

Snowy Mountains Christian School



Stage 4

Year 7/8

Curriculum Handbook

2022

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INTRODUCTION

The progression by students to High School marks a significant step in the pathway of learning heading toward the Record of Student Achievement (RoSA) and the Higher School Certificate later.

The Stage 4 courses provide the grounding in the principles of successful learning practices. Just how solid the foundation has been, depends a lot on the diligence of the student and his or her attitude to the discipline of study.

By now students will have some ideas about their strengths and weaknesses. Poor performance in one or more areas does not make a person a failure, but rather provides an opportunity to for further learning. In the context of a Christian school we attribute individual ability to God's gifting. As these diverse gifts are exercised, they grow and develop and so does the strength of the school community.

As we seek to comply with NSW Education Standards Authority (**NESA**) requirements for the Record of Student Achievement (RoSA) we also cultivate opportunities for students to be Christians in action, not just in word and knowledge. We seek to lead students from knowing in the 'head' sense to knowing in the 'heart' sense.

Time is devoted to student devotions, Assembly, Chapel and all students study the Bible. We encourage each individual to learn and grow in their knowledge and love of God and his Word.

Leadership opportunities exist in High School to encourage servant-like leadership.

As you read this Stage 4 Curriculum Book, take time to pray about what God has in mind for you in future years and how you can be equipping yourself now to meet the challenges of future life.

Mrs Ella Meyer

Principal

EDUCATION IN NSW

NESA and Key Learning Areas

NESA controls the provision of curriculum in all schools in NSW. NESA develops courses and distributes syllabuses to New South Wales schools. A number of subjects that are related in some way are grouped together into Key Learning Areas (KLA).

There are eight KLAs in NSW Schools. These are:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) – History, Geography
- Languages Other Than English (LOTE)
- Creative and Performing Arts (CAPA) – Music, Visual Arts and Drama
- Technological and Applied Studies (TAS)
- Personal Development/Health/Physical Education (PD/H/PE)

Length of courses

Each course has an amount of time which indicates how many hours a student must study that course to satisfy the requirements of that course as set down by NESA. These time requirements are normally expressed in terms of hours and the following gives an indication of how many periods per week those hours translate to:

100 hours = 2 hours per week for 1 year, or 1 hour per week for 2 years

400 hours = 2 hours per week for 4 years

The times given by NESA are **indicative** which means that they are an indication for how long the average student will take to achieve the objectives and outcomes for any given course. At Snowy Mountains Christian School we do more than the bare minimum for each course as we feel that each course needs time to develop fully the content knowledge and skills as well as the attitudes and values necessary to understand fully and appreciate the different courses.

It is possible for a gifted student to complete the course earlier than other students and in this case there are options for that student to consider.

Acceleration

If a student is deemed to be able to successfully finish a course well before the indicative time is completed, it may be possible for that student to be advanced to the next level of study. For example students at the end of Year 8 might be identified as being exceptionally gifted in Languages and so could begin a pattern of study whereby they are accelerated into Year 9 and then Year 10 Languages. In this way they could be completing the stage 5 course by the end of Year 9. Such a student would then enter into Year 11 and 12 Languages while still being in Year 10 for his/her other subjects and will eventually complete the HSC level Language course before they would normally have done so.

Such a programme is possible at Snowy Mountains Christian School.

Students who might be considered for such a programme will have been identified by the time they enter into Year 9 but it may be that some students will make rapid progress over the coming year and therefore be possible candidates. Students who feel they might be in a situation where they could accelerate in a subject should consult with their teacher to see if their expectation of their own performance is realistic.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Minimum curriculum requirements

To satisfy the requirements of RoSA, NESA requires students undertake a programme of courses which by the end of Year 10 will have included at least the following:

- A course of 400 *hours* in length in each of **English, Mathematics and Science**, with the study being spread over Years 7 – 10;
- Courses of 200 *hours* of **Geography** and 200 *hours* of **History** in by the end of year 10;
- A study of 200 *hours* of **Creative Arts** comprising 100 *hours* in each of **Visual Arts** and **Music**;
- A minimum of 100 *hours* continuous study of a **Language**;
- A combined total 200 *hours* in the **Technological and Applied Studies**;
- A course of 300 *hours* in an integrated study of **Personal Development, Health and Physical Education** with the study being spread over Years 7 – 10.

Students at Snowy Mountains Christian School in Year 7 to Year 10 will satisfy the requirements for the award of RoSA as set down by the Authority provided they complete the set work and apply themselves to their studies.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

As stated above, at Snowy Mountains Christian School we offer more than these minimum curriculum requirements as we feel it is necessary to give more time to each subject so that the students can more fully appreciate the course and benefit from the more intensive study. To cut the time spent on a course may lead to that course being studied superficially and this will be of little benefit to any student.

SATISFYING ROSA REQUIREMENTS

As well as having to study a course for the times indicated above, students must also provide enough evidence to teachers, and the Principal that the student has:

- followed the course as set down in the syllabus;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course;
- achieved some or all the course outcomes;

The evidence necessary will be in the form of test and exam results, completion of homework and assignments, participation in excursions and activities, co-operative behaviour in class, and the display of an appropriate attitude in class.

Where a student's attendance level falls below 70% the Principal may determine that the course requirements cannot be met. This will then lead to an 'N' award appearing on RoSA; which is the award given when a student fails to satisfy the requirements of a course.

The most important aspect of all these regulations is that it is incumbent upon the students to ensure that they satisfy all the criteria listed above by attempting to do all the work set and continuing to apply themselves to the work throughout all of Years 9 and 10.

Grading

Students will be awarded grades (A, B, C, D, E, N), by the School, in core and elective subjects, on the basis of their performance, as measured against Course Performance Descriptors.

Special Examination Provisions

Special Examination Provisions may be granted to address the effects of a special need on test performance. Regardless of the nature of the special need, the provisions granted will solely be determined by the implications of that need on test performance. Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, separate supervision, permission to take medication, or others judged necessary.

LIFE SKILLS

God has given all students the capability of learning, however, not all students can participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content. For a small percentage of students with special education needs, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

Life Skills courses, sometimes called a Special Programme of Study, represent an alternative pathway to RoSA and Higher School Certificate. The courses are designed to allow students to study a more flexible programme of study incorporating work experience and where necessary units of functional literacy, numeracy and everyday skills for living.

YEAR 7 AND 8 SUBJECTS

- MATHEMATICS
- ENGLISH
- SCIENCE
- HSIE – HISTORY & GEOGRAPHY
- PERSONAL DEVELOPMENT/
HEALTH/ PHYSICAL EDUCATION
(PD/H/PE)
- ART
- FRENCH
- MANDATORY TECHNOLOGY
- MUSIC
- SPORT

ENGLISH

The teaching of English to Years 7 and 8 at Snowy Mountains Christian School is based on an approved course by NESA. The course builds upon the foundations laid in Primary. The objectives of the course involve students exploring the following activities and areas: talking and listening, reading, writing, literature, print media, electronic media, film. We aim to develop students' understanding, knowledge and skills in all areas and to foster their love of language and literature and to develop intelligent and capable thinkers.

We expect our students to develop listening skills, to be able to concentrate on what other people are saying, to analyse what they hear, and to formulate reasoned responses. We encourage students to gain respect for the power of the spoken word. All students in Years 7 and 8 will give speeches and be involved in class discussions. The students will always be encouraged to exercise these skills and will be reminded that their input is appreciated, so that they will continue to discover the intricacies of verbal communication, become better equipped to succeed in a society where oral communication is so important.

We include wide reading in our teaching programmes as a means of increasing breadth of experience. Close analysis of texts is included as a means of gaining insight, and students learn to recognise a number of writing genres. While we are committed to beginning at the ability level of the student we are also committed to widening each student's experience, and opening doors for them. Thus, the books set for study include the works of tried and tested authors as well as works published recently. We aim to include a significant body of Australian literature in our programmes. Development of students' comprehension skills is emphasised, and vocabulary building has priority.

Students write for a range of purposes, in several genres and to suit a variety of audiences. Emphasis is placed on accuracy and clarity of written expression and coherent presentation of ideas, as well as the inclusion of the proof necessary to substantiate their points. Students are encouraged to take advantage of recent technological developments to assist them in improving their writing skills. Students' own creative writing is valued.

Students will examine texts from the electronic and print media and study film as text.

Students consider the processes of theatrical staging, as well as analysing dialogue.

In addition to regular classes, we aim to take students on excursions. These may include visits to the theatre, cinema and other performances. On occasion, performance groups may be brought into the school.

Stage 4 English Assessment Schedule – 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Speech	1A, 3B, 4B, 9E	Term 1: Week 7	10%
2.	Listening Test	1A, 2A, 3B, 4B, 6C	Term 1: Week 9	10%
3.	Poetry	1A, 3B, 4B, 5C	Term 2: Week 2	15%
4.	Drama Presentation	6C, 7D, 9E	Term 2: Week 6	15%
5.	Creative Writing	1A, 3B, 4B, 5C	Term 3: Week 7	15%
6.	Yearly Exam	5C, 6C, 7D, 8D	Term 4: Week 4	15%
8.	Continuous Assessment: Class work	8D, 9E	Term 1 – Term 4	20%
			TOTAL	100%

MATHEMATICS

Maths is a compulsory subject and a requirement for the Record of Student Achievement (RoSA). Syllabuses include the agreed NESA curriculum content and content that clarifies the breadth and depth of learning and scope for Mathematics. The NESA curriculum achievement standards underpin the syllabus outcomes and the stage statements for Early Stage 1 to Stage 5. Students build on their achievement in Kindergarten to Year 6 as they undertake courses to meet requirements of the Years 7–10 curriculum.

Students in Stage 4 cover topics over 2 years in Years 7 and 8.

Students with special education needs can access the Years 7–10 syllabus outcomes and content in a range of ways, including:

- under regular course arrangements
- with adjustments to teaching, learning and/or assessment experiences
- through Years 7–10 Life Skills outcomes and content.

The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

Mathematics in K–10 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It 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.

Mathematics is the universal language. It is the discovery of patterns and information as it was designed to work by our great creator. The Lord God has created a world of order, reason, logic and functionality. In Mathematics we discover the patterns which underpin the magnificence of this creation, showing the indelible marks of intelligent design and the full breadth of his created order. New information in Mathematics is not created, or invented, it is discovered.

Mathematics Assessment Schedule 2022

Topic Tests

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Working Mathematically	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA	Term 1: Week 4	10%
			Term 1: Week 8	10%
2.	Number and Algebra	MA4-5NA, MA4-6NA, MA4-7NA, MA4-8NA	Term1: Week 4	10%
			Term1: Week 8	10%
3.	Measurement and Geometry	MA4-1WM, MA4-2WM, MA4-12MG, MA4-13MG, MA4-14MG	Term2: Week 4	10%
			Term2: Week 8	10%
4.	Statistics and Probability	MA4-2WM, MA4-19SP, MA4-20SP	Term 3: Week 4	10%
5.	Number and Algebra	MA4-9NA, MA4-10NA, MA4-11NA	Term 3: Week 8	10%
6.	Measurement and Geometry	MA4-15MG, MA4-16MG, MA4-17MG	Term4: Week 4	10%
7.	Statistics and Probability	MA4-19SP, MA4-20SP, MA4-21SP	Term4: Week 8	10%
			TOTAL	100%

SCIENCE

Stage 4 Science is studied in Years 7 and 8. It will develop students' scientific knowledge and understanding, together with skills, values and attitudes within broad areas of science. These encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth and Astronomical Sciences. As well as acquiring scientific knowledge and skills, students apply their knowledge to everyday life and develop an appreciation of science as a human endeavour. Students learn about the need to conserve, protect and maintain the environment. They also learn about the importance of technology in advancing science, and the role of science in advancing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences, they become self-motivated, independent learners. Their 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.

Students build on their achievement in Kindergarten to Year 6 as they undertake courses to meet the requirements of the Years 7–10 curricula. Students with special education needs can access the Years 7–10 syllabus outcomes and content in a range of ways, including:

- under regular course arrangements with adjustments to teaching, learning and/or assessment experiences through Years 7–10 Life Skills outcomes and content

By the end of Stage 4 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. They identify questions and problems that they can test or research scientifically. They select and use appropriate strategies, understanding and skills to generate creative plausible solutions to identified problems. Individually and collaboratively, they plan and conduct a range of types of first-hand investigations, including fieldwork and controlled experimental methods, ensuring that fairness, safety and ethical guidelines are followed.

Students process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. They reflect on how the methods, strategies used, and the quality of data obtained could be improved. Their ideas, methods and findings are communicated to a given audience using appropriate scientific language, representations and text types, with information sources acknowledged using a recognised method.

By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.

Students describe the action of unbalanced forces on the motion of objects in everyday situations, including the Earth's gravity. They discuss how developments in scientific knowledge and technology have contributed to finding solutions to problems involving the use of energy transfers and transformations in simple systems and how the solutions may influence other areas of society. Students relate the structure and function of living

things to their classification, survival and reproduction. They predict the effects of environmental changes on ecosystems and how scientific understanding influences the development of some management practices. They explain the contribution and influence of scientific knowledge and technological advances in finding solutions to contemporary issues and that these solutions may involve ethical considerations.

Students describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth, solar system and observed properties and behaviour of matter. They describe processes occurring in and on the Earth and the time scales involved, as well as situations where understanding and skills from across the disciplines of Science are used in exploration for resources, obtaining, and processing of materials. They explain how advances in scientific understanding influence the choices people make about resource use and management practices in shaping sustainable futures.

Students relate the physical and chemical properties of matter to how materials are processed and used by society in everyday life. They describe situations where scientific knowledge and collaboration between scientists generates solutions to obtaining and making new substances from the Earth's spheres.

Stage 4 Science Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Classification and Ecosystem Pamphlet	SC414LW, SC415LW	Term 1 Week 10	15%
2.	Mid-Year Exam	SC412ES, SC413ES , SC414LW, SC415LW	Term 2: Week 6	25%
3.	Rock Cycle Project	SC412ES, SC413ES	Term 3: Week 3	15%
4.	Student Research Project	SC44WS, SC45WS, SC46WS, SC47WS, SC48WS, SC49WS	Term 4: Week 2	20%
5.	End-Of-Year Exam	SC412ES, SC413ES, SC416CW, SC417CW, SC44WS, SC45WS, SC46WS, SC47WS, SC48WS, SC49WS, SC410PW, SC411PW, SC49WS, SC47WS, SC44WS, SC45WS	Term 4: Week 6	25%
			TOTAL	100%

HSIE - HISTORY

“How can we live together if we don’t appreciate our own and others’ histories?”

(Holocaust survivor Hasada Rosenbaum)

The study of history equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

The Ancient World to the Modern World

The Stage 4 curriculum provides a 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 (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.

Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 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.

The following historical concepts are to be taught throughout Stage 4:

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg the rise and fall of ancient civilisations; changes in religious beliefs or ideas; continuity of aspects of everyday life across centuries.
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg the causes of the 'fall' of the Roman empire and its effects; the reasons for and results of the Crusades.
- **Perspectives:** people from the past may have had different views shaped by their different experiences, eg the conquest of the Americas would be viewed differently by an Inca noble and a Spanish conqueror; the arrival of the First Fleet would be viewed differently by a British naval captain and an Aboriginal elder.
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg an understanding of why medieval villagers believed the Black Death was sent by God as punishment; why ancient Egyptians believed their kings were divine.
- **Significance:** the importance of an event, development, group or individual and their impact on their times or later periods, eg the importance/impact of the Viking invasions on the British Isles; the significance of the Black Death for medieval societies.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, historical event or issue, eg did the Roman empire 'fall', were the Mongols 'bloodthirsty conquerors', did the British 'settle' or 'invade' Australia?

The following historical skills are to be taught throughout Stage 4:

Perspectives and interpretations

- identify and describe different perspectives of participants in a particular historical context

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods
- use historical terms and concepts

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources
- locate, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources

Empathetic understanding

- interpret history within the context of the actions, attitudes and motives of people in the context of the past

Research

- ask a range of questions about the past to inform an historical inquiry
- identify and locate a range of relevant sources, using ICT and other methods
- use a range of communication forms and technologies

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

Stage 4 History Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Research Presentation	HT4-3, HT4-6, HT4-9, HT4-10	Term 1: Week 7	20%
2.	Letter or Diary Entry	HT4-3, HT4-6, HT4-9, HT4-10	Term 2: Week 2	20%
3.	Research	HT4-3, HT4-6, HT4-9, HT4-10	Term 2: Week 7	20%
4.	Exam	HT4-1, HT4-4, HT4-5, HT4-9	Term 2: Week 6	20%
5.	Class work and Site Study	ALL	Beginning Term 1 Week 1 and Week 6	20%
			TOTAL	100%

HSIE - Geography

Geography is a rich and complex discipline involving two key dimensions:

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

Features of Geography They are:

- cross-curriculum content
- foundational knowledge and skills
- prior learning from Human Society and Its Environment K–6
- values and attitudes
- fieldwork
- geographical issues
- geographical tools
- geographical skills.

A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments. Geography does this by:

- focusing objectively on the physical components of environments – this enables students to view a community as part of the wider global environment
- providing a basis for recognising and responding to the constant changes taking place in environments at local, regional, national and global scales
- providing geographical methodologies that contribute to an understanding of the world
- examining the various perspectives of people in communities and the consequences of their actions on environments
- developing an appreciation of the intrinsic value of environments – this may enrich the lives of those who experience them
- empowering students with a knowledge of civics that enables them to exercise citizenship.

The study of Geography 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. The ecological dimension requires students to identify and analyse the ways humans interact with environments and in so doing develops students' skills in evaluating arguments and problem-solving. Culture is a key determinant of people's lives and worldview and through the study of Geography students develop knowledge and understanding of different cultures and develop perspectives that enhance their understanding of the world.

The study of Geography enables students to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning. Through the study of civics and citizenship students develop knowledge of the decision-making processes that exist at a variety of scales, which informs them of ways they can participate as responsible and informed members of society.

Students in Stage 4 have opportunities to develop knowledge and understanding of:

- a sense of place about global environments
- the processes that form and transform global environments
- the interrelationships between people and global environments
- the physical and human elements of global environments
- the location of global environments
- the use of natural resources and sustainability
- environmental management and ecological sustainability
- contemporary environmental issues
- the responsibilities and responses of individuals, groups and government to issues in the environment
- informed and active citizenship in relation to global environments.

Stage 4 Geography Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Research Paper	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	Term 3: Week 9	25%
3.	Presentation	GE4-1, GE4-3, GE4-3, GE4-4, GE4-6 GE4-7, GE4-8	Term 4: Week 5	25%
4.	Exam	GE4-1, GE4-3, GE4-5, GE4-6	Term 4: Week 4	30%
2.	Class Work and Field Study	ALL	Beginning Term 3 Week 1 and Week 6	20%
			TOTAL	100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

PD/H/PE is a compulsory course which is studied for 300 hours in Years 7 – 10.

Part of the need for the personal development of the whole person is derived from the Christian belief about the essential nature of people. God has created people in His own image, and though they have become sinful, God still loves them and places immense value on them. Because individuals are so valuable, it is God's will that they find purpose in their existence, enjoy life and reach their full potential of being human.

There is ample evidence to indicate that, despite a high standard of living, significant spiritual, emotional and health problems exist in Australia. The high cost of these problems both to the community and its individual members, strongly supports the need for our school to assist parents and the church to challenge its students to develop healthy lifestyles and attitudes based on the Lordship of Jesus Christ as outlined in the Bible.

As individuals grow, they will gain a satisfying concept of self-worth if they understand that God made them and loves them and has forgiven them. As well, a loving family plus a strong Church and school community of caring friends, provides the ideal environment for the development of a whole and health person.

Stage 4 PDHPE Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Ongoing Class Participation	All	Ongoing	30%
2.	Research Poster	PD4-1, PD4-2, PD4-9	Term 1: Week 8	15%
3.	Half Yearly Exam	PD4-1, PD4-2, PD4-3, PD4-9, PD4-10	Term 2: Week 6	10%
4.	Presentation	PD4-6, PD4-7, PD4-8,	Term 3: Week 8	15%
5.	Teamwork	All	Ongoing	10%
6.	Yearly Exam	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10	Term 4: Week 5	20%
			TOTAL	100%

MUSIC

In Music, students will study the **concepts** of music through the **learning experiences** of performing, composing and listening within the **context** of a range of styles, periods and genres.

At any time, the study of Music may focus upon a skill, a concept, a process, a context or on any combination of these.

Learning Experiences

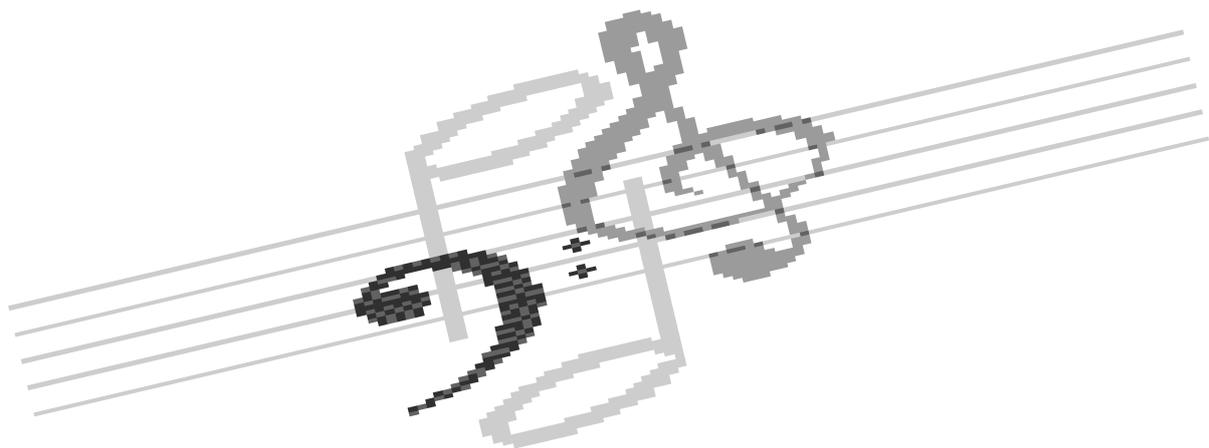
The learning experiences through which a student will understand Music are **performing, composing and listening**. Students develop skills through the integration of these processes.

This will involve:

Playing	organising	observing
Singing	creating	discriminating
Moving	notating	evaluating
Improvising	experimenting	analysing
Discussing	responding	memorising

Contexts

Students learn about a broad range of musical genres throughout Stage 4 through listening, theory, oral presentations and exams.



Stage 4 Music Assessment Schedule 2022

Semester 1

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Performance 1& 2	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 1: Weeks 5 &10	10%
2.	Oral Presentation	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 2: Week 8	20%
3.	Performance 3	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 2: Week 5	10%
4.	Exam	4.7 4.8 4.9 4.10	Term 2: Week 6	10%
			TOTAL	50%

Semester 2

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Performance 1& 2	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 3: Weeks 5 &10	10%
2.	Oral Presentation	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 3: Week 8	20%
3.	Performance 3	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 4: Week 5	10%
4.	Exam	4.7 4.8 4.9 4.10	Term 4: Week 5	10%
			TOTAL	50%

FRENCH

'... achieving proficiency in other languages is one of the great learning experiences in the human condition ... the compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia's place in it, and the many communities within Australia.' (Australian Language and Literacy Council, 1996, *Language Teachers: The Pivot of Policy*, Australian Government Publishing Service, Canberra, p 3)

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

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

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Even limited experience of the learning of languages is shown to increase metalinguistic awareness and enhance general cognitive development. Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of French provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English, as well as French.

The key competencies reflect core processes of learning French and are explicit in the objectives, outcomes and content of the syllabus in the following ways:

- **collecting, analysing and organising information** through identifying the purpose in spoken and written texts and distinguishing between main ideas and supporting detail
- **communicating ideas and information** through developing the listening, reading, speaking and writing skills necessary for communication
- **planning and organising activities** through experimenting with linguistic patterns and structures to convey information and express ideas
- **working with others and in teams** through interaction between students for the acquisition of knowledge, understanding, skills, values and attitudes
- **solving problems** through analysing texts to comprehend meaning from context
- **using technology** through collecting and interpreting electronic information.

Stage 4 French Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	In-Class Vocab Quiz	LFR4-1C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U	Term 1: Week 8	10%
2.	Half Yearly Exam	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C	Term 2: Week 6	20%
3.	Written Assignment	LFR4-2C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U	Term 3: Week 2	20%
4.	In-Class Vocab Quiz	LFR4-1C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U	Term 3: Week 9	10%
5.	Yearly Exam	LFR4-2C, LFR4-3C, LFR4-4C	Term 4: Week 5	20%
6.	Class work and weekly tests	ALL	Ongoing	20%
			TOTAL	100%

VISUAL ARTS

Visual Arts provides learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Visual Arts places great value on the development of the students' intellectual and practical autonomy, reflective action, critical judgment, and understanding of Art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

What will I be able to do?

The knowledge, understanding, skills and values gained from the *Stage 4 course* assists students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning.

Content:

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are:

- Practice - Practice relates to students' artmaking and critical and historical studies of art
- The Conceptual Framework - identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld.
- The Frames. (structural, subjective, postmodern and cultural frames - account for different points of view, values and belief in and about the visual arts.)

Students continue to use their visual arts diary, as they enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more practiced in selecting and utilising appropriate materials and techniques for making artworks.

Making artworks will include: -

2D forms	3D forms	4D forms/time-based works
<p>Drawing* and any of the following:</p> <ul style="list-style-type: none"> • painting including acrylic, oil, watercolour, and the use of mediums, gels and glazes • printmaking including lino block printing, silk screen printing, collographs, etching • photo and digital media • graphics including computer generated and enhanced • collage, frottage and montage • other 2D forms may also be included 	<p>Any of the following:</p> <ul style="list-style-type: none"> • ceramics • sculpture including relief, in the round and conceptual works • installations • textiles • designed images, objects and environments including images, objects, interior and exterior environments, jewellery, wearables, and objects of body adornment • other 3D forms may also be included 	<p>Any of the following:</p> <ul style="list-style-type: none"> • performance works • time-based installation works • digital animation • other 4D forms may also be included

Stage 4 Visual Art Assessment Schedule 2022

This year, most assessments are ongoing with weekly marks for homework, class participation, endeavour, including the work within the VAPD. This means that the students don't need to be great artists, but rather to be great learners. This will develop the resilience required to learn something new and to encourage "Personal Bests".

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Ongoing marks for Homework and Class participation. Weekly.	4.1, 4.2, 4.3, 4.6,	Term 1	15%
2.	Ongoing marks for Homework and Class participation. Weekly.	4.1, 4.4, 4.5, 4.6, 4.8, 4.9,	Term 2	10%
3.	Half yearly Exam	4.1, 4.4, 4.5, 4.6, 4.8, 4.9,	Term 2: Week 6	20%
4.	Ongoing marks for Homework and Class participation. Weekly.	4.1, 4.2, 4.3, 4.6,	Term 3	10%
5.	Art history Research task	4.1, 4.2, 4.4, 4.6, 4.7, 4.9, 4.10	Term 3: Week 9	10%
6.	Ongoing marks for Homework and Class participation. Weekly.	4.1, 4.2, 4.3, 4.6,	Term 4:	10%
7.	Yearly exam	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10.	Term 4 : Week 5	25%
			TOTAL	100%

TECHNOLOGY (MANDATORY) – INCORPORATING DIGITAL AND ENGINEERING

Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.

Students learn about technologies and use a range of materials, tools and techniques relevant to the personal, commercial and global areas of human activity.

Thinking skills are developed experientially through the Technology (Mandatory) course as students design and make. The use of reflective, flexible and creative thinking skills are encouraged to build understanding of underlying principles that can be transferred to different project settings and applications. The capacity to solve problems and generate ideas through the use of new conceptual approaches, models, drawings and information and communication technologies, and the ability to develop, produce and implement quality solutions are keys to technological competence.

Technology (Mandatory) Years 7–8 provides a defined context within which to develop general competencies considered essential for the acquisition of effective, high-order thinking skills necessary for further education, work and everyday life. Technology (Mandatory) students will:

- source, select and sequence information with regard to design research and idea generation, developing competence in **collecting, analysing and organising information**
- debate, describe, discuss and explain design-related issues in written, graphic and oral form, developing competence in **communicating ideas and information**
- work as individuals and as members of groups to conduct investigations and analysis, developing competence in **planning and organising activities**
- cooperate with individuals and groups, developing competence in **working with others and in teams**
- design, implement and evaluate solutions to materials-based problems, developing competence in **solving problems**
- plan, develop and modify projects including costing, quantities, measurement and time, developing competence in **using mathematical ideas and techniques**
- experiment with a range of tools, materials and techniques, developing competence in **using technology**.

There are three areas of study:

- Built Environments
- Products
- Information and Communication

The design related content is:

- Design processes
- Responsible and safe use of tools, materials and techniques
- Ethical, social, environmental sustainability considerations

Technologies that will be focussed on includes:

- Animal Production Technologies
- Plant production techniques
- Information Technologies
- Mixed Material Technologies
- Food technologies
- Wood Technologies

Stage 4 Digital Technologies Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Design Process	TE4-1DP, TE4-2DP	Week 6 T1	10%
2.	Garden Design	TE4-1DP, TE4-2DP	Week 10 T1	10%
3.	Use of Digital Technologies	TE4-4DP, TE4-7DI, TE4-10TS	Week 10 T2	25%
4.	Garden Construction		Week 10 T2	5%
			TOTAL	50%

Stage 4 Engineered Systems Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	TBA			
2.	TBA			
3.	TBA			
4.	TBA			
			TOTAL	50%

CHRISTIAN PERSPECTIVES AND CHAPEL

Christian Perspectives is a non-assessable course which each High School attends once a week. It involves mostly discussion regarding the world through the eyes of the Bible and in particular, Jesus' death and resurrection. Issues that come up in the world are examined in light of what the Bible says so students are able to critique the many aspects of living today.

Each Friday students attend Chapel. During this time, students are encouraged to serve others which include Reading with the K/1/2 class, peer support with 3/4/5/6 classes and serving the community of the Monaro.



<https://www.thepochedegy.net/2013/10/three-steps-to-the-cross.html>

APPENDIX 1: ASSESSMENT TASK EXTENSION APPLICATION



Snowy Mountains Christian School
Cnr. Baroona Avenue & Boona Street PO Box 53, Cooma NSW 2630
T 02 6452 4333 E office@smcs.nsw.edu.au W www.smcs.nsw.edu.au
ACN 076 793 863 ABN 76 076 793 86 3

Snowy Mountains Christian School Assessment Task Extension Application

Ensure appropriate documentation is attached. Return to your teacher before the tasks' due date.

Student name: _____ Subject: _____
Assessment task: _____ Due date: _____
Teacher's name: _____

Reason for Application for Extension

Attach appropriate documentation (*Tick box*)

Illness *Medical Certificate must be attached* Misadventure *Attach documentation* Other _____ *Please specify*

Outline details of the circumstances that have adversely affected your ability to complete the Assessment by the due date. (Attach extra sheets if necessary)

□
□
□
□

Student's Signature: _____ Date: _____
Parent / Guardian Signature: _____ Date: _____
Comments: _____

Office Use Only

Determination: Approved Not Approved
Teacher's Signature: _____ Date: _____
High School Coordinator Signature: _____ Date: _____
Comments: _____

Educating children... for the journey of life

Original Application Form to be placed in Student file

Assessment Task Extension – Approval Notice (to be attached to Assessment Task by student)

Student's Name: _____

Assessment Task: _____ Teacher: _____

Original Due Date _____ New Date Approved: _____

Reason for Approval

Illness Misadventure Other _____

Comment: _____