



STONYHURST
INTERNATIONAL SCHOOL
PENANG

LOWER SECONDARY (KS3) CURRICULUM GUIDE

ACADEMIC YEAR 2025/26



Figures (Year 7), Rudiments (Year 8) and Lower Grammar (Year 9)

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INTRODUCTION

The Lower Secondary Curriculum at Stonyhurst International School Penang is a bespoke 3 year programme of study, designed to incorporate the best elements of the National Curriculum for England and Wales and the Cambridge International Lower Secondary Curriculum.

Through a broad curriculum, pupils practise and refine their collaborative, communicative, creative, reflective, independent, questioning and research skills through an enquiry-based approach to learning that focuses on developing **metacognition** (an awareness of HOW they learn) and **self-regulated learning** (the motivation and inclination to use metacognitive strategies).

Underpinning all aspects of the curriculum are our school **virtues**. These ensure that every pupil is provided with the opportunity and support to progress in their academic achievements as well as enriching and broadening their views and enhancing their cultural experience.

At Stonyhurst International School Penang we are committed to supporting, nurturing and providing all members of our community to:

1. **Make a positive contribution to society**

The spiritual, moral, social and cultural development (SMSC) of our pupils is of the utmost importance to us. With this in mind, pupils are provided with the opportunity to participate fully in life at Stonyhurst International School, Penang. Opportunities include activities which enable pupils to embrace the core values of our school and help them to develop as **men and women for others**.

2. **Achieve beyond their expectations**

We have a shared belief that all can achieve. Through collaboration with Junior School colleagues our subject leaders can build on prior learning through the deepening of knowledge and development of skills. In Figures (Year 7), gaps in learning are identified and the curriculum adapted to meet the needs of the child so that children from different starting points can all access and achieve through our ambitious curriculum.

There are timely assessments that are focused on tracking progress, providing informative feedback to support learners and identifying gaps in learning so that the curriculum can be adapted accordingly.

INTRODUCTION (CONT)

Our pupils follow a broad curriculum in Year 7, 8 and 9 before selecting their IGCSE choices for Year 10 and 11. In the majority of subjects, pupils are taught within mixed ability groups, with a focus on providing support and challenge for all.

3. **Develop independence, resilience and confidence**

Programmes of study are designed to develop skills required for each IGCSE subject and to enable pupils to cultivate the knowledge and ability to achieve well in their chosen pathway and to equip them with the tools needed to flourish beyond their time at school. Pupils are encouraged to share their views, raise concerns and ask for support.

loving
hopeful
attentive
faith-filled
generous
eloquent
intentional
learned
prophetic
wise
grateful
discerning
compassionate
active



ASSESSMENT & REPORTING

The impact of our curriculum is monitored in a variety of ways. Assessments may include a benchmark task; peer and self-assessment; formal assessments that explicitly provide a correlating grade/description of standard; and activities that allow the teacher to ascertain whether pupils have understood the content and skills being taught.

The full range of methods used to monitor pupils' progress are considered when providing information to the pupils and parents during the reporting cycle (which is explained further in the assessment and reporting section in the Senior School Handbook). This information is also used as an indication, by key staff tracking pupil performance, about whether pupils require support and intervention. Any supportive intervention is monitored and reviewed to ensure it is having an impact on progress.



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SENIOR SCHOOL (YEARS 7-13) - OVERVIEW

At Stonyhurst International School, Penang we aim to create young people who are motivated, skilled, confident, independent learners; young people who recognise the need to be lifelong learners and responsible global citizens.

We have high expectations of all pupils and value continuity in their learning. At an individual level pupils are encouraged to achieve their highest academic standards.

The Senior School is organised into two main sections: Lower Senior and Upper Senior.

Lower Secondary	Figures - Year 7 Rudiments - Year 8 Lower Grammar - Year 9	Age 11-12 Age 12-13 Age 13-14	Internal Assessments
	Grammar Year 10 Syntax Year 11	Age 14-15 Age 15-16	IGCSE Examinations
Upper Secondary	Poetry Year 12 Rhetoric Year 13	Age 16-17 Age 17-18	IA Level Examinations



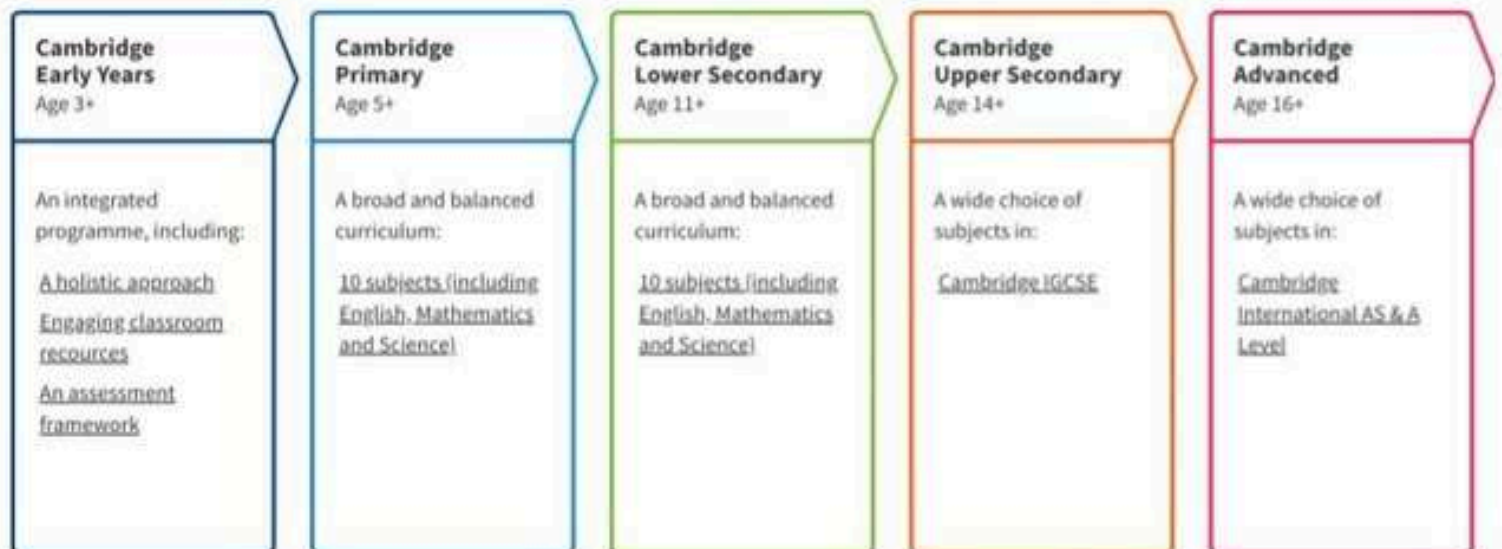
YEARS 7 – 9: CAMBRIDGE LOWER SECONDARY CURRICULUM

The Lower Secondary academic curriculum has its roots in the Cambridge Lower Secondary Programme but it has been further developed to celebrate the international context in which the school resides. The Cambridge international curriculum sets a global standard for education, and is recognised by universities and employers worldwide.

Cambridge programmes combine an emphasis on mastering subjects in depth with the development of skills for study and work in the future. At Stonyhurst International School we value deep subject knowledge as well as the conceptual understanding that helps pupils make links between different aspects of a subject. We also encourage pupils to develop higher order thinking skills - problem solving, critical thinking, independent research, collaboration and presenting arguments. These are transferable skills that will last a lifetime, preparing pupils for their future lives. They also make learning enjoyable and rewarding.

In the second term of Year 9 pupils start to make decisions concerning the courses they will pursue from Year 10.

Cambridge Pathway



SUBJECT DESCRIPTIONS & COURSE OUTLINES

To improve the teaching and learning of the content and skills within the Lower Secondary Curriculum, topics in the Course Outlines may be added, removed or taught in a different sequence.

ENGLISH

Cambridge Lower Secondary English fosters a lifelong passion for reading, writing, and communication while building practical language skills for everyday use and academic study. This curriculum enhances pupils' abilities to engage in spoken and written communication, collaborate effectively, and supports their holistic development. The curriculum framework facilitates seamless teaching across lower secondary stages, emphasising the connection between reading and writing skills and promoting p

COURSE OUTLINE

LOWER SECONDARY ENGLISH		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • Language unit: describing - a sense of place • Literature unit: animal poetry • Language unit: persuasive speeches linked to the Sustainable Development Goals • Literature unit: Shakespeare's Romeo and Juliet • Language unit: writing a fantasy story inspired by A Monster Calls by Patrick Ness 	<ul style="list-style-type: none"> • Language unit: describing - memorable characters • Literature unit: poetry about childhood • Language unit: writing to persuade - sports • Literature unit: character analysis in Sophie Anderson's The House with Chicken Legs • Thematic unit: presenting a perspective 	<ul style="list-style-type: none"> • Language unit: arguing - presenting a point of view • Literature unit: Windrush poetry • Language unit: describing - developing depth and detail • Literature unit: Shakespeare's Macbeth • Language unit: entertaining - writing

MATHEMATICS

Our Mathematics curriculum encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. The process of thinking and working mathematically is emphasised throughout the course and encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that assists learners in viewing the world in a mathematical way.

COURSE OUTLINE

LOWER SECONDARY MATHEMATICS

Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • Number and calculation - including negative integer arithmetic • Algebraic representation and manipulation - including solving simple linear equations • Shape and measure including area of polygons and angles on parallel lines • Fractions, decimals, percentages, ratio and proportion • Probability • Sequences, functions and graphs • Position and transformation • Statistics 	<ul style="list-style-type: none"> • Number and calculations including Indices, factors and multiples • Algebraic representation and manipulation including factorising and solving linear equations with unknowns on both sides • 2D and 3D shape including area and volume • Fractions, decimals, percentages, ratio and proportion • Probability • Angles and construction • Sequences, functions and graphs • Transformations • Statistics 	<ul style="list-style-type: none"> • Lower Grammar (Year 9) • Number and calculations including standard form • Algebraic representation and manipulation including solving systems of linear equations • Shape and measure • Fractions, decimals, percentages, ratio and proportion • Probability • Angles and constructions • Sequences, functions and graphs • Transformations • Statistics

SCIENCE

The Cambridge Lower Secondary Science curriculum nurtures a curious mindset, encouraging learners to explore the natural world with wonder and purpose. Through practical exploration, they develop scientific thinking and the ability to discern meaning in what they observe. Working collaboratively with their peers, they gain knowledge that helps them find clear and meaningful explanations. The curriculum builds stage by stage, giving learners the confidence to describe, explain, and investigate at an age-appropriate level. In doing so, they not only prepare for future studies in science but also learn to approach life with a compassionate awareness of others, a grateful appreciation of the world, and a generous responsibility toward our shared environment.

COURSE OUTLINE

LOWER SECONDARY SCIENCE		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • Cells • Classifying matter • Forces in space • Classifying life • Explaining properties of matter • Energy and sound • Environment and ecosystems • Chemical changes and reactions • Electricity 	<ul style="list-style-type: none"> • Gasses • Liquids • Respiration and the respiratory system • Light and colour • Atomic structure and chemical reactions • Health • Speed, motion and forces • Earth and the Solar System • Applications of science 	<ul style="list-style-type: none"> • Chemical bonding • Plant biology • Sound and energy • Chemical structures and properties • Human biology • Electricity • Chemical reactions • Species and their environments • Earth and beyond



ART & DESIGN

Cambridge Lower Secondary Art & Design will enable pupils to explore the limitless possibilities that exist both in art and in their own creativity. As art and design is a wide-ranging discipline that brings together skills and intellectual thought processes from across the curriculum, pupils will also become experimental, reflective, critical and decisive thinkers who are able to express themselves within a range of themes.

They will understand the benefits of concentration, perseverance and collaboration, as well as developing the fine motor skills that are associated with producing art. The enjoyable and collaborative nature of art and design will also provide them with many opportunities for social development and for exploring their personal interests. They will embrace art's potential for expressing things that cannot be captured in words and the links that exist between human feeling and creative output. The focus is that they work with increasing autonomy to produce individual outcomes that articulate personal responses to stimuli, the available materials and their own imaginations. Throughout history, art and design has evolved, embraced opportunities and made bold statements, therefore Cambridge Lower Secondary pupils are encouraged to explore, push boundaries and express themselves through their artistic work.

COURSE OUTLINE

LOWER SECONDARY ART & DESIGN		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • Lino Carving & Printmaking • Collage & Composition • Observational Drawing 	<ul style="list-style-type: none"> • Creatures of Penang • Food & Culture • Perspective 	<ul style="list-style-type: none"> • Portraiture and Digital Art • Landscapes & Street Art • Collections

COMPUTING & ICT

Our Computing / ICT course follows the Cambridge Lower Secondary Curriculum for Computing and the Cambridge Lower Secondary Curriculum for Digital Literacy.

Pupils will develop their understanding of how computers work and they will be given the opportunity to understand the purpose of different computer components. They will develop coding skills in text-based programming languages, such as Python, HTML, CSS and JavaScript and they will learn that computers can only perform actions that humans ask them to do.

Pupils will develop their computational thinking skills and vocabulary, see themselves as computer scientists and understand how skills such as programming and logical thinking help in local and global industries.

COURSE OUTLINE

LOWER SECONDARY COMPUTING & ICT		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> File Organisation and Internet Safety Decomposing Problems: Designing an App Block it Out: Creating a Game Data Mining: Using Spreadsheets 	<ul style="list-style-type: none"> File Organisation and Internet Safety HTML and CSS :Its All News to Me Computer Systems: The Inside Track High Level Programming Language: Expert Storytelling Spreadsheet Modeling: Model My Merch 	<ul style="list-style-type: none"> File Organisation and Internet Safety Python: Basics to Advanced Drilling Down: How the Processor Processes Spreadsheets Basics to Advanced

MUSIC

Music fosters creativity and builds confidence. It helps learners develop a deeper understanding of self-expression, and shows them the importance of communication as they learn to connect with other musicians and audiences. Music broadens learners' experiences as they make, create and explore their own music along with different cultures, times and places. It sparks imagination, requires problem solving and builds intellectual curiosity, as well as developing physical coordination, empathy and emotional intelligence.

The curriculum emphasises musical exploration with opportunities for learners to perform and present their music at every stage of development. Musical language is introduced gradually so that it is accessible to learners, whilst creating a foundation for success. It is important that learners recognise that being a musician is not restricted to any single way of making music, and that what makes a musician is the way that they are able to apply the core skills and qualities of musicianship to any type of music and musical activity.

Lower Secondary Music is designed to be flexible so you can combine music from your local context with music from other cultures. Learners will experiment and contribute as they follow a wide variety of possible musical paths. This will help each learner to develop a personal affinity to music as well as find ways to express their unique musical personality.

Throughout Lower Secondary Music, learners will develop a genuine depth of understanding, so they can both make music and make sense of music.

COURSE OUTLINE

LOWER SECONDARY MUSIC		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • The Elements of Music • Learning the Piano • Blues Music 	<ul style="list-style-type: none"> • African Drumming • Music in the media & film • Performing as an ensemble 	<ul style="list-style-type: none"> • Minimalism • Creating a realisation • Songwriting

PHYSICAL EDUCATION - LEARNING TO LIVE WELL

At Stonyhurst International School, our PE curriculum is rooted in the principle of learning to live well. This means that physical education is not only about developing physical competence, but also about nurturing pupils' ability to make healthy choices, enjoy active lifestyles, and thrive socially and emotionally.

Across Years 7–9, pupils experience a broad and balanced programme built around key themes. Each theme is carefully chosen to help pupils understand how movement, activity, and wellbeing are connected in everyday life.

Core Themes of the Curriculum

- **Throw, Hit, Catch** – Pupils develop fundamental skills of control, timing, and coordination, while also exploring teamwork and fair play in striking and fielding contexts.
- **Outdoor Adventurous Activities** – Pupils build resilience and problem-solving skills by working together in outdoor environments. They learn to value challenge, cooperation, and connection with nature.
- **Creative Movement** – Through dance and movement, pupils express ideas, build confidence, and recognise movement as a powerful outlet for creativity and emotional wellbeing.
- **Run, Jump, Throw** – Athletics provides the foundation for understanding effort, personal improvement, and goal-setting. Pupils see how striving for progress in performance connects to self-discipline and motivation.
- **Invasion Games** – These activities foster communication, strategy, and collective responsibility, helping pupils to appreciate the social side of sport and the importance of teamwork.
- **Net and Wall** – Pupils learn persistence and tactical thinking, developing focus and self-reliance while still supporting others in paired and small-sided contexts.
- **Lifestyle Evolution** – Pupils explore how daily habits, nutrition, rest, and activity contribute to wellbeing, building an understanding of how to sustain balance and health throughout life.

PHYSICAL EDUCATION - LEARNING TO LIVE WELL (CONT.)

Swimming in Year 7

In Year 7, swimming provides pupils with the skills and confidence to enjoy the water safely and effectively. Technique is developed across the recognised strokes, but lessons go further than performance alone. Pupils explore how swimming supports fitness, mental wellbeing, and enjoyment, and they are encouraged to take ownership of their progress. Opportunities to work towards advanced awards are provided, alongside experiences that highlight swimming as both a performance activity and a foundation for lifelong health, leadership, and teamwork.

Swimming in Years 8 and 9

As pupils progress, swimming becomes a platform for independence and responsibility. Technique continues to be refined, but greater emphasis is placed on applying skills in a variety of contexts—from personal fitness to recreational enjoyment and competitive opportunities. Pupils set their own goals, support peers, and engage with swimming as part of a healthy lifestyle. By Years 8 and 9, swimming is framed not only as a sport, but also as a skill that enhances quality of life, resilience, and leadership capacity.

This approach ensures that by the end of Key Stage 3, pupils see physical education as more than just sport: it is a way to live well, to connect with others, and to sustain physical and mental health into adulthood.

COURSE OUTLINE

ACTIVITIES & SPORTS TAUGHT IN THE PE CURRICULUM

Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • Creative Movement • Run, Jump, Throw • Invasion Games • Net and Wall • Lifestyle Evolution • Swimming - All Year 	<ul style="list-style-type: none"> • Creative Movement • Run, Jump, Throw • Invasion Games • Net and Wall • Lifestyle Evolution • Swimming - All Year 	<ul style="list-style-type: none"> • Creative Movement • Run, Jump, Throw • Invasion Games • Net and Wall • Lifestyle Evolution • Swimming - All Year

FRENCH

Learning a foreign language develops in learners a great number of transferable skills and fosters learners' curiosity as well as deepening their understanding of the world around them. The aims of the French language course at Stonyhurst International School Penang are to enable our pupils to:

- Understand and respond to spoken and written language from a variety of authentic courses
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using a variety of grammatical structures.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

COURSE OUTLINE

LOWER SECONDARY FRENCH		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • Introducing yourself and your family. • Describing your classroom. • Talking about what you like and dislike. • Describing yourself and others. • Giving opinions about school subjects and your uniform. • Describing your school day. • Describing what you do in your free time. • Talking about where you live, describing your family and what you eat at breakfast. • Describing a town, what you do at the weekend and eating out. Talking about plans for a special weekend. 	<ul style="list-style-type: none"> • Talking about where you went and what you did on holiday. • Talking about festivals and celebrations. • Buying food at a market. • Talking about a future school trip. • Describing how you use technology and what your hobbies are. • Describing your region. • Talking about what you do to help at home. • Describing sports that you like and dislike. • Asking the way and giving directions. • Talking about injuries and illness. 	<ul style="list-style-type: none"> • Talking about what you want to do when you are older. • Describing what you used to be like. • Comparing past and present. • Discussing eating habits. • Talking about animals and the environment. • Discovering Francophone culture. • Using the near future. • Using the past tense (perfect and imperfect). • Using the conditional tense.

DRAMA

Drama at Stonyhurst is all about engagement, experimentation and the gradual implementation of dramatic skills. From year 7 pupils will begin a more focused dramatic journey that will help them develop an even greater self control (physically, vocally and mentally), genuine self-belief, and an inner confidence that will benefit them both in school and life. It will also of course prepare them for Drama at IGCSE and beyond.

To ensure this, every pupil needs to be consistently inspired, encouraged and challenged. Every child is unique and should be proud of who they are – Drama at Stonyhurst Penang will help develop this - through a fun and varied curriculum and an interpersonal approach that promotes individuality, self-belief, team work, experimentation, and of course...a love of the Arts.

COURSE OUTLINE

LOWER SECONDARY DRAMA		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • Poor Theatre • Physical Theatre • Musical Theatre • Naturalistic Theatre • Presenting • Character Study 	<ul style="list-style-type: none"> • Shakespeare and Naturalism • Macbeth • Epic Theatre • Play Study • Monologue skills - Cross curricular focus • Devising 	<ul style="list-style-type: none"> • Preparing for a Role • Stanislavski and Naturalism • Verbatim/ Documentary Theatre • Play Study • A day in my future life • Monologue skills & Life beyond Lower Secondary



MANDARIN CHINESE

Mandarin Chinese courses are designed to provide pupils with a comprehensive and immersive language learning experience, emphasising the development of skills in listening, speaking, reading, and writing, while also fostering an appreciation for Chinese culture and tradition. The courses employ various teaching methods, including interactive activities, multimedia resources, and practical language applications, to ensure that pupils can confidently and effectively communicate in both everyday and academic environments. We also encourage pupils to delve deeper into Chinese traditions, customs, and contemporary issues to promote cross-cultural understanding and communication. Through these courses, our goal is to equip pupils with the language skills and cultural knowledge necessary to engage with the global Chinese-speaking community and contribute to cross-cultural understanding and communication.

To meet the diverse learning needs and levels of pupils, we offer three different course outlines within our Mandarin Chinese program. The Foreign Language focuses on building language fundamentals, the Second Language delves into comprehensive vocabulary and grammar, and the First Language aims to enhance language skills and achieve fluency. These three outlines vary in depth and complexity, with the aim of ensuring that every pupil receives a comprehensive and effective language learning experience.

COURSE OUTLINE

LOWER SECONDARY MANDARIN CHINESE		
Figures (Year 7)		
First Language	Second Language	Foreign Language
<ul style="list-style-type: none"> • Cancelling Public Examinations • Attending Boarding School • School uniform • Bad habits of teenagers • Volunteering in the countryside • Teenagers relationship • Movie review • Social media • Electronic bag 	<ul style="list-style-type: none"> • My New School • I am Busy Every day • He has a Cheerful • Personality • Attending a Mandarin Summer camp • What seems to be wrong • Eat More Vegetables • I am a fan of classical music • Have you warmed up • I live in the Suburbs 	<ul style="list-style-type: none"> • All about myself • She lives in China • She grew up in Beijing • I can speak Chinese • I like PE • I get up at half past six every day • He is into sports • He likes eating Chinese food very much • Ice milk tea tastes good • The orange tastes a little sour

MANDARIN CHINESE (CONT.)

COURSE OUTLINE

LOWER SECONDARY MANDARIN CHINESE

Rudiments (Year 8)

First Language	Second Language	Foreign Language
<ul style="list-style-type: none"> • Culinary Culture • Reunion dinner • Spring Rolls • Ten Passages from the Analects of Confucius • International School • Reflection on "Dear Andre"3 • College entrance exam pressure • The Old Charcoal Seller • Traditional values • Lifestyle • Inner beauty and outer beauty 	<ul style="list-style-type: none"> • I Live in the Suburbs • A Convenient Neighbourhood • A Big Sale at the Mall • I Am an Exchange Student • Transportation • Have you packed your luggage? • Where Are You Planning to Travel to? • These Buildings Are Beautiful • What Are Your Future Plans? • I Interned at a Zool • Want to Earn Some Pocket Money • Let Me Design the Invitations 	<ul style="list-style-type: none"> • I went to Canada during the Holiday • I want to visit Chinatown on the Weekend • How to Get to the Bookstore? • Dining at a Restaurant • Let's Go! • I want to buy a Birthday Gift • What Are You Wearing? • What Do You Want to Be? • What Do They Look Like? • This is My Home



MANDARIN CHINESE (CONT.)

COURSE OUTLINE

LOWER SECONDARY MANDARIN CHINESE

Lower Grammar (Year 9)

First Language	Second Language	Foreign Language
<ul style="list-style-type: none"> Chinese Cuisine Traditional Chinese Ethics and Family Values High School Life Educational Reform Healthy Living Unforgettable Journey Media Influence Environmental Protection Modern Technology Language Learning and Multiculturalism 	<ul style="list-style-type: none"> Bad habits of teenagers Volunteering in the countryside Teenagers relationship Movie review Social media Electronic bag City and Suburb An Unforgettable Journey Low-Carbon Lifestyle Spring Festival and Christmas Table Manners in Chinese Dining Globalisation of Food 	<ul style="list-style-type: none"> My New School I am Busy Every day He has a Cheerful Personality Attending a Mandarin Summer camp What seems to be wrong Eat More Vegetables I am a fan of classical music Have you warmed up I live in the Suburbs



HISTORY

At Stonyhurst International School Penang we provide a high-quality history education which will help learners gain a coherent knowledge and understanding of world History. The teaching of History will equip learners to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps learners to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History shows us why things happen and how things happen; how we go from knights and castles to tanks and bunkers; how empires are built and how they are torn down; how states are founded and how they fall. History is a story: history is the story of conquest and of conquerors, of empires and emperors, of exploration and adventure, of love and betrayal, of trust and deception.

COURSE OUTLINE

LOWER SECONDARY HISTORY		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • What is a Historian? • What is the history of George Town? • How did European exploration change the world of Native Americans? • How did the Mongol Empire influence Asia? 	<ul style="list-style-type: none"> • What was the Slave Trade? • Why should we care about the French Revolution? • Did the British Empire do more harm than good? • How scary was World War I? 	<ul style="list-style-type: none"> • How did war in Europe lead to Japanese control of Penang? • How has communism influenced Asia? • What was apartheid?



GEOGRAPHY

Geography is a field of science devoted to the study of the lands, features, inhabitants, and processes of the Earth. Geography is a broad-based academic subject which will open up options for learners in the future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. Geography helps you to make sense of the world around you. It is hands on, it is relevant, and it is fun. The current Lower Secondary course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give the learners a chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world. Learners will have the opportunity to study a wide range of topics covering a range of geographical themes and skills.

COURSE OUTLINE

LOWER SECONDARY GEOGRAPHY		
Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • What is a geographer? • Can global issues be solved? • How can rainforests be used sustainably? • Does tourism do more harm than good? 	<ul style="list-style-type: none"> • What is development? • What are the opportunities and hazards of Sungai Pinang? • How are populations changing? • What are the issues facing urban areas? 	<ul style="list-style-type: none"> • How is Asia being transformed? • Will we ever know enough about earthquakes /volcanoes to live safely? • What are the opportunities and challenges facing Africa?



BAHASA MALAYSIA (MALAY)

In Stonyhurst International School Penang, we are offering Malay Language subjects in Year 7 – 9. The objective is to expand the ability to apply and communicate in a different language effectively which will be useful as a lifelong skill for travel, social and professional interactions. This subject is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to explore in depth a rich and historic culture and civilisation of Malaysia, thus encouraging positive attitudes towards language learning and opening learners' minds to discovering a foreign culture that may be quite different to their own. Learning Malaysian National language will be an added advantage for Stonyhurst learners to embrace their passion in culture and to collaborate with their peers in an engaging learning ambience. Learning Malay Language is not just about language skills; it also offers personal growth and enrichment. Pupils will gain a sense of accomplishment, build self-confidence, and develop a greater understanding and respect for different cultures and perspectives.

MALAYSIAN HISTORY

In Malaysian History, students will learn about Malaysia's rich culture, traditions, and values. They will also explore the nation's growth and development, important historical events, and the formation of Malaysia. In addition, students will gain an understanding of Malaysia's systems. This includes its government, economy, and society — and how these contribute to the country's progress. This subject helps students appreciate the nation's heritage, while learning the importance of unity, responsibility, and active citizenship.



AGAMA (FOR MUSLIM PUPILS ONLY)

In Agama, students will learn general knowledge in Islam together with important moral values and character building. Lessons include understanding core teachings, traditions, and practices that guide everyday life. Students will also have exposure to practical aspects such as prayer (solat) and other simple activities that encourage discipline and spiritual growth. This subject helps them develop respect, responsibility, and a balanced way of living while appreciating values that nurture harmony in society.

COURSE OUTLINE

LOWER SECONDARY BAHASA MALAYSIA

Figures (Year 7)	Rudiments (Year 8)	Lower Grammar (Year 9)
<ul style="list-style-type: none"> • First Day in High School • Family • Save money while shopping • Regional Neighbour • National Hero • Reading Culture • Educational Trip • Benefits of Reading 	<ul style="list-style-type: none"> • Creative Family • Pets • Outstanding Student • Saving Money • An Increasingly Advanced World • Public Transportation • Road Safety • Festive Open House • Environmental Cleanliness • Recreation Centre 	<ul style="list-style-type: none"> • Road Safety • Smart Consumer • Knowledge Portal • Excellent in the Eyes of the World • The Greenery of the Equator • Social Problems • Tourism • Health • Benefits of Co-curricular Activities • Handicrafts • Historical Places • Martial Arts • Charity Work



STONYHURST
INTERNATIONAL SCHOOL



QUANT JE PUIS

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