

Northern Beaches Secondary College
Mackellar Girls Campus



Course Information
Year 7 2025

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Foreword

I would like to welcome all our new Year 7 students to Mackellar as you begin a wonderful six year journey with us towards the award of your Higher School Certificate.

Our Statement of Purpose is:

'Mackellar Girls Campus aims to develop independent, resourceful and tolerant young women, equipped with the personal, social, academic and technological skills necessary in a changing world.'

This, combined with our motto 'In Honour Bound', reflects an ethos and tradition based upon strong student achievement and welfare, and upon the premise that 'girls can do anything'. The school's reputation is well established as providing opportunities for students to seek excellence and to achieve their personal best in a wide range of curricular and extracurricular programs.

I encourage you to make the most of the enormous variety of opportunities offered at Mackellar and in so doing, experience the richness of school life.

Remember, there is a great deal of help for you at school. Apart from your teachers, you can always talk to Head Teachers, Year Advisers, Careers Adviser, School Counsellor, School Support Officer, Deputy Principals or myself.

Our job is to help you learn at your best and enjoy your school days at Mackellar.



Kyle Scott
R/Principal

Introduction

In this booklet you will find the course outline for each Year 7 subject and information regarding extension opportunities, type of homework set and how parents can help their daughter. We have two reporting opportunities to discuss student learning and achievement in the first half of the year. A parent/teacher night which is held mid Semester 1 provides the opportunity for oral feedback regarding progress and also for both teachers and parents to discuss any issues which may have arisen. Written feedback in the form of a report is provided at the end of Semester 1. The Student Learning Profile will report on achievement and progress made during the first half of the year. A written report is also provided at the end of Semester 2.

Learning at Mackellar

At Mackellar we are very conscious of the fact that each student has very individual learning needs. Our teachers differentiate their programs in line with students' various learning styles and abilities.

Enrichment and remediation are provided to support each student to:

- ✓ participate in and enjoy all aspects of learning;
- ✓ achieve her personal best;
- ✓ be as successful as possible.

At Mackellar Girls Campus we view homework as an important part of the education process. It assists the consolidation of learning done at school. It trains students in effective study habits.

There are various types of homework. One of the most useful types is the short set of exercises based on the work done in class during the day. Your daughter may be asked to read a few pages from a text in preparation for the next lesson. She may be asked to complete a piece of writing commenced in class or a set of mathematical questions. There is generally a novel to read or a poem or a play. However, homework may also involve watching specific television programs, reading a newspaper or using the internet or other technologies. Students are encouraged to read widely both their English texts and texts of their own choice.

Assignments are another type of homework. For these your daughter will be given more time, usually a few weeks. Some time in class may also be given to an assignment. Due dates should be noted in her diary.

How Can Parents Help?

- 1) a) Take an interest in your daughter's class work, homework and research.

b) She should have all tasks written into her school diary, including the due date and details about approximate length. Please check your daughter's diary to ensure that she makes regular entries of work to be done and help her develop a regular homework pattern each night. In Year 7, homework should average 1.5 hrs per night.
- 2) Provide an organised home routine where a set period each evening is allocated for your daughter to complete her homework and assignments, free from competing distractions such as television, phone and computers.
- 3) Discuss the meaning and demands of assignment questions.
- 4) Encourage your daughter to research and organise her information in sequence.
- 5) Assist your daughter in reading and researching by supporting and enhancing her ability to discuss and write information in her own words.
- 6) Where possible, assist your daughter in the various skills required for using technological hardware and software.
- 7) Encourage your daughter to ask questions so she understands her class work and what will be assessed in any assignment.
- 8) Encourage your daughter to use her school diary and term planner at all times.
- 9) Encourage your daughter to catch up on any work missed if she is away.
- 10) Encourage your daughter to participate in the wide range of extracurricular activities.

Library

At our school, we aim to foster a love of reading and learning in every student. We encourage your child to:

- Discover the joy of reading for both learning and leisure.
- Develop strong skills in independent research and inquiry.
- Build confidence in using digital resources and information technology effectively.

Year 7 in the Library

Our Information Skills Program runs throughout the year. As part of this, each English class participates in a library orientation session. During the year, students learn essential research skills at the point of need, including locating, selecting, organising, presenting and evaluating information, especially during research assignments. We place a strong focus on notetaking and referencing, helping students understand academic integrity from the start. To further support students, we create tailored research guides that provide curated resources, research tips and citation guidance to help them confidently complete their assignments.

Students are welcome to use the library outside of class time. It is open before school and during lunchtimes for individual study, research and reading. The library's digital network is accessible at these times for research, schoolwork and printing.

We encourage independent reading, offering reading recommendations and engaging students with a diverse range of books. Our library collection includes both physical and digital resources, such as books, databases, eBooks, audiobooks and digital subscriptions, all chosen to support the curriculum and student interests.

Students can borrow up to two fiction and two non-fiction items for three weeks at a time. A 'returns' box outside the library is available for returns.

How Parents Can Help

Supporting Information Skills

- Engage with your child's research assignments by discussing the task but avoid completing assignments for them.
- Help your child understand the importance of how information is found and organised.
- Discuss assignment tasks and assist your child in breaking down the task into questions or subheadings.
- Read complex materials with your child and have conversations about their meaning.
- Encourage your child to paraphrase and summarise information in their own words.
- If possible, assist your child in using online resources and navigating digital research tools.

Supporting Reading Skills

- Make reading enjoyable by modelling a love for books and storytelling.
- Read and discuss the books your child is reading.
- Visit your local library together to explore a wider range of reading materials.

English

We invite your daughter to:

- enjoy English
- recognise its cultural, linguistic and social value
- develop her self-confidence and work collaboratively with peers
- be well-prepared for the senior school and for life after school
- take advantage of extension and enrichment opportunities

What we do in English

We use pairs, groups and individual work to:

- teach communication skills
- encourage students to solve problems co-operatively
- show students how to be active learners
- develop a sense of purpose and audience
- provide students with a belief in their potential
- extend students' strengths and talents by offering enrichment and extension modules in class and in extra-curricular opportunities

Focus areas

English is organised into units of work which integrate the skills of reading, viewing, representing, speaking, listening and writing. Students read and view texts in a range of modes and forms including novels, short stories, poems, films, scripts, letters, posters, reviews, magazines, newspaper articles, advertisements and websites. Students also explore and create multimodal texts. As students explore texts, they examine purpose and audience, considering why composers represent ideas in particular ways. This exploration is used to inform their own writing and composition, with students writing both fiction and non-fiction texts in a range of forms. Skills in textual deconstruction, analysis and essay writing are built from Year 7. Students practise speaking and listening by participating actively in class discussions, oral presentations and debating.

We encourage students to:

- read widely, from a variety of texts reflecting a vast array of cultural contexts
- use their imagination
- participate in a variety of learning experiences
- use various examples of technology and library resources in their independent study of English
- take risks in drama, performance poetry and creative writing
- set their own goals and evaluate their achievements
- use scaffolds and explicit teaching of literacy to inform their writing.

Homework

Throughout the week, homework usually involves tasks such as:

- Reading every night and compiling a Personal Reading Log
- Completing writing begun in class
- Preparing for the next lesson
- Drafting, revising and editing
- Compiling a piece of work for display or presentation. When longer tasks are set or chosen, students are given adequate time to research, plan and prepare their work.
- Writing personal responses which reflect aspects of progress
- Ensuring that the right books and materials are packed for each lesson
- Completing their online grammar lessons

How parents can help

- Encourage wide reading, including newspapers. The library is open every day. Students are expected to have something to read at all times.
- Discuss reading at home and assist with visits to the local library for borrowing books/resources.
- Encourage your daughter to watch the news and engage in discussions about the issues faced by contemporary society.
- Listen to your daughter reading aloud.
- Allow students a quiet time and place for writing.
- Assist with proof-reading and editing.
- Have a dictionary and a thesaurus available for reference.
- Encourage participation in debates, plays, writing competitions and extension activities set by their teacher.
- Recognise that the exercise books contain drafts of work in progress. When students prepare their work for display or assessment, their final copies need to be well presented.
- Understand that students are aiming for their personal best. If a student learns something new she deserves positive feedback.



Geography

Geography, along with History, is a strand of the key learning area called Human Society and its Environment (HSIE). It is mandatory that each student study both Geography and History in Years 7 - 10.

Students in Years 7 and 8 will be formally introduced to the discipline of Geography. Geography will be taught on a semester basis with half the Year studying Geography in the first two terms and the other half in the second half of the year.

What we do in Geography

Students in Years 7 and 8 Geography will learn about:

- the world around them on a local, national & global scale
- the tools geographers use, eg maps, photographs, graphs, charts
- the physical environment, eg landscapes & landforms, water resources, weather & climate
- human interaction eg liveability, community & interconnections

It is our aim that your daughter:

- acquires basic geography skills such as place geography, mapping skills, literacy skills and applying geographical concepts.
- identifies and discusses current geographical issues
- investigates how places are valued differently and investigates interconnections within environments and between people, places and environments.
- becomes an informed, active citizen
- develops and applies geographical inquiry skills

Extension Opportunities

Differentiated strategies that provide challenge and encourage creativity.

Homework

Students will be asked to:

- complete tasks commenced in class
- research information
- practise skills acquired in class
- watch environmental/geography TV programs
- read newspapers and other appropriate magazines
- revise their work

How parents can help

By encouraging your daughter to:

- watch relevant geographic programs and then briefly discuss the issues
- complete all tasks on time
- record all tasks in her DIARY and use it to plan her work schedule
- put her best efforts into every task she undertakes

As a parent you can:

- help to guide your daughter in finding reference material
- ensure a study schedule is established and followed up

History

History is a mandatory core subject that each student studies in Year 7-10.

Students in Years 7 and 8 will be formally introduced to the discipline of History. History will be taught on a semesterised basis. This means that half of the students study History in the first two terms and the other half in the second half of the year.

What we study in History

The Stage 4 curriculum for Year 7 includes the investigation of the Ancient World from the time of earliest human occupation to the end of this era. Students also undertake two depth studies that focus on early civilisations in the Mediterranean and Asian Worlds.

In Year 8, students connect the ancient to the modern world through a focus on the transformation of the Roman Empire via the spread of Christianity and Islam and thus ideas. Following this, students develop an understanding of Medieval Europe and complete the two depth studies about Polynesian expansion and Aboriginal society during colonisation and contact with Europeans.

Aim

Our aim is for your daughter to:

- acquire core historical skills
- refine skills in literacy, technology, problem solving and communication
- develop and enhance her research skills
- develop study techniques such as the use of mind-maps and diagrammatic summaries
- relate well to her own multicultural society in an age dominated by rapid technological change
- develop a life-long love of History
- develop analytical writing skills that are required in senior History

Extension Opportunities

- The course structure allows students to explore topics in depth and breadth and facilitates comparative analysis across societies.
- Specialised Gifted and Talented differentiation based on the work of June Maker, Joyce Tassel-Baska and Helen McGrath are embedded into each program.

Homework

Your daughter will be asked to:

- complete class work set during the day
- complete all assessment tasks. Generally these can be completed satisfactorily by accessing the information available in its various forms at school - eg class text books, google classrooms, reference books, internet and documentary programs, but students are also encouraged to make use of resources available at home and at the local libraries.
- read widely, especially appropriate historical novels
- watch appropriate historical television programmes

How parents can help

Parents can assist by:

- being aware of when assessment tasks and when they are due
- assisting your daughter in the planning of her assessment work so that it is completed in an appropriate timeframe
- showing an interest in History. It is a fascinating exercise in scientific detective work which helps us to better understand the world in which we live



Languages – French, German and Japanese

In Year 7, all students study French, German and Japanese -approximately one term of each. In Term 4 they undertake an intercultural film study. In Year 8 students select their preferred language to study for the entire year. We want your daughter to:

- enjoy her language learning experience
- realise that a language is not difficult to learn
- be able to communicate at a basic level in a foreign language
- acquire a general knowledge of the country whose language she is learning
- develop her knowledge of another language and culture
- gain understanding, tolerance of and respect for people from different cultural backgrounds
- understand that learning a language is interesting and is likely to be important in her future career and travels

What we do in Languages

We focus on interacting, understanding and creating a range of texts to achieve simple communication. Topics covered may include myself, my family, eating out, shopping.

Listening and speaking involve understanding the overall sense of simple spoken language, simple questions and responses and participating in simple conversations.

Writing involves producing descriptions or dialogues in simple language.

Reading involves understanding the overall sense of simple written language.

Emphasis is placed on pair-work, dialogues and role plays. Language expressions are taught and reinforced through the use of flashcards, manipulation exercises, games, quizzes, cloze passages, puzzles, songs, writing scaffolds and cultural experiences. Students undertake background research on some aspects of the country being studied. This involves collecting, organising and presenting information. Internet research and computer use, eg Google Slide presentations, are important skills and are developed in our classrooms.

Homework

Students will be asked to:

- learn new phrases/vocabulary
- listen to audio in the language being studied
- prepare dialogues with a partner to act out in class (your child may phone their partner to practise)
- complete tasks/worksheets begun in class
- write simple dialogues/descriptions in the language being studied
- memorise work for revision quizzes
- create language puzzles and short presentations
- undertake research tasks

Extension Opportunities

In Language classes we may use the internet content and computer programs on linguistic and cultural aspects of the topics studied.

Pair or group work is an essential component which promotes peer learning/teaching.

A wide range of resources is available for independent enrichment in the form of readers, magazines, books and computer programs in the classroom, the library and through computer access.

Some tasks are modified. We support students who need extra assistance and enhance those students who are ready for extension activities.

How parents can help

- Encourage your daughter to check the Google classroom for details of tasks, revision resources and when they miss lessons.
- Encourage your daughter to record all homework, set tasks, tests and assignments in her school diary and use it to plan her work schedule at home.
- Encourage your daughter to establish a regular pattern of homework/study, eg. practising new vocabulary/dialogues by reading/acting out at home with a family member.
- Learning new vocabulary and expressions after each lesson by reading out aloud at home.
- Encourage your daughter's independence when she completes tasks and manages deadlines.

To enhance your daughter's enjoyment of Language learning:

- Encourage your daughter to explore simple books and magazines in the school library and watch TV shows in the language she is studying.
- Join your daughter in watching foreign language films, often with subtitles on SBS or the ABC, or on streaming platforms eg. Netflix
- Visit museums with foreign exhibitions, eg Japanese arts and crafts at the Australian Museum, displays at the State Library, exhibitions at museums, the French Impressionists and German Masters at the Art Gallery.
- Visit Japanese/German/French restaurants, taste all the different foods. Awareness of cultural diversity adds to the student's appreciation of the language she is studying.

Mathematics

We want your daughter to:

- enjoy Mathematics - she will be happy if she feels her learning needs are being met and that she is actually achieving in the subject. Your daughter will be supported by the Mathematics staff to achieve this.

The goal is for your daughter to:

- improve her general and mathematical problem solving skills
- discover the relevance of mathematics through practical application

What we do in Mathematics

Knowledge and Understanding focuses on four areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Working mathematically

Our aim is for your daughter to demonstrate understanding in these areas.

Communication Skills focus on three areas as well:

- Mathematical procedures in written form
- Mathematical procedures in oral form
- Mathematical procedures in diagrammatic form

Our aim is for your daughter to:

- communicate understanding of the procedures
- present information in the relevant form

Extension Opportunities

Extension work is incorporated throughout the course to cater for students who seek greater challenges.

Homework

This is usually set for the next lesson and will consolidate what has been done in class. Homework will be set to suit individual needs.

The Numeracy Centre

If your daughter is absent and needs to catch up or if she needs help understanding a concept or homework, she can go to A14 at lunchtime 2-3 days of the week, where there will be a Mathematics teacher available for assistance.

How parents can help

Always be positive about Maths and encourage your daughter to think positively about the subject. Do not think you cannot help your daughter with her homework. Even if you think you cannot do the subject, ask her to read the question to you and ask her to show you her reference book so you both can look at the examples given by her teacher. More often than not she will be able to explain to you how to do the problem.

Music

At Mackellar students will discover music as a powerful means of communication and collaboration, which can enrich their lives through creative and socially enriching experiences.

What we do in Music

Students will be introduced to a wide range of musical styles through an integrated program of activities in performance, listening, reading, writing and creating. As a result of participation in musical activities in performance, composition and listening, students will:

- (1) Learn to play keyboard, guitar, ukulele and percussion instruments as a means of:
 - (i) developing musical and aural skills
 - (ii) self-expression
 - (iii) interpreting written musical notation
- (2) Develop Music literacy through writing and interpreting music notation symbols
- (3) Create music through improvising, composing and arranging
- (4) Listen to a wide range of music

Homework

Students will complete one major assignment each term and there may be a small amount of weekly work at times.

Extension Opportunities/Extracurricular performance activities

Our bands and vocal ensemble perform widely in the community at Eisteddfods and at Regional and State Music Festivals. The Instrumental Music Program booklet is available on the school website. We invite your daughter to participate in the following Music Groups:-

1) The school's current Instrumental Music Program comprises:

- Concert Bands
- Stage Bands
- Orchestra
- Jazz Improvisation Classes
- Rock Bands

Students with instrumental skills should contact the Music Staff to join. Instrument hire can also be arranged. If your child wishes to learn an instrument, please contact the Music Staff as soon as possible.

2) Vocal Ensemble - Mackellar Girls Campus has a strong tradition of choral music and community functions. Entry to the Vocal Ensemble is open to any student. From this larger group, a smaller vocal ensemble will be developed for more advanced work.

We hope your daughter becomes involved in the musical life at Mackellar and we look forward to presenting our work to the parents at concerts and performances during the year.

How parents can help

- Encourage your daughter's interest
- Assist her to locate resources for her assignments.
- Make sure she has the correct equipment for her music class
- Support your daughter if she is learning an instrument by ensuring that she has the time and opportunity for regular practice
- If your daughter is in a band or the vocal ensemble, ensure that she is able to attend all rehearsals and performances as appropriate, and make provision for prompt, safe transport to and from rehearsals.

Personal Development / Health / Physical Education (PD/H/PE)

We want your daughter to:

- enjoy her PD/H/PE lessons and see them as relevant
- realise that PD/H/PE has to do with self-awareness and development
- develop resilience
- develop skills that will be useful for life long health
- be well prepared for senior study
- consider a wider variety of jobs, including in non-traditional areas
- see female role models in health and sport related careers

What we do in PD/H/PE

Three lessons per week offering:

- Physical activities from areas of individual and team games, gymnastics, athletics, dance and aquatics that emphasise skill development and practice, variety and participation
- Sessions looking at health and personal development related issues relevant to teenagers, including drug education, discrimination and acceptance, safe decision making, growth and development, self-esteem and active lifestyle.

We use groups, individual and practical work to:

- develop skills in decision making and communication
- help girls to learn to share, plan, cooperate
- make PD/H/PE enjoyable and relevant
- help girls to participate and be active in their learning
- help girls to improve personal health, fitness and movement skills
- help girls to choose activities that they are most suited to and will achieve success
- provide extracurricular activities for further development and enrichment.

Students develop their knowledge and understanding skills, values and attitudes by incorporating Self Management Skills, Interpersonal Skills and Movement Skills in:

PD/Health

Health, Wellbeing and Relationships

Healthy, Safe and Active Lifestyles

PE/Sport

Movement skill and performance in physical activities such as:

Aquatics	Games Skills
Athletics	Gymnastics
Cross Country	Recreational Activities
Dance	Swimming
Fitness Challenge	

Students are encouraged to participate in 'out of school' competitions in either a Mackellar team or local club team.

Extension Opportunities

- Graded activities using various learning models
- Skills Testing to develop Individualised Programs (extension/remedial)
- Sports/Peer Leadership opportunities – coaching, tutoring, role modelling
- Talented athletes program and enrichment programs

Homework

- Completing activities set in the classroom
- At least one longer assessment task each semester
- Preparation for other classwork
- Additional reading

How parents can help

- Encourage your daughter to use her homework diary to record homework and plan for extended pieces of work and revision and check it every night
- Talk to her about the work she is doing - ask your daughter to explain what she has been doing and look at her work
- Check any homework and encourage revision and good study habits
- Encourage your daughter to start early on assignments - don't leave it to the last minute
- Encourage your daughter to get involved in outside sporting activities, to keep active and healthy.
- Ensure your daughter reads the section in her “Student Guide” for special rules relating to PD/H/PE and Sport for uniform, absences and sickness.



Science

In Year 7 Science, we aim for every student to:

- develop a strong foundation in scientific thinking and skills
- develop their curiosity, observation and data analysis skills to help them explore and understand how science influences everyday life
- learn to work individually as well as collaboratively to confidently solve problems and think critically

What we do in Science

There are four focus areas in Science in Year 7:

1. Observing the Universe
2. Forces
3. Solutions and Mixtures
4. Cells and Classification

Working scientifically processes are also incorporated into each focus area. These are:

1. Observing
2. Questioning and predicting
3. Planning investigations
4. Conducting investigations
5. Processing data and information
6. Problem solving
7. Communicating

Extension Opportunities

How will your daughter find opportunities to work beyond the core work in Science?

- Each unit of work has extension options to be completed in class or at home
- Students have the opportunity to complete research and investigations

Homework

Homework would usually be finishing any activities not completed in class time e.g. completing a worksheet, finishing a graph or writing a conclusion for an experiment. Homework could also be a specific activity set to help reinforce concepts being studied and may be in the form of a worksheet or online activity made accessible through Google Classroom

How parents can help

Ensure your daughter comes to class with the necessary equipment, including an exercise book to complete classwork, a calculator, a ruler, pencil, eraser and pens. • Encourage your daughter to use her homework diary to record homework and plan for longer pieces of work and revision – ask to see her homework diary regularly. • Talk to her about the work she is doing. Ask her if she has learned any new words and what those words mean; this can help her learn subject-specific terminology. • Encourage your daughter to start early on assignments and break them down into smaller sections that are completed over the given time - don't leave it all until the last minute. • Encourage good study habits and independent learning by reminding your daughter to read over her class notes after each lesson and make summary points using the success criteria given in each lesson. This should only be about 10 - 15 minutes and will benefit her when she needs to revise for the Half Yearly and Yearly Examinations.



Technology and Applied Studies (TAS)

What is Technology?

Technology is about the knowledge, skills and processes that people use to satisfy their needs. It provides students with opportunities to become technologically literate, capable of developing creative solutions to identify problems and situations.

What we do in Technology

We use individual, group and practical work to:

- make Technology enjoyable and relevant to everyday life
- help girls learn to share, plan and co-operate
- help girls to participate and be active in their learning
- show that Technology is about problem solving, resource management and time management
- develop skills in communication
- develop skills in research
- help students to develop confidence and personal satisfaction
- developing and producing creative solutions

In Technology in Years 7- 8, we focus on four areas:

- 1) Problem solving skills
 - a) research information
 - b) design solutions as a result of research
 - c) evaluate the design solutions.
- 2) Communication skills
 - a) work through the design and production process
 - b) present information in a variety of formats, eg. drawings, tables, graphs, flow charts, oral reports, surveys, summaries and observations
- 3) Technological applications
 - a) use relevant practical skills to complete the design project, eg coding skills, drawing skills, food preparation skills, wood working skills, sewing machine skills, digital skills, etc.
- 4) Ways of working
 - a) work independently
 - b) work co-operatively with others
 - c) be well prepared and organised for lessons
 - d) complete the design brief within a given time frame

Extension Opportunities

The nature of the design and production process allows for individual student's talents and interests to be extended.

Homework

Homework in Technology will include completing tasks from class. Students will frequently be asked to complete a research task. This could be in the form of library/internet research, personal interviews, surveys, including visiting shops to determine types of products available. As this subject also contains a practical component, students may also be asked to complete a practical task, eg. using the sewing machine, painting a product.

Thinking Skills

This course assists students to become effective and skilful thinkers.

Thinking entails:

- assessing knowledge
- creating new knowledge to build ideas and make connections
- reasoning and inquiry
- processing and evaluating information
- the exploration of perceptions and possibilities.

It also involves

- the capacity to plan, monitor and evaluate one's own thinking
- refining and transforming ideas and beliefs.

An explicit focus on thinking and the teaching of thinking skills aims to develop students' thinking to a measurable higher level. Students need to be supported to move beyond recall and comprehension to the development of higher-order processes required for creative problem solving, decision making and conceptualising. Students need challenging tasks which stimulate, encourage and support skilful and effective thinking.

The course provides many practical strategies for student use, including:

- Time management
- Learning styles
- Enhancing thinking
- Thinking strategies
- Effective group work
- Study skills
- Examination strategies
- Memory

*Thinking activities need to be planned and scaffolded.
Students need to be aware that they are thinking
and that different thinking strategies are required for different problems.*

Edward De Bono believes that, "many highly intelligent people are bad thinkers. Intelligence is like the horsepower of a car. A powerful car has the potential to drive at speed. But you can have a powerful car and drive it badly. Thinking is the driving skill with which each individual drives his or her intelligence."

Visual Arts

In Year 7 Visual Arts at Mackellar, we want your daughter to:

- enjoy exploring materials and the process of creating artwork
- experience success by broadening her use of media and learning skills and techniques
- disprove the paradox 'but I can't...'

What we do in Visual Arts

Initially, students explore drawing as a foundation study, investigating a range of observational drawing strategies in representing still life objects via the convention of realism. In the second semester of the Year 7 course, the approach to drawing is one of an exploration of intuitive and spontaneous conventions using kinetic mark-making. Students wield a variety of conventional and unconventional drawing materials and tools to counteract the widely held view that 'I can't draw', through guided experimentation and automatism. Conceptually, these programs examine real-world interests such as: our compulsive consumption of sugar in today's diets; and ideas of authorship - can a machine be an artist? Opportunities are presented to investigate other expressive forms, including photography (specifically photographic installations and the documented form) and printmaking (monoprinting) and painting.

Visual Arts Diary

Students will record artmaking experiences in their Visual Arts Diary and/or in an e-portfolio - collating information, processes and research about other artworks which inspire or excite them.

A Google Classroom will be used to deliver content related to the study of Art History and Criticism. In Semester 1, 'Sugar Rush!', students investigate how contemporary artists use sugar as a metaphor for social, environmental or personal concerns. In Semester 2, 'Drawing Machines', students look at ways artists collaborate with machines as a valid means by which to generate artmaking.

Course Outline

Artmaking

- Temporal installations, documented via photographic and digital processes;
- Observational drawing strategies using graphite;
- Kinetic and performance-initiated drawing investigating a variety of media;
- Monoprinting and embossing;
- Painting (foundational techniques and colour theory in an expressionist style).

Art Criticism and Art History

- Students examine artists who use sugar as a metaphor - Kara Walker, Ken and Julia Yonetani, and Felix Gonzales-Torres;
- Sustained investigation of the processes of mechanical automation in drawing and automatism in painting.

Extension Opportunities

The practical nature of the Visual Arts course allows students to extend their creative abilities whilst engaging in problem-solving and critical thinking related to their own work but also with regard to issues in our world. Opportunities are provided for students to work individually as well as collaboratively, they are encouraged to enter local art competitions as well as school-based exhibitions both within and beyond the school context.

GAT Visual Arts students are provided with challenging extension work, such as exploring innovative technical procedures and investigating complex conceptual concerns and have the opportunity to develop work generated from the Enrichment Days. At the Enrichment Days, students may work with practicing artists, visit galleries and artist studios, and work off site at different locations.

Homework

Homework will usually consist of finishing class exercises or writing tasks and submitting these on Google Classroom. There will be one research assessment during the Year 7 academic year in addition to the Yearly Examination.

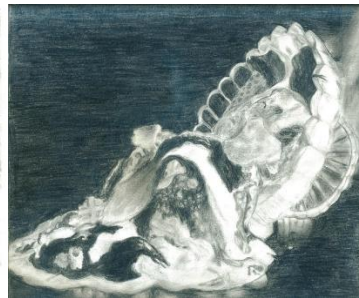
We gratefully accept donations of newspapers, White/Yellow Pages, old bath towels or hand towels, and toilet paper/paper towel.

How parents can help

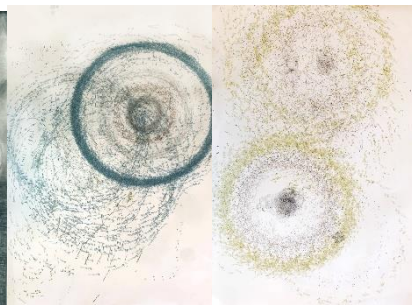
- Ask to see your daughter's Visual Arts Diary or e-portfolio
- Ask to see what she is doing - praise her efforts
- Question her about the artworks she is studying
- Help her learn subject specific language



Nikoline (Yr 7 2020)



Zarifa (Yr 7 2020)



Shaelen (Yr 7 2020)

Religious Education★

We want your daughter to:

- enjoy Religious Education
- develop a tolerant and respectful attitude to those with different religious beliefs
- gain awareness and insights about her own spirituality
- gain an understanding of Christianity
- learn how to make a positive contribution to society
- apply their learning in Religious Education to other subject areas

What we do in Religious Education

In the words of one Year 7 student: "Religious Education is a time for us. It's when we get to talk about stuff that is important to us!" We talk about God, the world and our identity as humans.

Aim of the Course

We aim to support your daughter through the first year of High School. This can be a time when decisions have to be made: What are my attitudes to what is going on around me? Can I make a difference? It can also be a time when teenagers come under pressure from their peers, the consumer society and the material values of society.

The course sets out to shed light on these issues by presenting Faith as a viable and meaningful option, relevant to the intellectual, spiritual and emotional needs of your daughter.

How parents can help

- Take time to listen when your daughter wants to talk
- Answer her questions honestly
- Respect her opinions
- Keep an open mind

★ Anchor RE provides a trained teacher to conduct weekly Religious Education lessons for students in Years 7-11. Attendance is not compulsory but the great majority of students attend. Private study arrangements are made for students who do not participate in Religious Education.



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