2024

STAGE 4

CURRICULUM HANDBOOK

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INFORMATION FOR STUDENTS

The curriculum at Smith's Hill High School has been developed to allow students to choose a course of study, which will cater for their individual needs and abilities while providing a broad, sound and balanced education. The opportunity to follow flexible pathways allows for compaction, enrichment and consolidation as the need arises.

The study year is divided into two sessions, each of approximately 20 weeks duration. After completing their Year 7 studies, students will choose 2 courses for their Year 8 study, allowing the opportunity to enrich their mandatory studies. There is flexibility to choose various courses throughout the junior school.

This handbook is designed to help students and parents make the best choice of courses on an individual basis.

RATIONALE

The development of this curriculum model was based upon the desire to allow students to progress at their own rate through a course of study rather than being locked into a specific year group throughout their secondary education. Some of the advantages of this approach are:

- it involves students in the choice of their individual courses, making them active and responsible for their own learning.
- it allows students to work at their own rate; their level of interest, ability and readiness, allowing for a deeper level of understanding, enrichment and consolidation.
- it actively involves parents, students and teachers in the curriculum design process that is best for the individual.

INVOLVEMENT IN EXTRA CURRICULAR ACTIVITIES

It is generally recognised that many students will be involved in a wide range of activities which will necessitate their absence from some classes. It is expected that all students will keep up to date for the lessons that they have missed.

RECORD OF SCHOOL ACHIEVEMENT (RoSA) REQUIREMENTS

The RoSA is a cumulative credential for students who leave school before completing their HSC.

The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

More information can be accessed at https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

STAGE 4 CURRICULUM INFORMATION

Stage 4 encompasses Years 7 and 8, building on the learning of Primary School and setting the foundation for Stages 5 and 6. To complete stage 4 students must satisfactorily complete the following mandatory subjects; English, Mathematics, Science, HSIE (Geography & History), Physical Development, Health and Physical Education, Creative and Performing Arts, Technological and Applied Studies and Language. There are 38 periods across the fortnight at Smith's Hill High School and the mandatory requirements of the NESA and the Department of Education are met with the following curriculum structure

YEAR 7 CURRICULUM INFORMATION

Subject	Number of periods per fortnight
English	5
Mathematics	5
Science	5
HSIE	4
PDHPE	3
Music	4
Visual Arts	4
TAS	4
Language	2
Sport	2

YEAR 8 CURRICULUM INFORMATION

Subject	Number of periods per fortnight
English	5
Mathematics	5
Science	5
HSIE	5
PDHPE	4
TAS	4
Languages	4
Sport	2
Elective	4

STAGE 4 FEE STUCTURE

School Contribution	$110
Sports Carnivals	$15

STAGE 4 MANDATORY SUBJECT INFORMATION

To complete your Stage 4 RoSA you must satisfactorily complete the following mandatory subjects;

- English
- Mathematics
- Science
- Human Society and its Environment
- Physical Development, Health and Physical Education
- Creative and Performing Arts
- Technology and Applied Studies

English	
Year	**Course Description**
7	Year 7 English aims to provide a positive and enjoyable learning experience. Units covered include exploration of personal experiences, public speaking, the world of fantasy, film, poetry and Shakespeare. The framework has been designed to engage and challenge all students to maximise their individual talents and capabilities. They will be able to express themselves through creative activity as well as working collaboratively with others to demonstrate course outcomes. Students will experiment with ideas and expression to become active and reflective independent learners. Composing and responding with imagination, feeling and logic and conviction will assist students to develop an understanding of themselves and the human experience. Year 7 English aims to develop skills in speaking, listening, reading, writing, viewing and representing along with their knowledge and understanding of language forms, features and structures of texts.
8	In this course students engage with a variety of cultural experiences through their study of fiction and non-fiction texts with the view of developing an appreciation of cultural expression in texts. Students are introduced to the concept of intertextuality and the way that cultural stories are transmitted through literature. Students will develop skills in expressing considered points of view and arguments on areas such as sustainability and the environment in speech and writing with confidence and fluency. Through their study of literary and media texts students will evaluate how language forms and features, dramatic devices and structures of texts relate to purpose and audience. Students will be provided with the opportunities to extend their essay writing skills along with experimentation of language forms and features to develop a sense of personal style in creative composition.

Mathematics	
Year	**Course Description**
7	Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives. Topics studied include: Number Theory; Fractions; Introductory Algebra; Introductory Geometry; Units, Area, Volume and Time; Decimals; The Number Line and the Number Plane; Equations; Probability; Percentages and Ratios; Angles and Constructions; and Statistics, Graphs and Tables.
8	Topics studied include: Equations; Harder Percentages; Pythagoras' Theorem; Geometry; Ratio and Rates; Formulae and Factorisation; Probability; Statistics; Congruent Triangles and Special Quadrilaterals; Circles, Area, Volume and Time; Graphing Straight Lines; Surds; and Algebraic Expressions.

Science	
Year	**Course Description**
	Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures. At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during Stage 4 involving 'hands-on' practical investigation.
7	Topics: Living in the Lab, Forces, Cells, Our Place in Space, Classification, Matter and Separation.
8	Topics: Working with Data, Plants, Chemistry, Body Systems, Earth Resources, Ecosystems and a Student Research Project.

Human Society and Its Environment (HSIE) - History	
Year	**Course Description**
7	Students study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (60,000BC-650CE). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China. Students complete studies on: Investigating the ancient Past, the Mediterranean World, and the Asian World. Students will gain an understanding of the following skills: comprehension, analysis and use of sources, perspectives and interpretations, empathetic understanding, research, explanation and communication.
8	Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (650CE-1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world. Students complete studies on: the Western and Islamic World, the Asia-Pacific World, and Expanding Contacts. Students will continue their development of the following skills: comprehension, analysis and use of sources, perspectives and interpretations, empathetic understanding, research, explanation and communication.

Human Society and Its Environment (HSIE) - Geography	
Year	**Course Description**
7	In Water in the World, students will examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity, sustainable water management and variations in people's perceptions about the value of water. Students also explore processes that continue to shape the environment including an atmospheric or hydrologic hazard. In Place and Liveability, students explore factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities, and strategies to maximise liveability.
8	In Interconnections, students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainable futures. In Landscapes and Landforms, students explore these geographical phenomena in Australia and throughout the world. They explain processes that create landscapes and shape individual landforms, and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation, natural hazards and how they can be managed and protected.

Physical Development, Health and Physical Education (PDHPE)	
Year	**Course Description**
7	Throughout the Year 7 PDHPE course students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. The theoretical units covered throughout the course include Positive Relationships and Changes in Me which focuses on online and social protocols to protect safety and wellbeing, forms of bullying and harassment and violence, responsible and ethical use of social media and technology as well as transition and physical, social and emotional changes during adolescence, safety in sexual relationships and preventive health practices. The practical component includes fundamental movement skills, lifelong physical activity and health benefits and skill related components of fitness.
8	Throughout the Year 8 PDHPE course students investigate health practices, behaviours and resources and propose actions to promote health, safety and wellbeing for themselves and others in relation to a range of health and physical activity issues. They develop critical thinking skills in relation to accessing support and health information and recognise the need to develop habits for positive health and a lifetime of physical activity. Through the integrated Aquatics unit students demonstrate how to transfer and adapt solutions to complex movement challenges by performing specialised movement skills and selecting, applying and combining movement concepts. They investigate and create plans to achieve movement and fitness outcomes. Through the units Going Out, Power in Relationships and Accessing and Assessing Health students analyse ways to cultivate resilience and demonstrate help-seeking strategies and behaviours to support themselves and others. They recognise the characteristics of respectful relationships and the importance of belonging and connecting with others.

Music	
Year	**Course Description**
7	Students will develop knowledge, appreciation, understanding and skills in the concepts of music through performing, composing and listening. Much of the first part of the music course lays the foundation for the development of musical skills. Students will complete activities learning about pitch, duration, structure and dynamics and expressive techniques. Students are learning an orchestral instrument; they will complete sectional lessons and play as part of a large ensemble. The concepts of music that is learnt in class is incorporated into the performance lessons, allowing students to experience the concepts in a range of activities. Tasks include both individual and group tasks of rhythmic and pitch compositions, ongoing practise of rhythm and pitch dictation, a variety of performances on tuned and untuned instruments and extending aural awareness through listening activities.

Visual Arts	
Year	**Course Description**
7	What is Visual Arts? Survey of prior experience at Primary school. Exploring Visual Arts Practices – Art History and Criticism, the Conceptual Framework tool – artist, artwork, art world, audience, Frames – structural, subjective, cultural and post-modern. Visual Arts Process Diary (V.A.P.D. sketchbook) – Creative documentation of art making practice, learning experiences task planning and evaluation is modelled and fostered including dating and decorative layout of V.A.P.D. page entries Art making and study includes: Investigations of the language of art, such as the Elements of Design; tone, line, shape, form & space, size & scale, direction, colour, texture. The Principles of Design; harmony, contrast, rhythm, movement, repetition, gradation, dominance and emphasis, balance, proportion, unity, variety, composition and perspectives, etc. Investigations of the Frames and Conceptual framework to focus exploration in the subject matter of personal identity, strengths, wellbeing and interests. Students will be engaged in design and composition of 2D art making forms such as drawing, painting, collage and 3D art making such as clay, assemblage and construction. Opportunities to demonstrate learning of critical and historical practice through ICT.

Technology and Applied Studies (TAS) – Technology Mandatory	
	Course Description
7 & 8	Stage 4 students explore problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions. Students investigate how managed systems are used to sustainably produce food and fibre. They explain food selection and preparation, food safety, and make informed and healthy food choices. Students collect and interpret data from a range of sources to assist in making informed judgements. They explain how data is represented in digital systems, and transmitted and secured in networks. Students explain how force, motion and energy can be used in systems, machines and structures. They investigate characteristics and properties of a range of materials, develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.

Languages	
Year	**Course Description**
7	This course aims to provide insight into the languages students can study in Stages 4 to 6 (French, German and Japanese), and thereby enable them to make informed decisions when choosing a language to study in Year 8. Students will be issued a booklet of activities and learning materials for each language. They will develop the skills to introduce themselves in the target language and to understand basic information in written and spoken form. They will develop a cultural understanding by reflecting on similarities and differences between their own culture and the culture of French, German and Japanese speaking countries.
8	NESA stipulate students must complete 100 hours of language study. Students will be given the opportunity to rank their preference for language; however subjects will be offered according to staffing availability.

Languages

Key Learning Area	Languages	**Course Fee**	$26 Online subscription to Education Perfect
Course Name	French		
Course Description	This mandatory course aims to further develop the student's appreciation of the French language and culture. Students will participate in communicative tasks and will engage with a range of multimodal texts in order to gain a deeper knowledge of the skills necessary for effective interaction in French and to develop their ability to create informative and imaginative texts. They will also acquire enhanced intercultural understanding, as they discover differences and links between French and Australian culture and traditions while navigating topics of interest such as personal identity, likes and dislikes, family, pets, food, and school.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018		

Key Learning Area	Languages	**Course Fee**	$26 Online subscription to Education Perfect
Course Name	German		
Course Description	This mandatory course aims to further develop students' appreciation of the German language and culture. Students will participate in communicative tasks in authentic contexts, as well as engage with a range of written and spoken texts in order to refine their ability to understand and interact in German. They will also acquire enhanced intercultural understanding, as they discover links between German and Australian culture and traditions while navigating topics such as personal identity, school, hobbies, family, clothing, food and drink and holidays.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018		

Key Learning Area	Languages	**Course Fee**	$44 – Japanese workbook
Course Name	Japanese		
Course Description	This mandatory course aims to further develop students' appreciation of the Japanese language and culture. They will gain a deeper knowledge of the skills necessary for effective interaction in Japanese and exchange information and ideas on topics of themselves, friends, family, pet, food and drink, likes and dislikes , hobbies and leisure while also engaging in a range of collaborative tasks and activities. Students learn how to read and write hiragana, katakana and some kanji. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in Japanese society.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017		

YEAR 8 ELECTIVE COURSE INFORMATION

- Students complete **ONE** elective per semester (this does not include a language)
- Students must study one language for all of Year 8. Students list a preference in language, however, this cannot be guaranteed. Classes need to be equitably split in numbers.

Creative and Performing Arts (CAPA)

Key Learning Area	English	**Course Fee**	Nil
Course Name	Intro to Drama		
Course Description	This course focuses on students being introduced to the exciting world of Drama. An emphasis of this course is the development of confidence when performing in front of a live audience. This is achieved by studying the forms of mime, clowning and improvisation in order to develop an understanding of how dramatic meaning is created. This course also serves as an introduction to the topic of playbuilding where students refine their improvisational skills and utilise them to create electrifying, original theatre. Students will also have the opportunity to perform at a biannual junior Drama showcase night.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus		

Key Learning Area	Music	**Course Fee**	Nil
Course Name	Music Extension		
Course Description	Would you like to develop your skills on piano and guitar whilst also learning a little bit of bass and drums? The year 8 Music Elective is a practical based course designed to develop musical skills and understanding with the benefit of preparing students to undertake further elective music courses in Years 9 and 10. In this course, students will work individually and together to learn basic performance skills and techniques on keyboard, guitar, bass and drums, with all students having the opportunity to learn each of the instruments listed. Fundamental theory concepts covered include chords, major and minor scales, and key signatures. Students will undertake individual performances on instruments studied, as well as group tasks featuring the instruments learned in the course. There will be opportunities for students to incorporate vocals and other instruments into group performances. Students who elect to take this course will need to be enthusiastic participants who are willing to try new instruments and techniques. Students will need to be motivated to practice regularly to develop their technical and performance skills.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10		

Key Learning Area	Visual Arts	**Course Fee**	$50
Course Name	Visual Arts Extension		
Course Description	An extension to the content areas of Visual Arts and the language of Art as described as the Elements and Principals of Design. Making Visual Art incorporating artworks informed by an understanding of practice, the conceptual framework and the frames. Longer, self-initiated and negotiated exercises with integrated theoretical study and art making projects will be undertaken. Exploring the Practices of Art History and Criticism to appreciate artworks informed by their understanding of practice, the conceptual framework and the frames, including the multiple forms tracing the historical origins of related media and techniques. Information and Computer Technologies (ICT) and Aboriginal art may also be included. **Main Topics covered:** Exploring Visual Arts Practices – Art History and Criticism, the Conceptual Framework tool – artist, artwork, art world, audience, Frames – structural, subjective, cultural and post-modern. Visual Arts Process Diary (V.A.P.D. sketchbook) – Documenting art making practice, planning and evaluation. Dating and decoration of V.A.P.D. page entries. Investigations of art based on; Areas of personal interest, developing autonomy in themes and conceptual practice. Exploration or Forms, such as painting, drawing, etc, developing skills and artistic practice. Incorporating prior knowledge of the Elements and Principles of design		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10		

Technological and Applied Studies (TAS)

Key Learning Area	Technological and Applied Studies	**Course Fee**	$50
Course Name	Electronics		
Course Description	The course is designed to give students who have no background in electronics the opportunity to investigate and experience the exciting world of microelectronics. Students will learn the functions of electronic components, analogue and digital systems, and integrated circuits so that they will be able to design their own circuits. Projects may include a miniature 'spy bug', timing devices, roulette wheel, sirens a metal detector, security systems, a CB radio and for advanced students a robotic vehicle. As the course progresses students may also be able to design projects of their own choice. The application of electronics CAD software will allow students to experiment with a wide range of circuit designs, which can be tested on the computer. This electronics course will help students interested in discovering a fun new hobby or following a career in security systems, engineering, telecommunications, computing or electronics.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019		

Key Learning Area	Technological and Applied Studies	**Course Fee**	$70
Course Name	Food Technology		
Course Description	This is an exciting course, which provides an outlet for those who have an interest in the food area both from a recreational point of view and also from a career perspective. Study in Year 8 forms a sound basis for future study in Years 9 and 10 and for career training in the food and hospitality industry. Students will learn through practical experiences how to design, produce and evaluate foods. Students will develop sound food preparation skills and will enjoy learning about a variety of food and nutrition issues. Topics covered in this course include: Food service and catering, Food for special occasions, Food preparation and processing, Nutrition and consumption and Food trends.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019		

Key Learning Area	Science, Technology, Engineering & Maths	**Course Fee**	Nil
Course Name	iSTEM		
Course Description	This exciting course offers a cross curricular approach to learning fundamental skills in science, technology, engineering and mathematics. iSTEM provides the skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. Battlebots is an example a unit of work, which is a team-based project where students engage in holistic STEM learning. Throughout the design, development and practical creation of the project student teams expand their knowledge of Science, Technology and Mathematics as they collaboratively improve and apply their content knowledge to practical problem-solving situations. To complement the hands-on practical mathematics and science applied in this unit, teams record their evidence of scientific testing, mathematical problem-solving and design successes and failures through their presentations. iSTEM program utilises a practical integrated approach with engineering and technology being used to drive interest in science and mathematics, through the development of technical skills and mechanical engineering knowledge. Instead, students learn about technological and engineering concepts which by their very nature are scientific and mathematical.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies		

Key Learning Area	Technological and Applied Studies	**Course Fee**	$30
Course Name	Textiles		
Course Description	This is a fun course designed to teach students the basics of operating a sewing machine. They will engage in fabric dying and at the end of the course students will get to take their textile item home.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019		

Key Learning Area	Technological and Applied Studies	**Course Fee**	$80
Course Name	Timber Laminating		
Course Description	This very popular subject comprises laminating and vacuum forming, woodcrafts and wood machining. Students are taught to safely use a wide variety of woodworking machines such as various power tools, to design and produce a customised skateboard deck. All students design and construct a major project of their own choice of either a street board or downhill long board, skateboard deck. Every opportunity is given to encourage freedom of expression in designing such projects where many students may include other materials such as allied materials, metal fittings, fabrics, and various timber finishes.		
NESA Link	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019		