

GIVE | GUIDE | GROW

W I L L E T T O N S E N I O R H I G H S C H O O L

YEAR

7

CURRICULUM

2024

Handbook

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WILLETTON SENIOR HIGH SCHOOL

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CURRICULUM OVERVIEW

The curriculum at Willetton Senior High School is organised around the eight learning areas and complies with the Western Australian Curriculum and Assessment Outline, which is designed for all students from Kindergarten to Year 10. Details can be found at <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum>.

Students are required to undertake studies in each of the eight learning areas: The Arts, English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science and Technologies. They are provided a range and variety of learning opportunities within these areas and this enables them to engage in positive learning experiences that challenge them and to pursue special talents and interests. Information on extra-curricular activities such as Interact, debating, the Duke of Edinburgh Award, enrichment classes and after school sporting teams is available on the school's website.

Each year in a student's schooling builds on earlier learning. Experiences develop their skills in investigating patterns, processes and phenomena, and exploring forms of representation and technology. The curriculum in Years 7 to 9 focuses on the consolidation of skills, knowledge and understandings from primary school. This prior learning is built upon to achieve increased levels of specialisation. Year 10 is a final consolidation of the general requirements of each learning area and in some courses is an introduction to the higher demands of Year 11 and 12 studies. Students are encouraged to realise that their ways of working and thinking are responses to the demands of school and life. It is important that they are able to debate, revise, develop and change to meet the challenges of specialised learning and new context.

Teaching programs help students develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live. They encourage students to develop an open and questioning view of themselves as active participants in their society and the world. Learning experiences enable students to draw on increasingly diverse and complex sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

The Guiding Principles of Teaching, Learning and Assessment for the Western Australian Curriculum focus on a school and class environment that is intellectually, socially and physically supportive of learning.

Schools are mandated to deliver the curriculum and assess the students' learning in a manner that adheres to these principles and, therefore, a clear understanding of these principles needs to be shared by the teachers, students and parents. The staff work collaboratively and plan with students and parents to implement them in ways appropriate to the school's community.

Students with identified learning disabilities or who are dealing with severe medical, physical or emotional issues may be eligible for support and adjustment to the curriculum and assessments. The school's curricula and syllabi include the **Western Australian Values of Schooling**, which articulates what educators in Western Australia believe all students should value as a result of the programs they undertake. These are:

- Respect and concern for others and their rights
- Pursuit of knowledge and commitment to achievement of potential
- Self-acceptance and respect of self
- Social and civic responsibility
- Environmental responsibility

Details can be found at <https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values>



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CONTACTS FOR INFORMATION AND ADVICE



The best contacts for information and advice on issues concerning course choices, pathways to future study and student achievement are the Heads of Learning Areas and curriculum advisors.

HEADS OF LEARNING AREA

The Arts	Cheryl Venter
English	Susan Appleton
Health & Physical Education	Wayne Baseden
Humanities and Social Sciences	John Maxwell
Languages, including English as an Additional Language or Dialect	Pia Palermo
Mathematics	Zoe Tay
Science	Lance Taylor
Technology & Enterprise	Peter Martyr
Vocational Education and Training	Sue Holland

LEARNING AND CURRICULUM SUPPORT PROGRAMS

Learning and Curriculum Support	Vani Sambhara
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SPECIAL PROGRAM COORDINATORS

Basketball	Mike Forsyth
Gifted and Talented	Darren Hamley
Music and IMSS	Philippa Peake Jenny Templar

ENROLMENT AND TRANSITION

Deputy Principal Student Services	Brad Spicer
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CURRICULUM STRUCTURE

Year 7 learning area distribution	Hours per week for the year
English – Including EALD (English as an Additional Language or Dialect)	4
Mathematics	4
Science	4
Humanities and Social Sciences	4
Health & Physical Education	3
Language	2
Two elective courses each semester	4 hours per week each semester

At the beginning of Year 7, students may be placed into classes which cater for their particular needs based on a range of data from primary school, on-entry testing and diagnosis information. Students in the Gifted and Talented Program and Approved Specialist programs will automatically be allocated to classes.

Descriptions of the various courses and those offered in Years 8 to 12 are available in the curriculum handbooks on our website at <https://www.willemtonshs.wa.edu.au/handbooks-and-selection-forms/>

Students will be given a comprehensive course outline and a description of the assessment tasks during the first week of the academic year and this can be used to guide their studies or for reference by parents/caregivers. For further information on the Western Australian Curriculum see <https://k10outline.scsa.wa.edu.au>.

COMPULSORY COURSES

The School Curriculum Standards Authority sets the requirements for study and gives a minimum time allocation for each learning area. All students in Year 7 will study Digital Technologies, English, Health and Physical Education, Humanities and Social Sciences, Maths, Science and a language. In very special circumstances and after deliberation and documenting a plan, some students are offered a course which varies from this mandated structure.

Students select at least one of French, Italian or Japanese. Students continue the same language until the end of Year 9. Interested students who successfully complete the Year 9 course can continue their language studies into Years 10, 11 and ATAR 12 level.

Each class is provided details of programs of work by the class teachers at the beginning of the semester, usually in the first week. These details are also accessible through Connect which holds lesson content and resources as well as information on students' progress and attendance. Refer to the **Connect Parent Flyer** on <https://www.willemtonshs.wa.edu.au/connect/>

THE ARTS AND TECHNOLOGIES

Students study four courses per year in Years 7 to 9 from The Arts and Technologies Learning Areas. These courses complete the compulsory part of their weekly timetable and students will have the opportunity to identify areas of preference under the guidance of a parent or caregiver. The courses are selected from:

- The Arts – at least one each from Visual Arts and Performance Arts
- Technologies – at least one from Design Technologies and Digital Technologies

Students will identify their preferences through the enrolment process. The courses a student is placed in will depend on the structure of the timetable, class sizes, and the availability of teachers and other resources.

GAT, APPROVED SPECIALIST SPORTS PROGRAM: BASKETBALL AND MUSIC (IMSS)

Students involved in specialist programs are pre-selected through a testing or screening process. Once a student begins the program, there is a commitment to continue to the end of Year 10.

The Instrumental Music program entry testing will have occurred in primary school. For students who are new to Western Australia and who wish to enter the Instrumental Music Schools (IMSS) program, the teacher in charge of Music should be contacted by parents regarding opportunities and eligibility.

Students involved in specialised classes (other than Gifted and Talented) devote two of the four hours allocated to electives to the specialist course. There is often a requirement to undertake extra hours to participate in opportunities for enrichment.





LEARNING AND CURRICULUM SUPPORT PROGRAM

The program aims to build on the school's culture in which every student is known and valued as an individual. Learning and Curriculum Support provides support to students who are working at or below year level with needs who are identified through a range of data from primary school, on-entry testing and diagnosis information. For Year 7, on-entry testing occurs in Term 3 by invitation from Learning and Curriculum Support to ascertain student need for Literacy and/or Curriculum Support Foundations classes.

Students identified as candidates for intervention may be placed into:

- Year 7 Foundation Program (Mathematics, English, Science and HaSS)
- Modified Program
- Literacy Fundamentals Program

YEAR 7 FOUNDATION PROGRAM

Through on-entry testing in Year 6 during transition the program identifies incoming Year 7 students with significant gaps in their learning profiles, who are struggling with the mainstream curriculum.

In this program, Maths, English, Science, and HaSS are taught by one teacher and the students are integrated into the wider peer cohort for other courses. Student success is measured annually and if students are demonstrating success in the program they are transitioned out of this support program.

LITERACY FUNDAMENTALS

This program utilises best-practice around literacy interventions for young people with learning difficulties such as Dyslexia and supports students in developing their level of literacy to be successful in the secondary curriculum. Students are identified through on-entry testing and annual reviews of student progress and placement in the program is from Years 7 to 9. The Program Coordinator Learning and Curriculum Support oversees enrolments of all students with diagnosed disabilities and diagnosed learning difficulties.

MODIFIED PROGRAMS WITH LITERACY SUPPORT

These classes implement modifications to the standard curriculum in Maths, English, HaSS and Science. A modified course uses highly transparent and clearly structured communication processes so that students are especially supported in engaging with the course. A reduction in the range of activities allows delivery at a slower pace and increases the class time on each aspect and task. Modified courses allow students to learn at the appropriate, grade-related, level of development and are assessed against the standard grade descriptors for the cohort year level. Parents are encouraged to maintain regular contact with class teachers and Heads of Learning Area to gain the most benefit from these programs.

FEEDBACK ON PROGRESS AND ACHIEVEMENT

PROGRESSIVE REPORTING

Monitoring of student progress is carried out continuously during the school year. Teachers record and monitor a student's progress according to the requirements of each learning area and the results of formal assessments are available to parents through Connect. These observations are also available to parents who can contact classroom teachers by telephone or email to ascertain progress, levels of achievement and seek recommendations for improvement.

Class teachers provide timely feedback to the students. This covers performance in class so that students can plan for and achieve effective learning. Teachers also communicate achievement and progress to parents/caregivers to help them understand the nature and extent of the student's progress.

The following are ways this is achieved separately from the formal reporting cycles:

- Students are given regular and timely feedback in class so that they can improve their learning.
- Teachers provide written feedback to students by comments on assessment tasks.
- Students take assessments home to discuss with parents/caregivers.
- Parents/caregivers have access to the Connect portal where they can check on assessments schedules and their child's results and attendance.
- Feedback to parents/caregivers is both formal and informal and focused on assisting the student's future learning and development aspirations.
- Teachers make informal contact with parents, such as by telephone, email, use of student diaries.
- Parents/caregivers have an opportunity to discuss any issues with their child's teachers and are made aware of a simple process through which they can access the HoLAs.
- Reporting to parents/caregivers through interviews and parent evenings.

Teachers will, at times, ask to retain student work for inclusion in a class portfolio and the school may be required to present student work for comparability purposes at the request of SCSA.

ASSESSMENT AND REPORTING

Refer to the Year 7 to 10 assessment policy available at <https://www.willemtonshs.wa.edu.au/assessment-and-reporting-lower-school/>. The official site for detail of assessment in Western Australian schools is: <https://parent.scsa.wa.edu.au/how-will-my-child-be-assessed>



LEARNING AREA COURSE INFORMATION

THE ARTS

The Arts are central to the lives of young people. It brings them together in a natural form of expression, it is universal in its communication and provides a means of expressing ideas and emotions through using sounds, images, words and movement in a way that enhances and entertains our society.

The School Curriculum and Standards Authority classifies these courses as Visual Arts or Performance Arts. They are designed to provide learning experiences that are both enjoyable and educational. They lay the foundations in arts ideas, skills and values and an extension and deeper understanding of these develops as students continue studies through the Year 7 to 12 curriculum.

VISUAL ARTS

ART

Students discover different ways of seeing the world. They learn to use observation and imagination whilst increasing understanding of the tools, materials, and techniques used by artists. They are introduced to a wide variety of art activities such as drawing, painting, printmaking, sculpture and graphics. Students complete a range of fine art projects and develop an awareness of art in our society as they use the natural world as a source of inspiration.

MEDIA STUDIES

The media industry is the largest source of communication, information and entertainment in the world. With the introduction of handheld technologies, it continues to increase its impact on our lives. This course introduces students to working behind the scenes in the media world and through work on a range of projects explores animation, advertising and reviewing.



PERFORMANCE ARTS

DANCE

Students undertake activities that develop movement and performance skills and insight to the world of dance. They build on their understanding of improvising and experimenting with the elements of dance and choreography to create dance that communicates an idea. They are provided with opportunities to present dance to an audience and develop performance skills. As they make dance and respond to it, students reflect on the meaning, interpretations and purposes of dance. Students are to be appropriately dressed and there may be some rehearsals and performances out of school hours.

DRAMA

Through studying Drama, students improve their language skills and enhance self confidence in speaking. Many experience satisfaction and enjoyment when they learn techniques to support presenting themselves in a calm manner. Students learn to analysis ideas, plan their thoughts and to speak publicly. They practise working as part of a team on a group project and to work individually.

Drama contributes to personal growth by developing skills, knowledge and understandings that can be transferred to a range of careers and situations. In the Year 7 Drama course, students explore a range of skills including, mask work, circus skills, improvisation, small scripts and class performances. From here some students may explore a career in drama related fields.

MUSIC

Music is a full year course and is recorded as two choices - one in Semester 1 and one in Semester 2. Music and Instrumental Music courses are studied concurrently. Students will have one instrumental group lesson of 20 - 40 minutes per week on a roster basis according to IMSS teachers' availability.

The courses are designed for students who have participated through the Department of Education Instrumental Music School Services (IMSS) or who are already learning an instrument privately. Students who learn their instruments through private lessons are welcome to join the program and can apply to the music co-ordinator to enrol in Music without the instrumental component.

Music (Instrumental Music Program)

A limited number of students will be selected to commence learning an instrument in Year 7. The instruments available for study are oboe, bassoon, saxophone, electric guitar, percussion, voice and sometimes bass instruments. The IMSS program runs from Year 5 to Year 10 and students are expected to continue at least until the end of Year 9. Only in exceptional circumstances will Year 7 or 8 students be allowed to discontinue their commitment.

Instrumental lessons are supported by class studies in aural perception, music literacy, composition, music literature and ensemble performance. Students will make use of their own technology devices to create music using various software packages. At an appropriate level of development, all students will participate in at least one of the ensemble groups: Junior Band, Senior Band, Guitar Ensemble, Percussion Ensemble, Contemporary Guitar Ensemble, String Orchestra or Choir. Students will also have access to facilities, which include a piano keyboard laboratory, a music recording and production suite and access to the school's computer network. Selected students will be invited to participate in the school's Jazz Band which requires a high level of performance.



ENGLISH

In Year 7, students study the Western Australian English Curriculum, which is based on the three interrelated strands of Language, Literature and Literacy. The focus is on developing students' knowledge, understanding and skills in reading, writing, viewing, speaking and listening, and students will do a range of analytical and creative tasks. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. As part of this course, students develop their functional and critical literacy skills.

Students engage with a range of texts including novels, short stories, poetry and film. In the mainstream program, students complete eight common assessment tasks over the course of the year. This course has an oral component and at least one task is an oral presentation. Students also participate in a library reading programme and have access to an e-textbook to support the development of their English skills.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

This course is essential for eligible students from a non-English language background. Enrolment is decided with reference to the student's past schooling and attainment in English language studies. English as an Additional Language/Dialect courses are designed to enhance the acquisition of standard Australian English. The course is delivered in the language modes of: Listening, Speaking, Reading/Viewing and Writing. It covers a wide range of genres while focusing on the language needs of individual students. It supports language used in other course areas and helps to prepare students to succeed in academic study in both senior school and post school. Knowledge of vocabulary and English grammar is developed, cultural contexts are examined, fostering cross-cultural understanding in the context of school courses and everyday life, as well as encouraging the student's confidence in spoken English. The course seeks to prepare students to succeed in academic study. Classes in this program are maintained at low numbers, enabling individual attention. Students intending to gain tertiary entry are greatly advantaged by participating in this course for at least Years 7, 8, and 9.



HEALTH AND PHYSICAL EDUCATION

Health and Physical Education has two streams available to Year 7 students:

- General
- Specialist Basketball

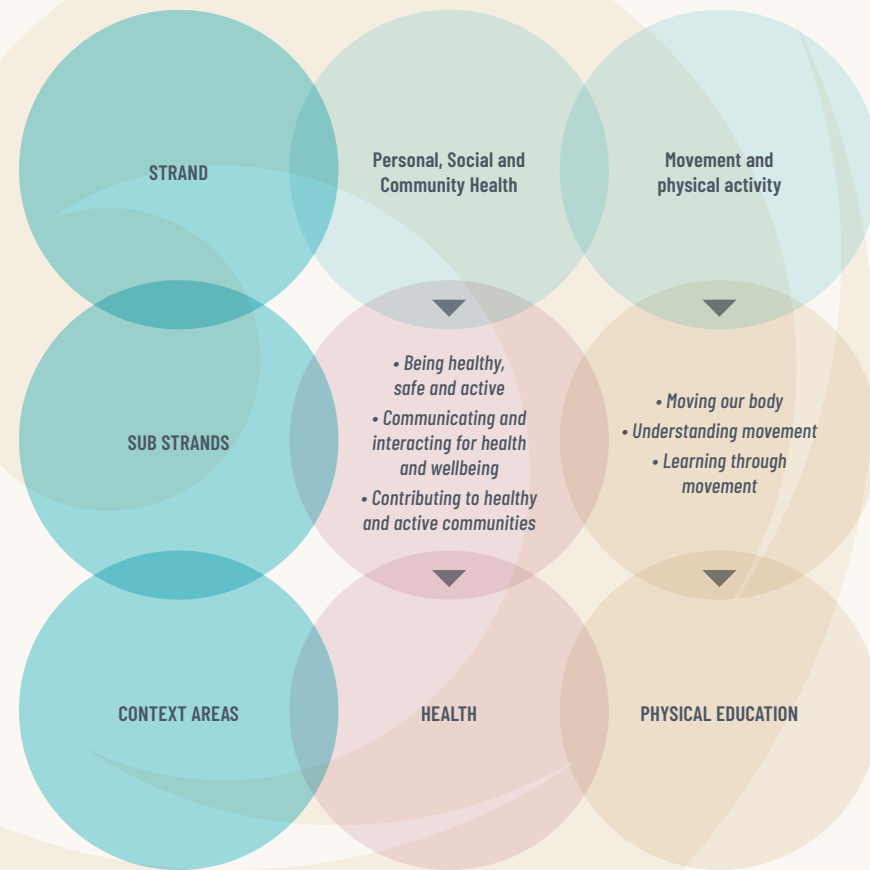
This is a compulsory course of study that involves two hours of Physical Activity and one hour of Health each week. It teaches students how to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts.

WHAT TYPE OF CURRICULUM CAN BE DELIVERED?

The Health and Physical Education learning area is delivered in two key strands and a number of sub- strands.

ASSESSMENT

Students will be awarded a separate grade for both Health and Physical Education at the end of the year.



COURSE DESCRIPTION

The contexts or focus areas that provide the breadth of learning to capture the intent of the Western Australian Curriculum may change at the discretion of the Health and Physical Education Department to ensure ongoing relevance.

Health Education

All about Me

- The impact of relationships on own and others' wellbeing, and online and social protocols to enhance relationships

Relationships & Communication

- Management of emotional and social changes associated with puberty through the use of; coping, communication and problem solving skills
- The impact of relationships on own and others wellbeing.
- Promoting safety in the online environment

Puberty

- Feelings and emotions associated with transitions.
- Practising self-talk and help-seeking strategies to manage these transitions
- Feelings and emotions associated with transitions; and practicing strategies to manage these transitions
- Management of emotional and social changes associated with puberty

Nutrition and Physical Activity

- Strategies to make informed choices to promote health, safety and wellbeing
- Preventive health practices for young people to avoid manage risks

Body systems

- Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings

Basic First Aid Principles

- Preventive health practices for young people to avoid and manage risk.
- Help seeking strategies that young people can use in a variety of situations
- Strategies to make informed choices to promote health, safety and wellbeing

Being Cybersafe

- Strategies to promote safety in online environments

Parents, please note that pictorial, video and other media forms illustrating contemporary, real world scenarios will be used in the delivery of this curriculum especially in Health.

Physical Education

The contexts for physical activities are:

- Athletics
- Athletics carnivals
- Swimming carnivals
- Fitness Testing
- Basketball
- Sofcrosse
- Soccer
- Modified Hockey
- Gaelic Football
- Body & Game Combat
- Body Pump
- International Games
- Indigenous Games
- Boxing
- Speedball
- Ultimate Frisbee
- Fitness Circuits
- Floor Gymnastics (not in Basketball Specialists)
- Jump Rope

These activities link to:

- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive activities

SPECIALIST BASKETBALL

The application and selection process requires prerequisites;

- a basketball skills and strategies assessment,
- the ability to maintain a high level of fitness matching Willetton Senior High School Basketball standards, and
- an assessment of attitude and academic achievement.

The program has a strict code of behaviour and academic standard requirements. Students must fulfil these requirements each year or risk being withdrawn from the program. For those students not selected into the program at their first try, trials are conducted early each year for the following year. A prospectus for application can be obtained from the school's website.

HOW ARE STUDENTS ASSESSED?

Students are awarded multiple grades that encompass Health Education, Basketball Enrichment, Fitness and Basketball Specialist components of their offerings at the end of each semester.

COURSE DESCRIPTION

These students participate in all focus areas of the Health course and their practical Physical Education component is modified to reflect a significant amount of Basketball. They undertake four hours of Physical Activity predominately in a Basketball context and one hour of Health per week.

In Year 7 – 10, they will also be involved in a program to outline key concepts required to be successful as a Basketball athlete and beyond through the Basketball Enrichment program.



Parents, please note that pictorial, video and other media forms illustrating contemporary, real world scenarios will be used in the delivery of this curriculum especially in Health.



HUMANITIES AND SOCIAL SCIENCES (HaSS)



Humanities and Social Sciences develops students' understanding of how individuals and groups live together and interact with their environment. Students are encouraged to develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Year 7 the focus is on two units in geography in Term 1. In Term 2, the study of the earliest human communities to the end of the ancient history period is studied as part of an expansive chronology that helps students understand broad patterns of historical change as required and outlined in the Western Australian History Curriculum. In Term 3, aspects of democratic processes, social justice and citizenship are covered. In Term 4, a working knowledge of economics including exploring what it means to be a consumer, a worker and a producer in the market and the relationship between these groups is covered. Successful business models and ways to derive income are also explored.

COURSE STRUCTURE

TERM ONE

Water in the World

Place and Liveability (Geography)

TERM TWO

The Ancient World: Movement of humans and the emergence and establishment of organised states and ancient societies. (History)

Depth Study 1: Archaeology, investigative sources and mysteries

Depth Study 2: The Mediterranean World – Ancient Rome

TERM THREE

Civics and Citizenship: Designing our Political and Legal System (Politics and Law)

TERM FOUR

Economics and Business Concepts (Economics and Business Studies): Producing, consuming and the role of businesses

A strong emphasis will also be placed on the development of skills including research, interpretation of source and data skills, mapping, graph construction, chronological sequencing, referencing and effective use of the internet. Writing skills such as sentence construction and paragraphing are also taught. Students will also be presented with opportunities to enter national competitions.

In Year 7 students study a common course with only the Gifted and Talented and the Modified programs differentiated for Semester 1 and 2

LANGUAGES

A language course is compulsory; students select at least one of French, Italian or Japanese. Students continue the same language until the end of Year 9. Interested students who successfully complete the Year 9 course can continue their language studies into Years 10, 11 and ATAR 12 level.

FRENCH

French enables all students to communicate proficiently by providing students with essential communication skills in French, an intercultural capability, and an understanding of the role of language and culture in communication. Students learn to exchange information about self, family and friends and interests.

ITALIAN

Italian enables all students to communicate proficiently by providing students with essential communication skills in Italian, an intercultural capability, and an understanding of the role of language and culture in communication. Students learn to exchange information about self, family and friends and interests.

JAPANESE

Japanese enables all students to communicate proficiently by providing students with essential communication skills in Japanese, an intercultural capability, and an understanding of the role of language and culture in communication. Students learn to exchange information about self, family and friends and interests.



MATHEMATICS

The curriculum is organised around the interaction of three content strands and four proficiency strands. The proficiency strands are:

- Understanding
- Fluency
- Problem Solving and
- Reasoning

These indicate the approach to exploring content and developing the thinking and doing of Mathematics. An area of emphasis is the language to build the developmental aspects of the learning of Mathematics.

There are three content strands:

Number and Algebra are developed together as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers.

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space.

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences.

Year 7 students, except those in the Gifted and Talented program begin Mathematics in a common general course. During the year, information about performance and progress in Mathematics is gathered and students may be placed in a differentiated program to either accelerate their learning or to help them fill in the gaps in their understanding. In Year 7, the Gifted and Talented program is differentiated from the start of the year.

Students may have the opportunity to participate in the Australian Mathematics Competition (AMC) and the International Competitions and Assessments for Schools (ICAS).



SCIENCE

The study of science ranges from our smallest atoms to the entire universe. Students experience an engaging course and learn the importance of science in our daily lives. Areas covered include:

- **Biology** explores the diversity of life on Earth, understanding the role of classification and how ecosystems showing the flow of energy and matter in the environment.
- **Chemistry** students develop an understanding of microscopic and atomic structures to explain how systems are affected by the flow of energy and matter.
- **Physics** studying the interaction of forces and how these explain changes in motion.
- **Earth and Space Science** exploring the Earth's renewable and non-renewable resources and investigating the Sun-Earth-Moon system, using models to predict and explain events.
- **Science Inquiry** learning how to conduct investigations in a scientific and logical way.
- **Science as a Human Endeavour** exploring the nature and development of science and its influence in our lives.

In Year 7 students study a common curriculum. This curriculum is taken to an advanced level in the Gifted and Talented program.

Extension Science: At the end of Year 7, students can apply to participate in the *Extension Science Program* for Year 8. The selection process includes an aptitude test and teacher recommendation based on Year 7 results. These students study the common course and, in addition, undertake an extended investigation and participate in science competitions.



TECHNOLOGIES

The Technologies Learning Area draws together the distinct, but related, courses of Design Technologies and Digital Technologies.

Participation in Technologies will ensure that students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live.

This provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions to meet current and future needs.



DESIGN TECHNOLOGIES

DIGIAPPS

This unit is a broad-based sample of the type of software skills and problem solving techniques that students can develop in more specialised Technologies courses. Students will gain experience of image manipulation and creation, multimedia – sound, video and images, animation and drawing. The unit presents a hands on, fast paced, exciting learning environment where students are inspired to learn more.

FOOD AWARENESS

Food Awareness is a dynamic practical course providing students with the opportunity to develop their knowledge of the kitchen, food and food preparation.

Students cook at least once a week and make a wide variety of dishes. By the end of the semester they will have the skills to cook a variety of food products covering savouries and desserts. This may include spaghetti bolognese, chicken wraps, match sticks and pancakes.

Hygiene, cleaning of the kitchen and equipment and safety practices are part of the course and students learn to work confidently in a kitchen. They learn the terms required to read recipes accurately and how to measure and prepare food for cooking. Collaboration and personal evaluation of their product are part of the course.

TEXTILES

Year 7 Textiles is a creative, enjoyable, hands-on course which allows students to explore the many areas of textiles such as fashion drawing, textile art and creating non-apparel products such as drawstring backpacks and cushion covers. Year 7 Textiles introduces students to a range of sewing tools and equipment to construct a range of products. Student will learn to manipulate and transform fabrics through a range of embellishments techniques such as applique and fabric dyeing methods such as traditional tie dyeing and shirbori dyeing.

WOODWORK

The woodwork course aims to introduce students to basic woodworking tools and equipment. Students learn how to use marking out tools, cutting, drilling and sanding machines to produce their own projects out of both wood and plastic. Completing this course gives students the confidence to talk about and use tools and machinery designed for domestic purposes.

The course begins the skills needed in the woodworking field which is a significant entry to the building industry.

It is useful in forming an understanding design and production and is a good base for the Year 8, 9 and 10 courses which lead to the Year 11 and 12 materials design streams.

DIGITAL TECHNOLOGIES

DIGITAL TECHNOLOGY

Students extend their experience of Digital Technologies which they began in primary school. Future personal and career opportunities will be enhanced by understanding how to solve problems through the skilful use of digital technologies. This course involves coding, understanding data representation, data analysis and digital communications/networking. Its focus is on creating new, rather than simply using existing, digital technologies.

Students learn a structured approach to programming/coding and computational thinking and through this learn the fundamentals of computer science knowledge and skill. Software programming is exciting, interesting and challenging, making it relevant for all students. They are supported to gain an understanding of basic computer networking concepts and to learn about how data is captured, represented, processed and communicated using digital technologies. Programming skills will initially be extended via the use of the programming language – Scratch. The skills learnt in Scratch lead into script based languages such as Python in the Year 8 Digital Technologies course. Exceptional performance in this course will be highly regarded for students wishing to apply for competitive entry into the three year (8-10) Computer Science Specialist Program. Students will have further opportunities to develop their programming skills in lower school Digital Technology courses such as Software Engineering, Game Design, Robotics and Mechatronics. Student learning is enhanced through a hands-on, project based approach. The learning program, its activities and assessment, caters for students of all abilities and experiences.



COURSE COSTS YEAR 7

All course costs are given as a guide only. These are based on the 2023 pricing structures and are subject to change in 2024

YEAR 7 - VOLUNTARY CONTRIBUTIONS

English	\$26.00
Maths	\$28.00
Science	\$36.00
HaSS	\$26.00
H&PE	\$39.00
Languages	\$20.00
The Arts and Technologies	\$60.00
Total Year 7 Course Available	\$235.00

Students in Year 7 are required to select four (4) semester long electives. Students can select electives from Table A OR Table B. Electives listed in Table A are offered as part of the \$235 Year 7 Course of Study and therefore **DO NOT** INCUR ADDITIONAL CHARGES. Electives listed in Table B are deemed Extra and **DO** INCUR ADDITIONAL COMPULSORY CHARGES. Elective Costs vary each year. Families are encouraged to review prior to making subject selections.

TABLE A

YEAR 7 ELECTIVES - NO ADDITIONAL COMPULSORY CHARGE. ELECTIVE IS OFFERED AS PART OF THE \$235 COURSE OF STUDY

LEARNING AREA	Course Name	Lower School Fees	Course Code	COMPULSORY CHARGE
ART	Dance		07ADA	Nil
ART	Drama		07ADR	Nil
ART	Media		07AMS	Nil
TECH	Digi Apps		07TDA	Nil
TECH	Digital Technologies		07TDT	Nil
TECH	Textiles		07TTT	Nil

TABLE B

YEAR 7 ELECTIVES - INCUR COMPULSORY CHARGES. THIS CHARGE IS IN ADDITION TO THE \$60 (\$15 per 4 elective) PROVIDED AS PART OF THE \$235 COURSE OF STUDY

LEARNING AREA	Course Name	Lower School Fees	Course Code	COMPULSORY CHARGE
ART	Art		07AAR	\$39.50
ART	Music		07AMU	\$33.00
ART	Performance Technologies		7APT	\$21.00
PHYS ED	Basketball Studies Specialist		07HPZ	\$159.00
TECH	Food Awareness		7TFA	\$83.00
TECH	Woodwork		07TWW	\$50.00