



SCEGGS Darlinghurst

Information For Parents

Year 7 and 8 Curriculum

Year 7 – 2027

Year 8 – 2028

TABLE OF CONTENTS

INTRODUCTION	3
CORE STUDIES IN YEARS 7 AND 8	5
ENGLISH	5
MATHEMATICS	8
SCIENCE	10
FRENCH.....	12
GEOGRAPHY	13
HISTORY	15
MUSIC (Mandatory).....	17
PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION	18
RELIGIOUS EDUCATION	21
TECHNOLOGY (Mandatory)	24
VISUAL ARTS	26
YEAR 8 ELECTIVE SUBJECTS.....	28
COMMERCE	30
LANGUAGES.....	32
CHINESE (MANDARIN)	33
FRENCH.....	35
LATIN	37
ELECTIVE MUSIC	39
VISUAL ARTS	41

INTRODUCTION

At SCEGGS the Year 7 curriculum is the same for all students, and the girls complete some of the NSW Education Standards Authority (NESA) Mandatory curriculum requirements. These are: 100 hours of a Language other than English (at SCEGGS this is French), 100 hours of Music and 100 hours of Visual Arts, while the 200 hours of Technology (Mandatory) are completed over Years 7 and 8.

The full range of subjects that the girls study throughout Year 7 are:

English	History (1 Semester)	Music (Mandatory)	Personal Development, Health & Physical Education
Mathematics	Geography (1 Semester)	Technology (Mandatory)	Religious Education
Science	French	Visual Arts	

At the end of Year 7, French, Music and Visual Arts become electives, while the rest of these subjects remain the core for all Year 8 students. In addition to the core curriculum in Year 8, students choose two electives from French, Chinese (Mandarin), Latin, Visual Arts, Music and Commerce. Except for Languages, students may choose different electives at the end of Year 8 for study during Years 9 and 10. The electives for Year 8 are outlined at the end of this booklet and opportunities to learn more about these subjects are provided for girls and parents closer to the relevant time.

As approximately half of Year 7 is new to the school and come from a range of primary schools, the girls are grouped heterogeneously during Year 7, with current girls and new girls mixed equally in each of the classes. Typically, by early Term 2, the girls are partially graded in Mathematics to better meet their learning needs for the remainder of the year. These mathematical groupings are then reviewed at the end of each semester, throughout Years 7-10. From Year 8 onwards, the base groups for all other subjects are changed to enable girls to mix with different students from across the year group. Elective classes are determined by student choice.

Information and communication technologies are used to enhance and facilitate learning where it is appropriate. The SCEGGS 1:1 Tablet PC program, in which every girl in Years 5-12 has their own Tablet PC, allows us to continue to value excellence and academic rigour in our teaching and learning, whilst capitalising on the opportunities to create a dynamic 21st century learning environment. All girls in Year 7, 2027 will be provided with a Tablet PC at the start of the year for the students to access during their lessons and at home when it is required.

The SCEGGS network enables both students and staff to access our online services from home to create, finalise and submit their work. Our girls become confident users of a wide variety of software packages and through their studies, they are exposed to both the power and the pitfalls of the information and research capability of the Internet.

However, it is also very clear that technology can only ever be just one of the tools that will form part of a SCEGGS education. In all classrooms, our girls continue to discuss, debate, create, analyse, synthesise, communicate and evaluate – with and without the use of technology. We continue to emphasise the importance of sustained application, and value depth and quality of thought. It is essential that our girls are fluent users of technology, able to craft and refine a written argument online, for example, but likewise it is equally important that they can craft an argument from beginning to end using the thinking skills required for pen to paper.

Every Year 7 SCEGGS girl is different and will experience different learning needs at different times, but they all need to experience challenge and success to build resilience and well-being. Thus, our differentiated teaching and learning programs incorporate enrichment, extension and consolidation activities. Some girls will complete different work on the same topic area, while others may cover additional material. At different times, other curriculum flexibility may be more appropriate for a particular student, such as the study of additional electives or a program of acceleration in one or more subjects. The development and integration of higher order thinking skills may also be encouraged outside the classroom with co-curricular activities such as Tournament of the Minds.

At SCEGGS problems are viewed as a natural part of learning. Academic Support, available to girls of all abilities, helps girls reach the set learning outcomes of each class. Our Academic Support staff work with teachers to plan and implement a differentiated curriculum, with individuals and small groups of students within the class, and with individuals by appointment outside the classroom. Our goal is always to help the girls to become confident, capable and self-reliant learners, able to identify their needs and how they can go about overcoming problems. A strong partnership between the talented and approachable staff and the girls and their families is fundamental to making this a reality at SCEGGS.

The following overviews give greater insight into the learning programmes in each subject.

CORE STUDIES IN YEARS 7 AND 8

ENGLISH

Stage 4 English (Years 7 and 8) NSW Syllabus

The study of English in Years 7 and 8, or Stage 4, builds upon the skills, knowledge and understanding acquired in primary school. In 2024, all schools across NSW began implementing a new English Curriculum for Years 7 – 10.

The following statements from the new syllabus summarise the rationale for English in the Stage 4 curriculum:

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K-10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

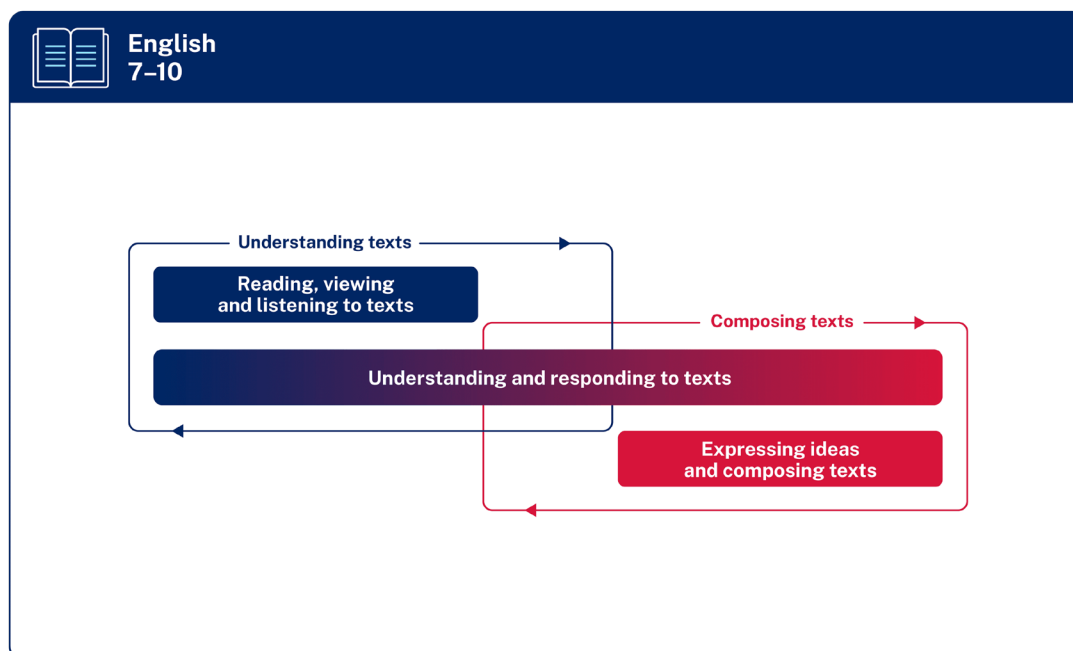
Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Overview of Course Content

During Years 7 and 8, students will engage with a range of written, visual and auditory texts in English as they develop their knowledge and understanding of the three focus areas in the syllabus. The visual diagram below provides a representation of the interrelated nature of these focus areas.



Text Requirements

As the focus of learning **in each Stage**, students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experiences of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences
- a range of cultural, social and gender perspectives, including from popular and youth cultures
- texts chosen by students for personal interest and enjoyment.

Important Values in the Teaching of English at SCEGGS

At SCEGGS, we hope that students' confidence with language develops throughout their English studies. By exposing students to increasingly complex texts from a wide range of time periods, genres and perspectives, we hope to deepen their understanding of the way that texts reflect the values and concerns of their world.

There is a renewed focus in the new English syllabus on the explicit teaching of grammatical and textual construction to ensure that students understand how language used at a word, sentence, paragraph and whole text-level is determined by context, audience and purpose. As students build confidence with the identification and analysis of how writers manipulate textual forms and features to shape meaning, we hope that students learn about how language can be both playful and powerful. We encourage our students to take risks with their own work, experimenting with the composition of texts and learning how to respond to feedback on their work.

The development of a positive attitude to all aspects of learning in English is emphasised during this very important phase of intellectual and emotional growth. Students are encouraged to be curious and independent, with a capacity to use their initiative when required and to share understanding with others in a spirit of cooperation and love of learning. A recognition and understanding of the different ways people learn is also emphasised and a differentiation of activities is used within classes to help cater to the diversity of our students.

In collaboration with the library, the enjoyment and love of wide reading is fostered as a life-long pursuit, as an important tool for exploring the power of language, and in particular, as a key to understanding the dimensions of human experience.

MATHEMATICS

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. It is a significant part of the cultural heritage of many diverse societies. The symbolic nature of mathematics provides a powerful, precise and concise means of communication. Mathematics incorporates the processes of questioning, reflecting, reasoning and proof. It is a powerful tool for solving familiar and unfamiliar problems both within and beyond mathematics. As such, it is integral to scientific and technological advances in many fields of endeavour. 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 study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms. Mathematics in Years 7-10 provides support for concurrent learning in other key learning areas and builds a sound foundation for further mathematics education.

Students at SCEGGS will have the opportunity to develop an appreciation of mathematics and its applications in their everyday lives and in the worlds of science, technology, commerce, the arts and employment. 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.

The ability to make informed decisions, and to interpret and apply mathematics in a variety of contexts is an essential component of students' preparation for life. To participate fully in society, students need to develop the capacity to critically evaluate ideas and arguments that involve mathematical concepts or that are presented in mathematical form.

The K-10 Mathematics syllabus emphasises both the process of Working Mathematically as well as the content of Mathematics in three different strands: Number and Algebra, Measurement and Space, Statistics and Probability. Students are actively involved in learning, doing and using mathematics creatively to solve problems. Problem solving and the applications of mathematics in the world are key elements and underpin the entire study of mathematics. Concrete materials are used to help with the introduction of new concepts and reinforce existing ones. The importance of students talking to each other about mathematics in their own words and writing about mathematics using their own language patterns is recognised as helping to refine students' mathematical language towards more formal concise language and symbolism.

In Years 7 and 8, students review their number skills and learn more about the world of fractions and decimals. They are introduced to negative numbers, realising their importance for the results of questions like $15 - 22$. In Year 7, students begin to use calculators to allow for new approaches to the learning of mathematics and for the investigation of realistic situations. Calculators do not reduce the need for understanding mathematical processes nor for the use of appropriate mental arithmetic strategies or written computations. Throughout Years 7 and 8, all students at SCEGGS use their Tablet PCs regularly to enhance their understanding of mathematical concepts.

Mathematics in Years 7 and 8 also takes on a more abstract approach with the introduction of algebra as a way of generalising patterns. Students learn to use letters to represent numbers, to use algebraic statements to describe patterns and relationships between numbers (e.g. if I am in the middle of a line of people and am the n th person in line then there are $2n + 1$ people in the line) and to represent simple relationships graphically.

Students also delve into the areas of measurement, geometry and data analysis in Years 7 and 8, building on their knowledge and skills gained in primary school and furthering their understanding of concepts to provide a strong foundation for Years 9-10 courses. Emphasis is placed on students' communication of mathematical ideas, with both the careful written setting out of solutions and the opportunity to explain their ideas verbally. In geometry, students move towards an understanding of congruence and begin to formalise their language to justify relationships between aspects of shapes. In measurement students work towards understanding the significance of π in relation to the circumference and area of a circle, and the volume of cylindrical solids as well as a range of other concepts. In data, analysis students analyse real data, present data in useful forms, identify misuse of data and predict results.

At SCEGGS, Year 7 Mathematics is taught in mixed ability classes for first term. From Term 2 onwards and during Year 8, classes are graded. This helps teachers accommodate their teaching further to meet the needs of individuals and ensures that students are progressing in their understanding of mathematics and achieving their potential. All students in Years 7 and 8 should expect to receive Mathematics homework three times a week, which should take them approximately 20-30 minutes on average to complete. Students who are regularly taking significantly longer to complete this homework should speak to their teacher immediately. Assessment in Mathematics may include tasks ranging from assignments to Common Tests and Examinations towards the end of each term.

SCIENCE

In 2027, all Year 7 and 8 students will be taught content from the newly implemented '2023 Stage 4 Science Syllabus'. The syllabus aims to:

- develop students' curiosity about, and interest in, science and the natural world.
- increase students' knowledge and understanding of the nature and practice of science, and the Working Scientifically processes.
- encourage students to generate and analyse data, evaluate results, and make ethical, evidence-based decisions, as informed, reflective and scientifically literate citizens.

The syllabus is organised into eight focus areas, which incorporate key knowledge and skills from Biology, Chemistry, Earth Sciences, and Physics. The knowledge, understanding and skills described in the outcomes and content of each focus area provide a basis for students to successfully progress to the Stage 5 Science course.

The Stage 4 NSW Syllabus, and the SCEGGS teaching programs based upon it, appreciate that students build scientific understanding through observation, experimentation, and critical thinking. Students explore real-world challenges by applying scientific knowledge and skills, including the cultural and scientific knowledges of Aboriginal and Torres Strait Islander Peoples. Through authentic learning, students develop problem-solving, ethical reasoning, and critical thinking skills, preparing them to contribute as informed, scientifically literate citizens.

Science Staff at SCEGGS have developed new programs for units of work that integrate content and skills from the eight focus areas of the 2023 Syllabus.

A key feature of our new programs is the significance of inquiry-based learning. Our teaching programs will set aside ample time for students to propose questions and problems and to devise and carry out creative procedures to gather evidence to help answer them. Parts of the lesson time will involve students carrying out practical, hands-on investigations.

As part of their Science studies, all students will be required to complete at least one **Depth Study** across each of Years 7 and 8. This is a mandatory syllabus requirement, which provides opportunities for students to engage in the planning and carrying out of a longer-term first-hand investigation, to analyse their results and communicate their findings. Depth Study investigations will allow students to develop a deeper understanding of the nature of the scientific method as a means of collecting and analysing data.

Our programs also increase opportunities for students to strengthen their numeracy and data analysis skills. Students will also be given many opportunities to work in groups, as they learn to appreciate the importance of collaboration in the gathering of scientific knowledge.

Our teaching programs will also make effective use of technology. There will be an emphasis on integrating ICT activities, including creative presentation applications, data analysis tools, and considered use of AI technology to assist students to understand scientific concepts and to help them gather data for their investigations.

The formal assessment of student achievement involves collecting valid information about individual performance in relation to the objectives and related content of the syllabus. At SCEGGS, a variety of common assessment tasks including written and practical examinations, as well as homework assignments, research projects and presentations, are used to observe and measure student achievement. Formative assessment, including homework setting and marking, teacher observation and quizzes, will be used to guide students to improve in their learning. Generally, students will be assigned approximately 20 minutes of homework to be completed outside of each lesson they attend. Homework exercises may help students to consolidate their learning, practise skills or pre-read prior to the introduction of a concept.

The main areas that students will be formally assessed on include:

- Knowledge and understanding of scientific concepts
- Practical and investigative skills
- Data processing skills
- Application of information to every-day events and problem-solving
- Communication skills

FRENCH

All students study French in Year 7. The course caters for those who are continuing French from the Primary School and those who are beginning their French studies in Year 7. During the first term, continuing students will revisit some topics that are familiar, but they have the opportunity to explore these in greater depth. It is also a time for consolidating reading, writing and spelling skills. Beginners have the opportunity to acquire basic structures and vocabulary associated with each topic and they will learn how to read and pronounce French in the first semester.

The teacher:

- presents the language through spoken and written texts that are authentically based in French speaking cultures
- provides learning activities that allow purposeful communication in French, using pair-work, interviews, role-plays and games
- fosters a stimulating yet relaxed classroom atmosphere where students are challenged to achieve their best.

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for interaction and for effective communication at this level. They will explore the nature of languages as systems by making links and comparisons between English and French. They will also develop their knowledge of French-speaking cultures and an understanding of the interdependence of language and culture.

Learning a second language has direct benefits in the following areas:

- communication and literacy skills
- travel
- pleasure and leisure
- careers and education
- trade and diplomacy
- learning how to learn any other language
- awareness of how language works in general
- knowledge of one's own language
- learning skills, thinking skills and creativity
- cultural knowledge and insights

GEOGRAPHY

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of contemporary issues. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Fieldwork investigations form an integral part of the study of Geography outside the classroom.

Geography provides the foundation for active participation in community life and a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning.

Topics covered in Year 7 include:

Landscapes and landforms

- Students explore landscapes and landforms using examples from 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 and ways to manage and protect landscapes and landforms.
- Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

Liveability of place

- Students discuss 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.
- Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

Topics covered in Year 8 include:

Water in the World

- Students 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 and assess ways of overcoming it.
- Students discuss variations in people's perceptions about the value of water and the need for sustainable water management.
- Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

Interconnections and trade

- 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 sustainability initiatives and possible futures for these places.

The study of Geography prepares students for adult life by developing in them an informed perspective on local, regional, national and global issues. In so doing, it forms a basis for active participation in community life and a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning.

Year 7

Topics:

- The Ancient Past
- Ancient Egypt
- Ancient China

Students commence their study of History this year by engaging with the questions ‘What is History?’ and ‘How do Historians Work?’, questions with which students will continue to engage throughout their years of study of History. Through an investigation of the Ancient Past, students will examine historical sources of evidence, explore key historical concepts, and discuss the importance of conserving the remains of the ancient past. The investigation of sources for Australia’s ancient past is a key component of this unit.

In their study of Ancient Egypt, students will examine the importance of the Nile, as well as the role of the pharaoh, daily life and social structure, gods, goddesses and religious beliefs, and the practice of mummification. They will also have the opportunity to explore significant Ancient Egyptians such as Hatshepsut and Tutankhamun.

The study of Ancient China allows students to consider the key events in the chronology of Ancient China, important developments in different dynasties, and the role of significant groups, beliefs and practices. Students will examine the significance of unified China’s first emperor, Qin Shi Huang, and discuss his influence on China. A focus on the Great Wall of China, the Terra Cotta Warriors, and the Silk Road will also feature in our study.

Year 8

Topics:

- The Medieval World including a focus on Medieval Europe
- The Era of colonisation
- Aboriginal Peoples' experiences of colonisation in Australia (1788-c.1901)

Students will begin their study in Year 8 students by exploring key developments in the Medieval World before commencing an in-depth study of Medieval Europe. This topic begins with an investigation of the year 1066 and the dramatic contest for the English throne, culminating in the Battle of Hastings and the Norman Conquest of England. Students will learn about the feudal system and the structure of medieval society, including the lifestyles of nobles, knights and peasants. They will consider the significance of individuals such as Charlemagne, William the Conqueror and King John, explore the changing nature of castles, and evaluate the role of the Church in Medieval Europe. Additionally, students will engage with key transformational events of the period, such as the Black Death and the Crusades. The cross-cultural contacts and dramatic changes that these events provoked will also be considered.

In their context study "The era of colonisation" students will gain an understanding of European exploration from the 15th century, the historical significance of the 'Doctrine of Discovery' and the responses to colonisation of Indigenous communities around the world. They will then complete a Depth study on "Aboriginal Peoples' experiences of colonisation in Australia (1788-c.1901)". In this important topic of truth telling, students will have the opportunity to learn about Australia's colonial history by engaging with a range of First Nations' voices and sources. They will reflect on the significance of Country and sovereignty, the legal fiction of terra nullius, and the impact of colonisation on Aboriginal People, as well as the resistance and resilience of First Nations people in response to colonisation. Students will also have the opportunity to study significant Aboriginal individuals including Patyegarang and Maria Lock, Pemulwuy and Windradyne.

MUSIC (Mandatory)

The Year 7 Mandatory Music course is designed to provide a foundation in Music for all students.

The music program at SCEGGS's consists of three broad areas:

1. classroom music
2. instrumental lessons
3. co-curricular ensembles

Students will develop knowledge, understanding and skills of the concepts of music through performing, composing and listening. An integrated approach to music learning is based on Kodaly & Orff-Schulwerk pedagogies. Students learn **about** music, by being involved **with** music making (performing, composing and listening). This includes:

- Performing on your own instrument to perform individually and in groups
- Composing with a Composer-in-Residence to create scores using software such as Sibelius and GarageBand
- Developing an understanding of score and aural analysis through the study of a wide variety styles and genres

The topics explained:

Global Music Culture

You will sing & dance songs from Australia and Africa.

- Compose your own piece for percussion
- Perform a song as part of your own band

Jazz, Blues & Popular Music

Jazz & Blues, the earliest forms of Rock & Pop, have stood the test of time, influencing today's popular music.

- Sing, move and play ukulele and guitar
- Create your own Jazz performance

Art Music

You will learn how a story is told through music.

- Create and perform music as a group to tell a story
- Explore music that tells a story and how it relates to the film music of today

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) provides students with the knowledge, skills and confidence to thrive both in and beyond the classroom. Through engaging practical experiences and meaningful classroom learning, students develop movement skills, build positive relationships, strengthen resilience, and learn to make informed decisions that support their health and wellbeing. In Years 7 and 8, our PDHPE program encourages students to challenge themselves, work collaboratively, think critically and develop healthy habits that will support lifelong participation in physical activity and positive wellbeing. Students explore topics that are relevant to their lives while developing the skills to become active, respectful and informed members of their communities.

Learning in PDHPE is organised into five interconnected focus areas. Learning opportunities are designed to empower students with the essential knowledge, understanding, skills, values and attitudes to promote wellbeing and lead a safe, active and healthy life.

The Focus Areas include:

Movement skills and strategies

Students develop confidence and competence by learning and applying movement skills across a wide range of individual and team activities. They explore tactics, solve movement challenges, work collaboratively and begin to evaluate their own performance while participating safely and effectively in dynamic environments.

Health and wellbeing through physical activity

Students investigate the important role physical activity plays in supporting physical, social, emotional and mental wellbeing. They develop the knowledge, confidence and self-management skills needed to participate safely, set personal goals and establish healthy habits that encourage lifelong participation in physical activity.

Safe, active and healthy lifestyle choices

Students explore the factors that influence health, safety and wellbeing, including personal choices, relationships, media and the environment. They learn to access reliable health information, evaluate everyday situations and develop practical strategies that support healthy decision-making and risk management.

Respectful relationships

Students develop the interpersonal skills needed to establish and maintain positive, respectful and inclusive relationships in a range of contexts. Through classroom discussions, practical activities and real-life scenarios, they strengthen communication, empathy, teamwork, help-seeking and conflict resolution skills while learning how to contribute to safe and supportive environments.

Identity, belonging and change

Students explore how identity develops during adolescence and how family, friends, culture, community and personal experiences influence their sense of self and belonging. They build resilience, develop self-awareness and strengthen the skills needed to navigate change with confidence and respect for diversity.

The PDHPE syllabus addresses contemporary health and physical activity concepts important to our students. These are embedded in an age and stage-appropriate manner through the content. The learning contexts explored across stage 4 include the following:

Health and Wellbeing	Healthy lifestyles, nutrition, physical activity, mental wellbeing and informed decision-making.
Identity and Personal Development	Transition to high school, identity, belonging, resilience, change and self-management.
Relationships and Safety	Respectful relationships, communication, personal safety, online safety and help-seeking.
Movement and Performance	Developing movement skills, teamwork, tactics, fitness and participation in a variety of physical activities and sports.
Active Communities	Inclusive participation, leadership, collaboration, cultural perspectives and lifelong physical activity.
Challenge and Problem-Solving	Applying strategies, overcoming movement challenges, outdoor learning and developing confidence and resilience.

Year 7 students participate in three PDHPE classes per cycle and **Year 8** students participate in four PDHPE classes per cycle. Students are provided with learning opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application.

Homework and Assessment Procedures

Assessment is used to determine initial knowledge, understanding and skills, and to monitor student progress in order to report student achievement. The assessment cycle is continuous in all units of work and specific Assessment tasks are distributed in class.

Techniques include:

- Presentations
- Group Work
- Written Reports
- Research Projects
- Self-Assessment
- Peer Assessment
- Movement Tasks
- Examinations and Tests (written and practical)
- Digital Tasks
- Diaries, Journals and Logbooks

Key inquiry questions are included to guide and frame learning in PDHPE. This allows for differentiation of content and ensure we cater for the diverse needs and abilities of each student.

We encourage all students to lead active lives, which will allow them to also practise and refine their movement skills at home to assist in their preparation for practical lessons and assessments.

RELIGIOUS EDUCATION

SCEGGS is a Christian school in the Anglican Tradition. The general aims of the Religious Education programme Years 7 & 8 are:

- To develop Biblical literacy through an understanding of the historical development and major themes of the Bible.
- To provide opportunities for students to explore, express and develop their appreciation of religion within the Christian framework.
- To examine the human search for purpose and meaning.

As students work through this course, they will develop skills in the following areas:

- observation, collection and recording of information.
- investigation and research.
- analysis, synthesis, interpretation and using evidence.
- communication.

Year 7 – Introduction to Christianity

Overview

This course is designed to accommodate all Year 7 girls regardless of their prior knowledge, religious background or personal faith. Throughout the course students will be encouraged to reflect upon their own life journey and the implications of the course content for this generation. Open discussion plays a vital role in all lessons. The Year 7 course aims to make sense of the rich Christian heritage of SCEGGS within the Anglican tradition and to help the girls feel comfortable and involved in the day-to-day expressions of the faith e.g. Chapel, Special Services, Assembly, Social Justice Initiatives and Community Service.

The topics covered in the Year 7 course include:

Semester 1: Introduction to Religious Education at SCEGGS

- Rev. Garry Lee- Lindsay will take all classes in Year 7, and through conversation, Q&A and discussion, he will introduce students to what Religious Education is like at SCEGGS.

Semester 2:

Unit 1 – Life and Times of Jesus

- Overview of the Life of Jesus including the social and historical context of his life
- Easter – events and significance
- The Nativity

Unit 2 – What Jesus Taught – Parables and Prayer

- The Teaching of the Kingdom of God
- The Parable stories and their messages
- What is Prayer?
- Significance of prayer
- Jesus' examples including the Lord's Prayer
- Personal Prayer

Year 8 – Big Questions in Christianity

Overview

This course is an investigation into the worldview of Christianity. Through an exploration of major themes in the Bible students will be able to develop their Biblical literacy skills and articulate who Jesus was, the impact of his teachings on both his society and our contemporary world.

Semester 1: The Nature of the Christian Worldview

- What do the creation stories tell us about what it is to be human?
- What is God?
- What is free will?
- What is the Bible and how do I read and understand it?

Semester 2: Jesus and the impact of his teachings on society

- What are Jesus' teachings and what are the impact of these on society?
- The writings of St Paul and his contribution to the development and expression of Christianity
- Significant people and historical events that have shaped the religion of Christianity
- Gods' love for all- what is the significance of this teaching in contemporary society?

TECHNOLOGY (Mandatory)

The Technology (Mandatory) course must be studied as part of the curriculum requirements in NSW. At SCEGGS, students study this in Stage 4 (Years 7 and 8). Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area in later years.

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:

- Digital Technologies
- Materials Technologies
- Engineering Systems
- Food & Agriculture

They will learn about the properties and applications of a range of materials and technologies that are used to shape and design projects. Students will gain an understanding of the factors that influence design, including function and aesthetics. They will investigate the technology in society and the environment.

Each project will be documented in a folio style presentation that reflects the stages of the Design Process as follows:

Investigate – Design – Create – Evaluate

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, technologies 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 experiment to inform the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

Course Structure

In **Years 7 and 8** students undertake three projects over the course of each year. Each project will include the presentation of a folio that documents the stages of the design process and forms the basis of the assessment. This folio will document a range of activities undertaken progressively and involving research, communication of ideas and design production. Project information and progressive assessment tasks will be placed on The SCEGGS Learning Management System. Project work should be carried out predominately at school during lesson time. Homework is not given on a regular basis; however, students are expected to spend some homework time on activities such as researching and designing as well as involving family members in simple tasks such as surveys and evaluation. No examination is undertaken in the Year 7/8 Course.

VISUAL ARTS

In **Year 7** our aim is to encourage a love of art through an exciting series of learning experiences. These will provide students with the skills and attitudes to confidently express themselves visually, through discussion and in written form.

Visual literacy, critical thinking, and the confidence to create innovative solutions to ideas are central to our coursework.

Art making

In practical classes, students will explore and develop new skills in painting, drawing, collage, lino printing, Photoshop, Illustrator, assemblage sculpture, and ceramics. Students will be encouraged to work both collaboratively and independently and to be curious and persistent in making a range of works in a variety of media. They are encouraged to problem solve, take initiative, and discuss their intentions in their art making. These skills and attitudes become distinctive assets for future learning.

In Term 1, students study portraiture and figurative artwork. Students broadly study the theme of Identity focusing on themselves and their immediate world as the basis for making a wide range of artworks. In Terms 2, 3, and 4, students study artworks that respond to themes of the city, landscape, family, everyday objects, pets and other animals.

Students' art making is informed by their study of art practice and students learn to make connections between ideas and materials and how artists use these to communicate to their audience. Students make personal, interpretative artworks that develop their creativity, inventiveness, imagination, and problem solving.

Art theory

We explicitly teach the skills of analytical thinking, interpretation, research skills and essay writing through the art criticism and art history component of course. Students study from both a historical and critical perspective through the prescribed focus of the four **Viewpoints** - Structural, Cultural, Subjective and Contemporary and the **Artworld Concepts** – world, artwork, artist, audience.

The art practices that students examine can range from conventional material traditions such as painting to innovative and cutting-edge installation work and public sculpture.

To support students' Visual Arts class work we take advantage of our proximity to exhibitions and collections at the Art Gallery of NSW, the Museum of Contemporary Art, and commercial galleries in the local area.

Assessment

Assessment is based on 70% artmaking and 30% art theory (art criticism and art history measured through assignment work.) There are two across the year assignments (one in Term 1 and one in Term 3) which assess students' engagement with the content of the course and ability to interpret the way in which artists communicate visually with an audience. There are no Visual Arts examinations in Year 7 as assessment is based on research tasks and applying writing skills learnt in class. The assessment calendar is published online at the beginning of the year. Assignments are published online one month before the due date. Feedback is given formally on all written assignment work and assignment practical work and is used to help students identify strengths and areas to work towards improving. Feedback in class is ongoing, informal and collaborative, designed to extend students' skills and encourage reflection on their individual strengths and areas for growth.

YEAR 8 ELECTIVE SUBJECTS

All students in Year 8 study the following core subjects:

English	History (1 Semester)	Personal Development, Health & Physical Education
Mathematics	Geography (1 Semester)	Religious Education
Science	Technology (Mandatory)	

In addition to these, girls choose two electives from the following:

Commerce	Chinese (Mandarin)
Music	French
Visual Arts	Latin

To help your daughter make her selection of her TWO electives for Year 8, the following points need to be considered.

French, Latin and Chinese (Mandarin) cannot be taken up at a later date. If your daughter wishes to study any of these languages, she must do so in Year 8. The HSC courses in these languages assumes a continuous study of them in the Secondary School. Spanish Beginners and Japanese Beginners are offered at SCEGGS in Years 11 and 12. This is for students who have not studied Spanish and Japanese before and have no prior experience with the language. The Beginners courses provide the opportunity for students to commence a language in Year 11 even though they may have decided against doing so in earlier years. Generally, students who have already studied a different language have an advantage when they commence Spanish or Japanese Beginners. Well-motivated students with good study habits who take up a Beginners language course without having studied a language in Years 8 to 10 have done very well in this course.

The study of Music is also cumulative. The Years 9 and 10 courses build significantly on the Year 8 course in the areas of Composition, Musicology and Performance. Students who have extensive experience in all three areas may be granted access to the Year 9 course without having completed the Year 8 Elective course.

Girls who are interested in Visual Arts will no doubt choose to take it as an elective in Year 8. It is possible, however, to study Visual Arts in Year 9 without having taken it in Year 8. As in the case of Visual Arts, Commerce may also be taken in Year 9 by students who have not studied it in Year 8, although there are considerable benefits in taking the Year 8 course.

In addition to the above electives, the following subjects are offered as electives in Years 9 and 10: Computing Technology, Design and Technology, Drama, Elective Geography and Elective History.

All courses are offered, however, if there are insufficient students selecting a course it may not be offered.

Grading of Classes

From Year 8 onwards grading of classes depends on the students' needs and the nature and requirements of the subject. Mathematics classes, for example, are graded but English classes are non-graded. Elective classes are based on student choice. In Years 11 and 12 classes are based on student choice and in some subjects the level at which the subject is studied is determined by student ability.

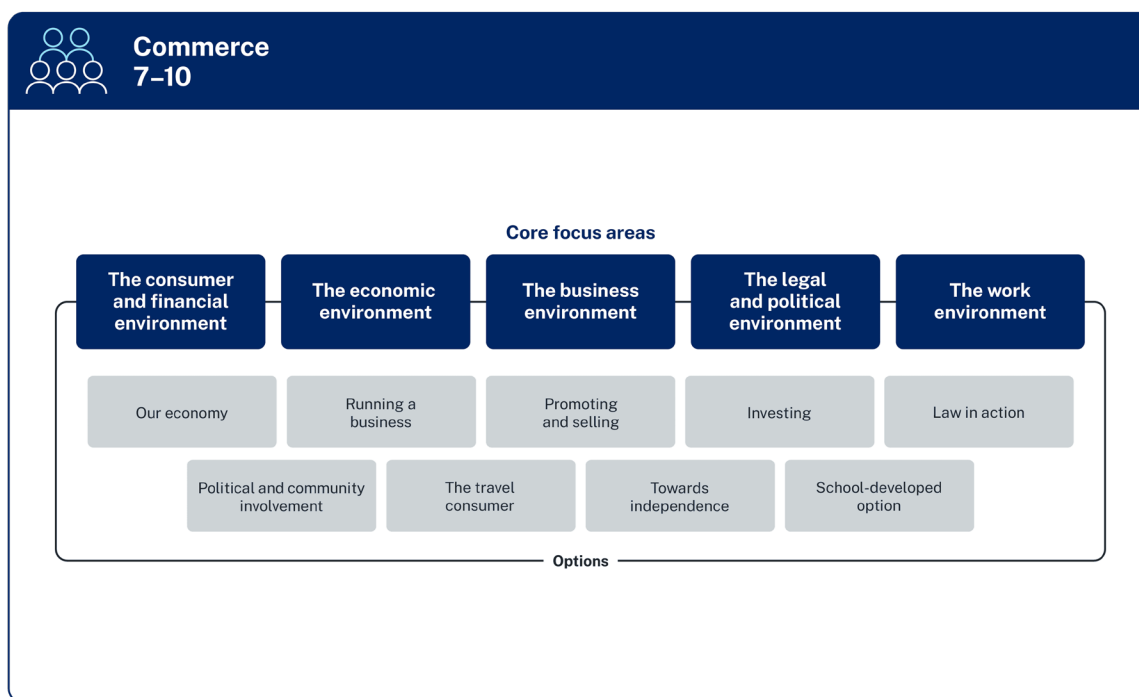
COMMERCE

Commerce may be studied in Year 8, 9 or 10 or all three years.

Commerce is the study of consumer, financial, economic, business, legal, political and work issues. It provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions.

The 8-10 Commerce courses equip students to make informed decisions in their personal and professional lives as members of a democratic society. Students develop an understanding of economic, business and legal processes that enables them to build their consumer and financial literacy skills. Through this understanding students can participate in and contribute to the economy.

Commerce courses are a very useful preparation for HSC studies in Economics and Business Studies but are not considered a pre-requisite for Stage 6 study



Year 8

The Year 8 course covers the following topics.

- **Introduction to Commerce**
- **Students learn how to think about, research and communicate issues that individuals encounter when making consumer and financial decisions.**
Promoting and selling
Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers. Students will have the opportunity to work in groups to produce a marketing campaign for a product or service of their choice.
- **Money**
Students explore the role, history, characteristics and functions of money in our society.
- **The travel consumer**
Students learn about the travel industry, how to plan for travel including developing an itinerary and how to resolve problems encountered when travelling. The toy industry
Students explore the concept of entrepreneurship and investigate factors influencing business decisions. The toy industry will be used as a case study with a focus on Lego.
The units of study in Commerce in Year 9 and 10 include:

Year 9

- Consumer and financial environment (core)
- The ethical consumer
- The legal and political environment (core)
- Law in action

Year 10

- The economic environment (core)
- The business environment (core) and Market Day
- The work environment (core)
- Investing

LANGUAGES

“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.

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.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

Learning a language has direct benefits in the following areas:

- communication and literacy skills
- travel
- pleasure and leisure
- trade and diplomacy
- learning how to learn any other language
- awareness of how language works in general
- knowledge of one’s own language
- learning skills, thinking skills and creativity
- cultural knowledge and insights

CHINESE (MANDARIN)

As part of our vision for Languages at SCEGGS, we are excited to introduce Chinese (Mandarin) classes from Year 8. Globally and in Australia, there is an increasing need to develop a strong body of Asia-Literate students. Chinese is the language of communication of approximately 15% of the world's population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/Putonghua, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English speakers in Australia.

China has a significant profile in economic, political and cultural developments, both globally and, particularly in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

The ability to communicate in Chinese contributes significantly to the socio-cultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian and indeed, to global society.

At SCEGGS, students begin the study of Chinese in Year 8. The course is designed to provide a solid foundation in the four skills of listening, speaking, reading and writing. As well as learning the structure and vocabulary of the language, the study of the language introduces students to various aspects of Chinese culture and lifestyle and to the cultural contexts in which language is correctly used.

The course aims, through the study of a range of topics, to enable students to:

- understand everyday Chinese spoken at almost normal speed
- speak Chinese and communicate effectively and at ever more complex levels in real life and simulated situations
- develop their capacity to read and understand Chinese text written for students
- write in Chinese script in a range of text types such as messages, emails and letters
- gain greater precision in their use of Chinese in both speech and writing
- acquire a broad and rich knowledge of vocabulary
- gain an understanding of the Chinese culture through their study of the language, and also an understanding of the interdependence of language and culture, thereby increasing their capacity to reflect on their own cultural heritage
- increase their awareness of the nature of language
- make linguistic connections, particularly between English and Chinese, and use this as a tool to facilitate their language learning
- develop their thinking skills and creativity

In Year 8, students will learn the Chinese phonetic system, *Pinyin*, and to write approximately 150 Chinese characters and read more than 300 words. They will learn basic introductions, festivals, numbers, identifying stationery and their owners, talking about family and pets, nationalities, sports, facial feature and food, as well as their likes and dislikes.

The teacher:

- presents the language through spoken and written texts that are authentically based in the Chinese culture
- provides learning activities that allow purposeful communication in Chinese, using for example pair-work, interviews, role-play and games
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 8-10 course caters for the needs of students wishing to acquire a good working knowledge of everyday Chinese as well as provides a solid basis for students wishing to continue their study of the language in the senior school. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.

FRENCH

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. It boasts a strong presence in international conferences.

For more than 200 years, Australia has had strong connections with France. In the twenty-first century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research, and cultural exchange.

French, English and other European languages share a common linguistic link with Latin. Through the study of French, students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.

France is one of the leading destinations for Australian travellers. The ability to communicate in French enriches this experience and provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

At SCEGGS, the junior French course in Years 8 - 10 extends and develops further students' skills and knowledge acquired in Year 7. It aims, through the study of a range of topics, to enable students to:

- understand everyday French spoken at normal speed
- speak French and communicate effectively and at ever more complex levels in real life and simulated situations
- develop their capacity to read and understand French text of increasing complexity
- write in French in a range of text types such as messages, emails and letters
- gain greater precision in their use of French in both speech and writing
- acquire a broad and rich knowledge of vocabulary and idiom
- gain an understanding of French speaking cultures through their study of the language, and also an understanding of the interdependence of language and culture, thereby increasing their capacity to reflect on their own cultural heritage
- increase their awareness of the nature of language
- make linguistic connections, particularly between English and French, and use this as a tool to facilitate their language learning
- develop their general literacy skills, thinking skills and creativity

The *Quoi de Neuf* course is continued as the major resource for the French programme. The resources of the course books are supplemented by a range of materials such as French language magazines, resources on the Internet, songs and films. Students who enrol at SCEGGS in Year 8 should ensure they have studied the units from *Quoi de Neuf 1* covered in Year 7. This will be Chapters 1 to 4.

The teacher:

- presents the language through spoken and written texts that are authentically based in French speaking cultures
- provides learning activities that allow purposeful communication in French, using for example pair-work, interviews, role-play and games
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 8-10 course caters for the needs of students wishing to acquire a good working knowledge of everyday French as well as provides a solid basis for students wishing to continue their study of the language in the senior school. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.

LATIN

Students' knowledge of the development of language and literature, and their appreciation of ancient and modern cultures and civilisations, are enhanced by the study of classical languages.

The language studied is the Latin spoken and written by the Roman people who established an empire that encompassed the Mediterranean region, Europe and the Middle East from about 100 BC. This language has had a profound impact on the vocabulary and grammar of European languages, as well as on the culture, literature and institutions of communities around the world.

Latin can be seen as the key to the Romance languages – French, Italian, Portuguese, Romanian and Spanish – that derive most of their vocabulary and many grammatical features from Latin. Latin also underlies much of the formal and technical vocabulary used in modern English. In addition, the study of Latin allows students to appreciate the subtleties of a highly inflected language.

By studying Latin, students become familiar with ancient Roman culture and literature, more familiar than would be possible through studying translations alone. Students can also gain a unique understanding of Ancient History texts in their study of Latin in the Senior school.

At SCEGGS, students begin the study of Latin in Year 8. The course is designed to provide a solid foundation in the language skills of reading and writing. It helps to develop students' ability to think critically and analytically and is a valuable part of their general education. Not only does it give them insights into the language itself but also it affords the opportunity of contact with the society of another time and place. Each of these aspects of study helps students gain a better understanding of their own language and society, especially as our debt to the Romans is considerable. It should not be forgotten that over 80% of the English language is derived from classical Latin and Greek.

The course aims to enable students to develop:

- the ability to read and understand Latin texts
- the ability to translate Latin fluently and idiomatically
- a knowledge of vocabulary
- a knowledge of grammatical structures
- the ability to analyse language
- an awareness of the linguistic connections between Latin and English
- precision of thought and expression
- an awareness of Roman history, culture and society
- the capacity to reflect on that history and society in relation to their own time

The Cambridge Latin Course is ideally suited to these aims. The resources of the course book are supplemented by a wide range of materials aimed at developing students' knowledge and understanding of the language and culture.

The teacher:

- presents the language through written texts which are based on the language and culture of the Romans of the first century BC
- provides learning activities which allow students to take risks with the language and to develop their ability to work with care and precision
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 8-10 course caters for the needs of students wishing to acquire a basic understanding of some aspects of the language and culture of the Romans, as well as provides a solid foundation for students wishing to continue their study of the language in the senior years. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.

ELECTIVE MUSIC

The Year 8 Elective Music course builds on the knowledge, skills and understandings learnt in the Mandatory Music course in Year 7, as well as the ensemble program.

The music program at SCEGGS's consists of three broad areas:

1. classroom music
2. instrumental lessons
3. co-curricular ensembles.

Students will develop knowledge, understanding and skills of the concepts of music through performing, composing and listening. An integrated approach to music learning is based on Kodaly & Orff-Schulwerk pedagogies. Students learn **about** music, by being involved **with** music making (performing, composing and listening). This includes:

- Performing on your own instrument individually and in groups
- Composing with a Composer-in-Residence to create scores using software such as Sibelius and GarageBand
- Developing an understanding of score and aural analysis through the study of a wide variety styles and genres
- Attend concerts & shows

Particular course recommendations:

Students are encouraged to undertake private tuition on their instrument or voice. Students should be a member of one or more ensembles to assist in their development as musicians.

The topics explained:

Music for Small Ensembles

Composition and Group Performance

- Perform as an ensemble on Japanese Taiko drums
- Write and perform a song written on a Popular Music chord progression

The Baroque

Listening

Study some of the greatest pieces ever written.

- Attend a concert in the city

Australian Music

Composition

You will learn how a story is told through music.

- Create music and narration for an Indigenous children's story, recording your work through Sibelius & GarageBand

Theatre Music

Performance & Listening

Learn about musical theatre by singing, playing, and analysing Broadway's greatest hits.

- Perform a song with your peers
- Watch a musical in the city

VISUAL ARTS

Art is a universal language that transcends culture, gender, status, age, nationality, and religion. Through a study of the links between art and culture, students are encouraged to make artworks that communicate to their audience in more complex and inventive ways exhibiting an understanding of the expanding possibilities in art making. They will be encouraged to make exciting, personal interpretations that sensitively and respectfully explore the relevant and pertinent aspects of each culture that they study.

The elective Visual Arts course in Year 8 will build on from familiar two and three-dimensional experiences in Year 7 and continue to develop their discussion, writing and research skills. Students will be introduced to art making from cultures including Aboriginal and Torres Strait Islander Australia, Japan, China, and Mexico. Students will consider and investigate the ideas and aesthetic sensibilities that underpin the art making practices of these cultures.

The content of the course is a guide and not prescriptive. This enables creative interpretation by the teacher, adaptation to current exhibitions and events and allows for differentiation according to the individual needs of the students. The cultural content students' study will be closely linked to the artworks they make.

Artworks made by students could be in the following media areas: drawing, painting, mixed media, sculpture, printmaking, photography, digital media, ceramics, and textiles.

Students will keep a Visual Arts Process Diary (VAPD) in which they will include their theory notes, plans and ideas for artwork and provide space for self-evaluation of the process and outcomes in their art making. Students will be encouraged to evaluate their own work, reflecting on their successes and challenges, and writing reflectively about their progress.

Students will study Art through both critical and historical frameworks. Through a critical study, students will develop their analytical skills and interpret artworks in discussions and written essay format. An historical study places artwork in a context and links their properties, intentions, and ideas to the political, social and cultural environments the artists' work in. Students will approach all aspects of their studies through the **Viewpoints** - Cultural, Structural, Subjective and Contemporary and through the **Artworld Concepts** – world, artwork, artist, audience.

Assessment

Assessment is based on 60% art making and 40% art theory (critical and historical study). In Semester 1 students' assignment work enables them to undertake research and write an essay. In Semester 2 art studying is measured by one assignment and the Yearly Examination. The assessment schedule and calendar are published online at the beginning of the year. Assignments are published online one month before the due date. Students have library lessons and experiences in class where they are taught to evaluate the visual qualities of artworks and to understand their emergence from a cultural context. Formal essay writing is explicitly taught throughout the course with a skills focus on clear, direct and concise expression of ideas synthesised with quality research. Feedback is given formally on all written assignment work and assignment practical work and is used to help students identify strengths and areas to work towards improving. Feedback in class is ongoing, informal and collaborative, designed to extend students' skills and encourage reflection on their individual strengths and areas for growth.

