builds on the knowledge and skills developed through the Primary School curriculum and provides learning pathways to the School Certificate in Year 10 and Higher School Certificate in Year 12.

The Year 7-10 curriculum at the Hills Grammar School follows the Board of Studies' mandatory curriculum requirements for the award of the School Certificate. At the end of Year 10, students sit for School Certificate tests in English Literacy; Mathematics; Science; Australian History, Geography, Civics and Citizenship; and Computing Skills.

Year 7 and 8 students undertake a Core Curriculum in the following subjects

- English
- Mathematics
- Science
- History
- Geography
- Language (French, German, Japanese or Latin)
- Technology (Mandatory)
- Visual Arts
- Music
- Personal Development, Health and Physical Education

By the time a student has reached Year 9 in some general experience subjects such as Technology (Mandatory), Visual Arts and Music, the requirements for the award of a School Certificate will have been satisfied. This then allows the introduction of elective subjects and a broadening of the curriculum.

The following Board Developed Courses are offered in Years 9 and 10:

CORE CURRICULUM

(STUDENTS UNDERTAKE ALL SUBJECTS IN THE CORE CURRICULUM)

- English
- Mathematics
- Science
- Australian History
- Australian Geography
- Language (French, Japanese or Latin)
- Personal Development, Health and Physical Education

ELECTIVE SUBJECTS

(STUDENTS SELECT TWO OF THE FOLLOWING SUBJECTS)

- French, Japanese, Latin
- Commerce
- Drama
- Design and Technology
- Food Technology
- Information and Software Technology
- Industrial Technology – Timber
- Elective History
- Music
- Visual Arts

The curriculum for Years 11 and 12 provides further opportunities and challenges for students in a wide variety of subjects, levels of difficulty and areas of specialisation. Some of the subjects currently offered for the Higher School Certificate are:

- English
- Mathematics
- Biology
- Chemistry
- Earth & Environmental Science
- Physics
- Ancient History
- Business Studies
- Economics
- Legal Studies
- Modern History
- French
- Japanese
- Latin
- Personal Development, Health and Physical Education (PDHPE)
- Sport, Lifestyle and Recreation

- Hospitality Operations (VET)
- Industrial Technology - Timber
- Information Processes and Technology
- Information Technology (VET)
- Drama
- Music 1, Music 2, Music Extension
- Visual Arts
- Visual Design

COURSE DESCRIPTIONS

(The following text is an extract from the Board of Studies' document titled "Information for Parents and the Community about the Mandatory Courses in Years 7-10.)

ENGLISH

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

COURSE DESCRIPTION

Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts and to write texts that are imaginative, interpretive, critical and powerful.

WHAT WILL STUDENTS LEARN ABOUT?

Students study novels, non-fiction memoirs, films, radio, television, newspapers, the internet and multimedia. The texts give students experience of Australian literature and literature from other countries and times, and insights into Aboriginal experiences and multicultural experiences in Australia.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts as well as a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

WHAT WILL STUDENTS LEARN TO DO?

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

COURSE REQUIREMENTS

The study of English in Stage 4 (Years 7 and 8) requires experience of at least two works of each of fiction, film, non-fiction and drama and a wide range of types of poems. In Stage 5 (Years 9 and 10) it requires experience of at least two works of each of fiction, film, non-fiction and drama, and a variety of poetry drawn from different anthologies or from particular poets.

In Stage 5, the selection of texts must give students experience of Shakespearean drama.

MATHEMATICS

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

COURSE DESCRIPTION

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

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

WHAT WILL STUDENTS LEARN ABOUT?

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

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

WHAT WILL STUDENTS LEARN TO DO?

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

SCIENCE

Science is a mandatory course that is studied in Years 7–10 with at least 400 hours to be completed by the end of Year 10.

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

Through their study of science, students develop knowledge and understanding about the living and non-living world. Students examine the historical and continuing contributions of scientists and the implications of scientific research for scientific knowledge, society, technology and the environment.

WHAT WILL STUDENTS LEARN TO DO?

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

COURSE REQUIREMENTS

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

GEOGRAPHY

The Geography (Mandatory) course requires students to complete:

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

COURSE DESCRIPTION

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

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

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

WHAT WILL STUDENTS LEARN ABOUT?

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and responses to them, including appropriate methods of citizenship for their management.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally, and how individuals and groups are planning for a better

future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

WHAT WILL STUDENTS LEARN TO DO?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools such as maps, graphs, statistics, photographs and fieldwork assist students to gather, analyse and communicate geographical information in a range of formats.

COURSE REQUIREMENTS

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

HISTORY

The History (Mandatory) course requires students to complete:

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

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact history is also examined.

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

WHAT WILL STUDENTS LEARN TO DO?

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

COURSE REQUIREMENTS

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

LANGUAGES: FRENCH, JAPANESE, LATIN

COURSE DESCRIPTION

A language course provides students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationships between languages and English, and to develop an understanding of the cultures associated with the chosen language.

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

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

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

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

Students will develop the skills to communicate in another language. They will listen and respond to spoken language.

They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They will develop a capacity to interact with people, their culture and their language.

MUSIC

The Years 7–8 mandatory course in Music is taught as a coherent study of 100 hours, spread over two years.

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

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

The mandatory course requires students to work in a broad range of musical contexts, including exposure to art music and music that represents the diversity of Australian culture. In the elective course students are required to study the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

WHAT WILL STUDENTS LEARN TO DO?

In Music, students learn to perform music in a range of musical contexts, to compose music that represents the topics they have studied and to listen with discrimination, meaning and appreciation to a broad range of musical styles.

Studying the concepts of music underpins the development of skills in performing, composing and listening.

COURSE REQUIREMENTS

The mandatory course is usually studied in Year 7 and Year 8. Students may not commence study of the elective course until they have completed the requirements of the mandatory course.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

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

COURSE DESCRIPTION

PDHPE develops students' capacity to enhance personal health and wellbeing. It promotes their enjoyment of and commitment to an active lifestyle and helps them to achieve confidence and competence in a wide range of activities.

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

WHAT WILL STUDENTS LEARN ABOUT?

All students study the following four modules:

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

WHAT WILL STUDENTS LEARN TO DO?

Students will learn some important skills that will enable them to take action to maintain their health and physical activity. These include skills in communicating, interacting, problem-solving, decision-making, planning and moving.

TECHNOLOGY (MANDATORY)

The Technology (Mandatory) course is studied for 200 hours, typically in Stage 4 (Years 7 and 8). Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area.

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:

- Built Environments
- Products
- Information and Communications.

They will learn about the properties and applications of a range of materials and the tools and equipment that are used to shape, form and join these materials. 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.

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, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others.

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

VISUAL ARTS

The Years 7–8 mandatory course in Visual Arts is taught as a coherent study of 100 hours, spread over two years.

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, to understand and to write about their contemporary world.

WHAT WILL STUDENTS LEARN ABOUT?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and 4D forms. They learn to represent their ideas and interests with reference to contemporary trends. They learn 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 between the artist - artwork - world - audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

WHAT WILL STUDENTS LEARN TO DO?

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

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

COURSE REQUIREMENTS

Students are required to produce bodies of work and keep a Visual Arts diary.

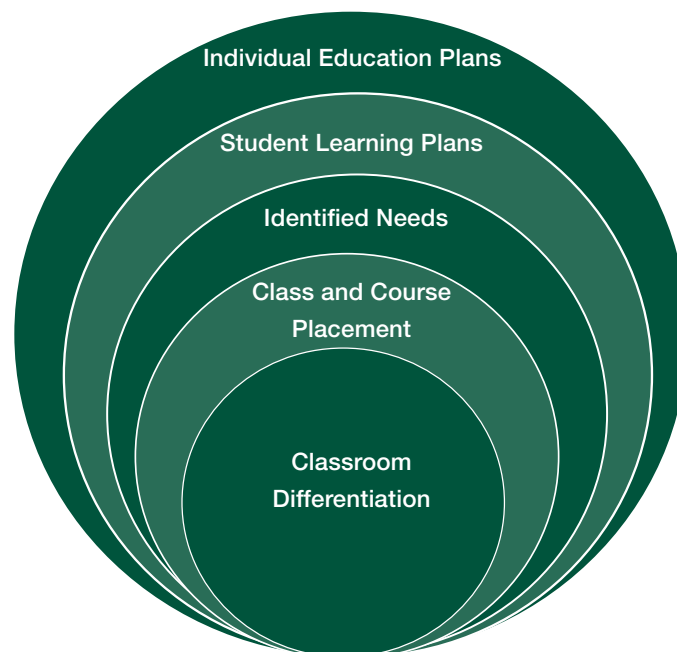
THE LEARNING ENRICHMENT MODEL YEAR 7 TO YEAR 12

The Hills Grammar School recognises that students learn in a variety of ways and at different rates. Further the school acknowledges the ethical, professional and legislative responsibility to provide and create an inclusive learning environment in which students who can benefit from the programs offered by The Hills Grammar School can access the academic curriculum and other learning programs, including both the pastoral and co-curricular activities provided within the school.

The Learning Enrichment Model endeavours to capture and describe the various ways the school's caters and accommodates student learning needs.

The Model identifies five approaches to accommodating student need

- Differentiation – the foundation upon which all learning experiences are built
- Class and Course Placement - ability groupings and appropriate selection of courses
- Recommended learning Plans – acknowledging individual learning style
- Student Learning Plans – responding to identified learning requirements
- Individual Education Plans – responding to specific learning requirements.





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