

TULLAWONG STATE HIGH SCHOOL  
Soaring to great heights



JUNIOR COURSE GUIDE  
2022

Year 7



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## Key Contacts

### Executive Team

<b>Principal</b>	Ms Kiah Lanham	
	Mr Harley Dawson	Year 7 & Alinta House Deputy
	Mr Joshe Newton	Year 8 & Kiata House Deputy
	Ms Arlene Walker	Year 9 & Garagah House Deputy
	Mr Geoff Hooton	Year 10 & Bambara House Deputy
<b>Deputy Principals</b>	Mrs Kerrie Scott	Year 11/12 & Wooroonga Deputy
<b>Business Manager</b>	Mrs Nicole Wilson	

### Leadership Team

<b>Guidance Officers</b>	Ms Kate Jessup
	Mr David Pye
	Mrs Elyse Gilbert
<b>Head of Department Arts</b>	Mrs Zoe Wells
<b>Head of Department Culture &amp; Engagement</b>	Mr Chris Bubke
<b>Head of Department English</b>	Ms Sonia Dow
<b>Head of Department Health &amp; Physical Education</b>	Mrs Natasha Galbraith
<b>Head of Department Humanities/Languages</b>	Ms Charlene Benbow
<b>Head of Department Inclusion</b>	Mr Michael Hague
<b>Head of Department Industrial Technologies</b>	Mrs Mel Horton
<b>Head of Department IT/Business/ HEC</b>	Ms Bharati Singh
<b>Head of Department Mathematics</b>	Mr Ryan Verhagen
<b>Head of Department Science</b>	Ms Shannon Trims
<b>Head of Department Senior Schooling</b>	Ms Therese Rae
<b>Head of Department Teaching &amp; Learning</b>	Ms Liana Nation



## Welcome

Welcome to the Tullawong State High School community. We are proud to serve our community by fulfilling & upholding our school's Vision, Mission & Values.

## Vision

Empowering students to reach their full potential

## Mission

Fostering a positive school culture for learning, allowing all students to create their future.

## Values

**Courage**

**Diligence**

**Integrity**

**Respect**

## Principles of Junior Secondary

Our approach to teaching and learning in Junior Secondary recognises the unique developmental needs of early adolescents and to ease the transition from primary to secondary education. It emphasises real-life, meaningful learning experiences undertaken in a stable and supportive environment. To support our Junior students through this time of extensive change in their lives we utilise the six Principles of Junior Secondary to provide an evidence-based framework to support adolescence through this time of academic, social and emotional change.

**DISTINCT IDENTITY** - Junior Secondary students will be encouraged and supported to develop their own group identity within the wider high school.

**QUALITY TEACHING** - Teachers working with students in the Junior Secondary years will be equipped with skills, so they can support young teens through these crucial early high school years.

**STUDENT WELLBEING** – Our targeted Ignite program along with our extensive range of support services will be available and deployed to meet the social and emotional needs of Junior Secondary students.

**PARENT AND COMMUNITY INVOLVEMENT** - We want parents to stay connected with their students' learning when they enter high school. Parent communication and engagement with key activities and events are strongly encouraged.

**LEADERSHIP** – A range of exciting leadership opportunities are available to our Junior Secondary Students across Years 7, 8 and 9. Our dedicated leadership programs will foster and develop our potential leaders of the future.

**LOCAL DECISION-MAKING** – Consultation with Staff, Students and the broader school community is crucial in decisions making that will influence the Junior Secondary environment. We aim to ensure that throughout the Junior phase of learning our students current and future needs are met.



## Junior Secondary Curriculum

At Tullawong SHS, our vision is empowering students to reach their full potential. In order to achieve this vision, we prioritise curriculum delivery throughout years 7-10 in order to prepare our students for success in senior subjects. The best preparation for success in the new QCE system is to teach, assess and report on the Prep to Year 10 Australian Curriculum prior to the commencement of senior studies.

The QCAA senior syllabuses build on the expectations of the Prep to Year 10 Australian Curriculum. The syllabuses are grouped in the eight learning areas of the Australian Curriculum to highlight this continuity. At Tullawong SHS, each learning area is mapped back from the relevant senior syllabus to ensure that the curriculum is both developmentally appropriate, as well as aligned to the Australian Curriculum.

When developing the 7-10 curriculum, Tullawong SHS created their Curriculum, Assessment and Reporting Plan (CARP) to demonstrate vertical and horizontal alignment. This is showcased through mapping documentation and is strengthened through Year/Band Plans, Unit Plans and Task Sheets. Mapping a developmentally-appropriate approach to the cognitions, as well as the text types and genres students will be exposed to in the Senior Syllabus, allows students to engage in quality learning that will set them up with the skills and knowledge needed to achieve successful outcomes in their desired pathway. It allows them to:

- Identify the skills they need to demonstrate in each assessment task
- Measure their improvement over time as they move into the next year level.
- Measure improvement in cognitions and text types/genres.
- Ability to practice assessment text types/genres and cognitions.
- Will increase success by having more time to be explicitly taught cognitions and assessment text types/genres.

## Continuity and Coherence of Learning

Teaching the Years 7 to 10 Australian Curriculum in each learning area supports continuity and coherence of learning and a seamless transition between Year 10 and senior studies by providing:

- Appropriate time for students to develop the depth of knowledge, understanding and skills necessary for success in senior studies
- A clear line-of-sight for the development of students' cognitive skills across year levels
- The best possible foundation in the general capabilities which reflect the senior syllabus skills, behaviours and dispositions that prepare students to live and work successfully in the 21st century
- Equitable access to the curriculum for all students at all state schools
- Common parameters for delivery of the curriculum across schools.

## Junior Certificate of Education (JCE)

The Junior Certificate of Education (JCE) is a school based, junior schooling qualification, awarded to eligible students at the end of Year 9 on completion of the Junior phase of learning. Throughout their Junior Secondary years of schooling students will work to set explicit targets for each of their academic subjects and will reflect and receive feedback on their progress through formal and informal opportunities during their schooling.

The JCE will allow students explicit opportunities to celebrate success when they achieve their set goals/targets & also become reflective thinkers. The JCE adopts similar practices to the QCE that students will seek to obtain in their Senior years of schooling and seeks to prepare & empower students towards their pathways to reach their full potential.

## Curriculum Learning Overview

Tullawong State High School offers a broad range of educational pathways in Junior School. Our school aims to provide students with the opportunity to access learning experiences across the key learning areas.

### YEAR 7

Students in year 7 study the following core subject areas and will rotate through a selection of electives throughout the term. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

Year 7 Curriculum Plan								
Core	English	Mathematics	Science	History & Geography	HPE	Business Civics & Citizenship	Languages	IGNITE
Elective Rotations*	Digital Technologies, Digital Media, Art, Drama, Home Economics, Design Technology, Music, Dance, Dance Extension, Media, Rugby League Development							

\*Electives run subject to numbers

### YEAR 8

Students in year 8 study the following core subject areas and will rotate through a selection of electives throughout the term. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

Year 8 Curriculum Plan								
Core	English	Mathematics	Science	History & Geography	HPE	Business Civics & Citizenship	Languages	IGNITE
Elective Rotations*	Digital Technologies, Digital Media, Art, Drama, Home Economics, Design Technology, Music, Dance, Dance Extension, Media, Rugby League Development							

\*Electives run subject to numbers and staffing

### Year 9

Students in year 9 study the following core subject areas and will select 4 semester electives, unless they are a part of the Dance or Rugby League Development programs which run in place of 2 semester electives. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

Year 9 Curriculum Plan						
Core	English	Mathematics	Science	History	HPE	IGNITE
Electives*	Digital Technologies Visual Art, Drama, Woodwork, Digital Technologies, Economics & Business, Food Studies, Fashion, Media, Civics & Citizenship, Languages, Dance, Dance Extension, Music, Rugby League Development					

\*Electives run subject to numbers and staffing

# JUNIOR

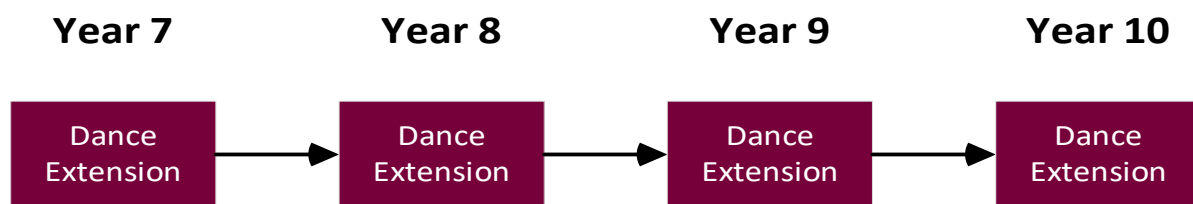
# Arts

# GUIDE

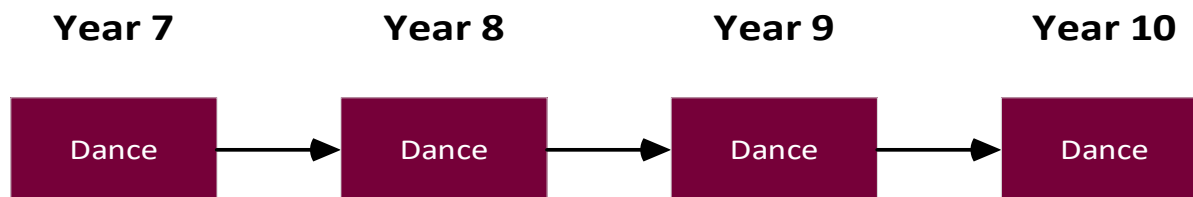


## Learning Pathways – Arts

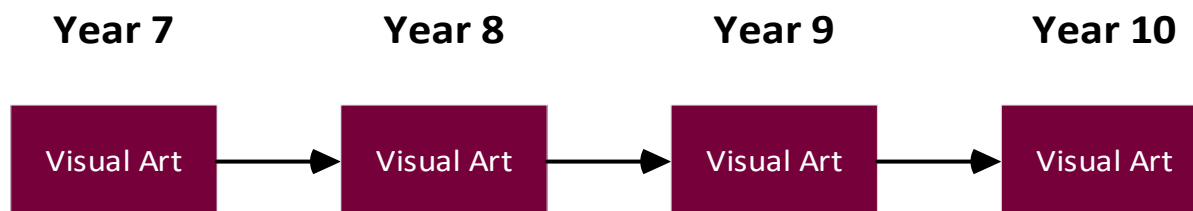
### Dance Extension



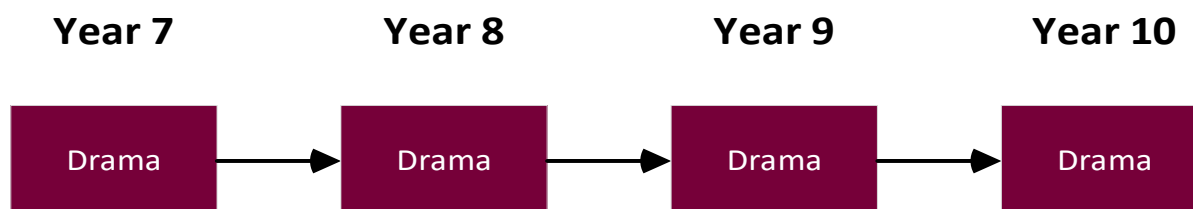
### Dance



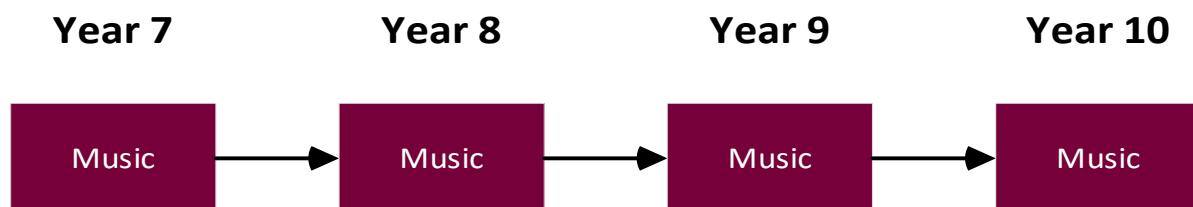
### Visual Arts



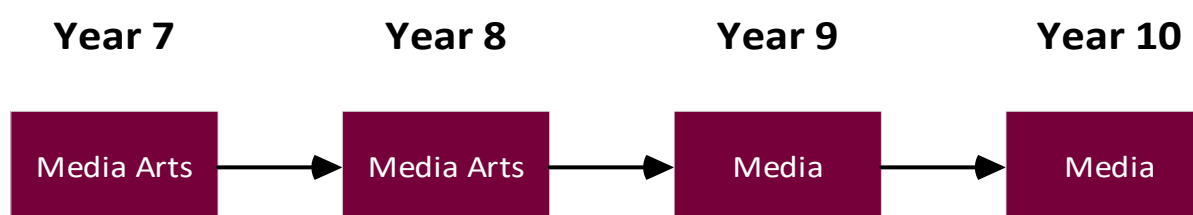
### Drama



### Music



### Media Arts



## Year 7 Dance Extension

### Purpose

Dance is the study of movement, the body's capabilities and how it is used to communicate a choreographic intention. Dance Extension is an audition-based course that extends and nurtures students who are gifted and talented in the areas of dance performance and choreography. Dance Extension follows the Australian Curriculum and provides students with concentrated technical training in the areas of Ballet, Jazz, Contemporary and Hip Hop, opportunities to choreograph and skills to analyse and evaluate their own and others dance work with an emphasis on building their 21<sup>st</sup> century skills.

\*Please note that Dance extension is through audition entry only

### Key skills (from the Curriculum Document)

- Identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.
- Choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent.
- Learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Dance Basics</b> This unit introduces students to the elements of dance, and the performance and expressive skills required to be a confident dancer.	<b>Theoretical Exam</b>
Unit 2	<b>Dance Technique I</b> This unit will introduce students to the technical and performance skills required in a range of artistic dance genres including: Ballet, Jazz and Contemporary.	<b>Dance Project</b> <ul style="list-style-type: none"><li>- Performance</li><li>- Evaluation</li></ul>
Unit 3	<b>Hit the Lights</b> This unit will provide students with the opportunity to learn, rehearse and polish large dance works in preparation for Dance Night.	<b>Performance</b>
Unit 4	<b>Dance Creation and Composition</b> This unit allows students will engage with a range of choreographic devices and processes to develop their choreographic skills.	<b>Choreography</b>

### Pathways

Students will progress from Year 7 Dance Extension to Year 8. The knowledge and skills developed as a result of the study of this course will prepare students for further development for their continued study in Year 9 & 10 Dance Extension. The usual progression would then be the study of Senior General Dance in Year 11 and 12. Dance Extension opportunities exist through audition for students in Year 11 and 12 with the opportunity to study a Certificate III in Dance.



## Year 7 Dance

### Purpose

Dance is the study of movement and the body's capabilities and how it is used to communicate a choreographic intention. Through dance, students represent, question and celebrate human experience and explore how movement is used as the medium for personal, social, political, historical, emotional and physical communication. Dance has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

### Key skills (from the Curriculum Document)

- Identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.
- Choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent.
- Learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Finding Your Feet</b> This unit explores how personal identity is communicated through the popular dance genre using the movement and non-movement components and how the cultural and historical contexts of the style influence society and popular culture.	<b>Dance Project</b> <ul style="list-style-type: none"><li>- Performance</li><li>- Extended Response</li></ul>

### Pathways

Students will progress from Year 7 Dance with the opportunity to continue further studies of Dance in Year 8. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Dance. The usual progression would then be the study of Senior General Dance in Year 11 and 12.

# Year 7 Visual Art

## Purpose

Visual Arts is the study of how visual mediums and representations engage, inspire, motivate and enrich the community. In Visual Art, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and world views. Students undertake this journey by exploring and using a range of visual techniques, technologies, practices and processes and develop a personal visual aesthetic in response to stimuli.

## Key skills (from the Curriculum Document)

- Identify and analyse how visual conventions and viewpoints are used to communicate ideas and apply this knowledge in their art making.
- Explain how an artwork is displayed to enhance its meaning.
- Evaluate how they and others are influenced by artworks from different cultures, times and places.
- Plan art making in response to exploration of techniques and processes used in their own and others' artworks.
- Demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

## Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Finding Your Expression</b> This unit explores the student's own personal identity through a range of visual arts media to communicate meaning to the audience. They will identify and connect features of artworks and transfer this knowledge when interpreting and creating their own work. Students will create and use: drawing, painting, sculpture and digital technologies.	<b>Art Project</b> <ul style="list-style-type: none"><li>- Making</li><li>- Artist Statement</li></ul>

## Pathways

Students will progress from Year 7 Visual Art with the opportunity to continue further studies of Visual Art in Year 8. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Visual Art. The usual progression would then be the study of Senior Certificate III In Visual Arts in Year 11 and 12.



## Year 7 Drama

### Purpose

Drama is study of the human condition and the exploration of social, political, historical and cultural communities through an expression of voice and movement. Drama has the capacity to engage, entertain, inspire and enrich all students. In making and staging Drama, students learn how to be focused, innovative and resourceful and collaborate to take on responsibilities for Drama presentations. They can explore their imagination and take risks in storytelling through role and dramatic action.

### Key skills (from the Curriculum Document)

- Identify and analyse how the elements of drama are used, combined and manipulated in different styles.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.
- Devise, interpret and perform drama.
- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
<b>Unit 1</b>	<b>Finding Your Voice</b> This unit introduces students to the elements of Drama through an exploration of identity using a superhero context. Students will explore and manipulate the elements of drama to devise a roleplay that focuses on the theme of good versus evil; exploring character, narrative and tension in order to entertain and communicate meaning to an audience.	<b>Drama Project</b> <ul style="list-style-type: none"><li>- Making</li><li>- Performing</li></ul>

### Pathways

Students will progress from Year 7 Drama with the opportunity to continue further studies of Drama in Year 8. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Drama. The usual progression would then be the study of Senior Applied Drama in Year 11 and 12.

# Year 7 Music

## Purpose

Music is the study of how sound is arranged to communicate an intention or viewpoint. Music is a basic expression of the human experience and is used to celebrate, enrich, inspire, commiserate, entertain and motivate. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be provide a greater understanding of the world around them. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers.

## Key skills (from the Curriculum Document)

- Identify and analyse how the elements of music are used in different styles and apply this knowledge in r performances and compositions.
- Evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
- Manipulate the elements of music and stylistic conventions to compose music.
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
- Use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

## Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Finding Your Sound</b> This unit will introduce students to the art form of music - how it is made, how it is played and how it changes based on genre, style, time period and cultural influences. Students will examine how identity is expressed through the elements of music and how this is communicated to the audience.	<b>Music Project</b> <ul style="list-style-type: none"><li>• Performing</li><li>• Composing</li></ul>

## Pathways

Students will progress from Year 7 Music with the opportunity to continue further studies of Music in Year 8. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Music. The usual progression would then be the study of Senior Certificate II in Music Industry Skills in Year 11 and 12.

## Year 7 Media Arts

### Purpose

Media Arts is the study of creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Through gaining knowledge, understanding and skills of technologies and how they function, students will develop enjoyment and confidence to participate and experiment with the media-rich culture and practices that surround them. Skills in creative and critical thinking allow students to develop a sense of curiosity and discovery to explore perspectives of consumers and become socially aware producers of media content.

### Key skills (from the Curriculum Document)

- Identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view
- Evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic codes to make meaning
- Identify and analyse the social and ethical responsibility of the makers and users of media artworks
- Produce representations of social values and points of view in media artworks for particular audiences and contexts
- Use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning
- Collaborate with others in design and production processes and control equipment and technologies to achieve their intentions

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Finding Your Vision</b> This unit will introduce students to exploring their identity as makers and consumers of media. They will develop their understanding of structure, intent, character, settings, points of view and genre/media conventions in artworks. Students will develop skills in using time, space, sound, movement, lighting and technologies to represent themselves and their identity, social values and points of view for particular purposes and audiences.	<b>Media Project</b> <ul style="list-style-type: none"><li>- Short Response</li><li>- Multimedia Production</li></ul>

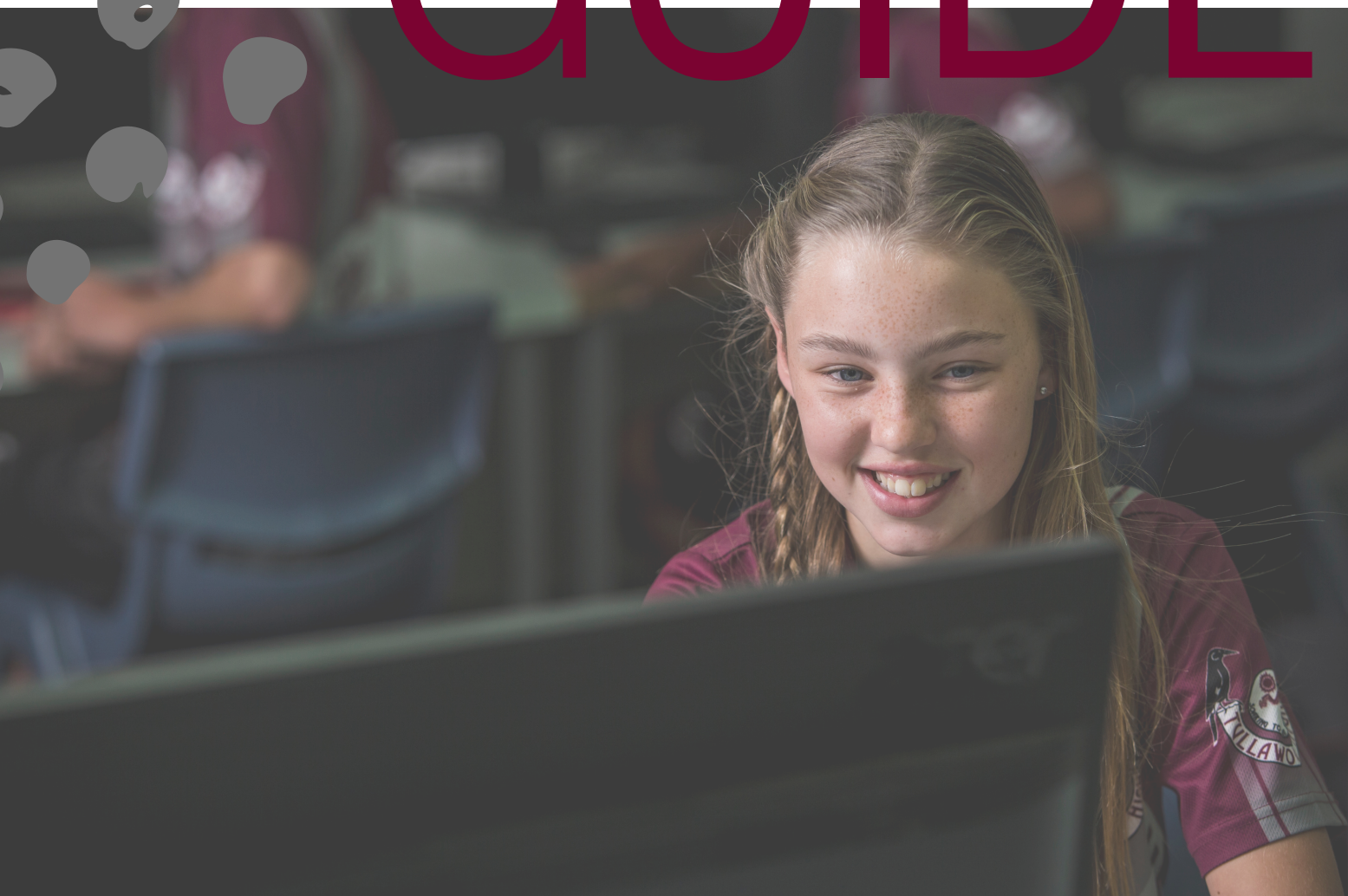
### Pathways

Students will progress from Year 7 Media Arts with the opportunity to continue further studies of Media Arts in Year 8. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Media. The usual progression would then be the study of Senior General Film, Television and New Media in Year 11 and 12.

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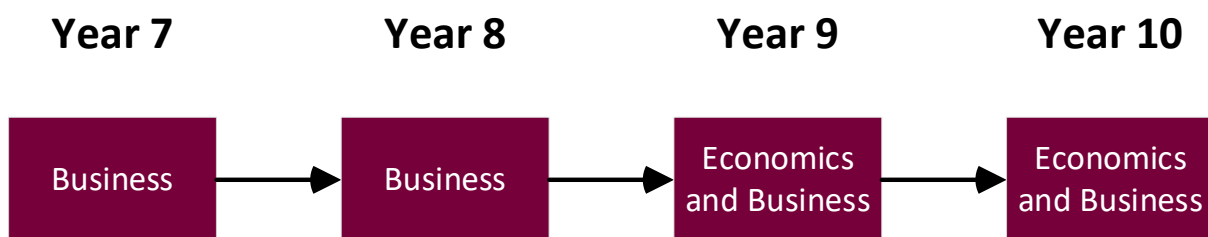
*Business, IT &  
Home Economics*

# GUIDE

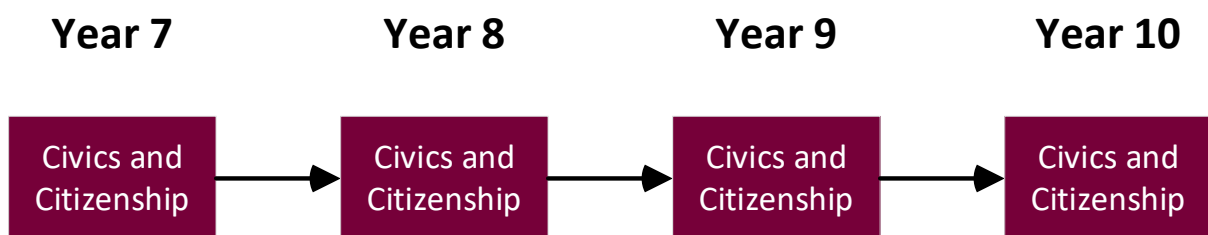


## Learning Pathways – Business, IT & Home Economics

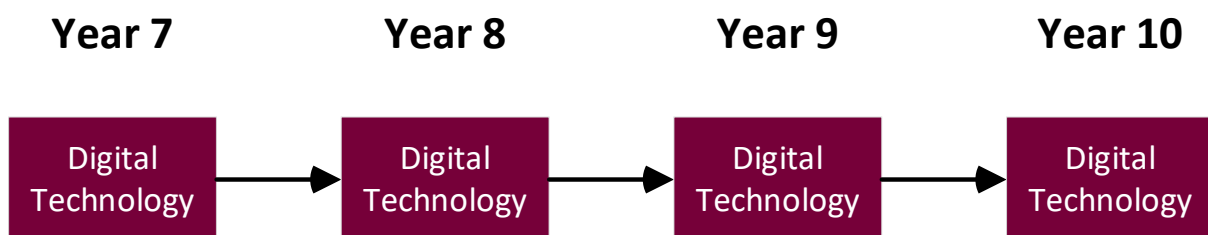
### Business



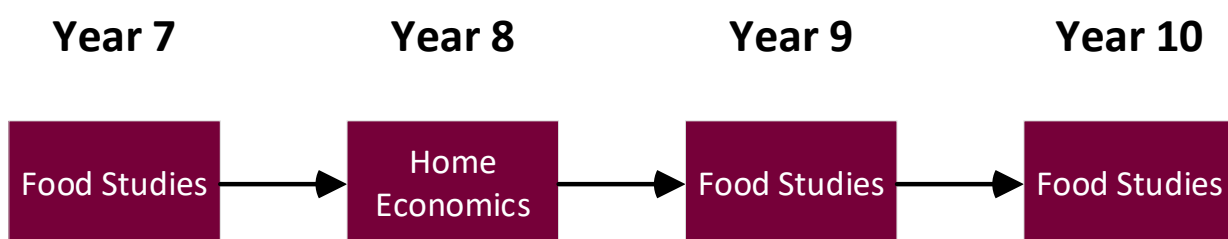
### Civics and Citizenship



### Digital Technology



### Food Studies



## Year 7 FOOD STUDIES

### Purpose

The study of food, nutrition and home economics enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Food studies can play an important role in transforming, restoring and sustaining societies and the natural, managed and constructed environments.

The Year 7 curriculum gives students the opportunity to investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

### Key skills (from the Curriculum Document)

- Explain factors that influence the design of products, services and environments to meet present and future needs
- Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Apply project management skills to document and use project plans to manage production processes
- Independently and safely produce effective designed solutions for the intended purpose

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	In this unit, students will utilise the Australian Healthy Eating Guidelines to design a meal for a family that is healthy for all family members. Students will investigate the Australian Guide to Healthy Eating Guidelines and then generate two different healthy dinner options.	Project: Students plan, design and evaluate a healthy dinner option for a family.

### Pathways

Students will progress from Year 7 Food Studies to Year 8 Home Economics which introduces the skills of sewing. The cognitions and subject content are further strengthened and deepened in Years 9 and 10, in preparation for the progression of the VET subject, the Certificate II in Hospitality.

## Year 7 DIGITAL TECHNOLOGY

### Purpose

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The Year 7 curriculum gives students the opportunity to analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

### Key skills (from the Curriculum Document)

- Analyse and evaluate data from existing computer games to determine what makes an effective game.
- Evaluate the design and production process of a computer game.
- Define and decompose problems in terms of functional requirements and constraint
- Design and create a game using the Scratch software
- Plan and manage the production of a digital game

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	In this unit, students will analyse the design and construction of computer games from differing genre. They will use the gathered data to define the parameters of their own game and plan an interactive user experience. Students will then design, test, modify and implement a set of algorithms incorporating branching code and iterations to create their own game. They will then evaluate their solution in terms of innovative process.	Folio of Work: Students plan, design and evaluate a digital game developed using the Scratch software over 6 weeks.

### Pathways

Students will progress from Year 7 Digital Technology to Year 8 Digital Technology. The cognitions and subject content are further strengthened and deepened in Years 9 and 10, in preparation for the progression of the VET subject, the Certificate III in IT.

## Year 7 CIVICS and CITIZENSHIP

### Purpose

Civics and Citizenship aims to ensure students develop a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage. They further deepen their knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society.

The Year 7 curriculum gives students the opportunity to study of Australian democracy and the key institutions, processes and roles that people play in Australia's system of government. Students examine Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. They investigate citizenship, diversity and identity and explore the shared values of Australian citizenship, Christian traditions, the diversity of Australia as a multicultural and multi-faith society, what shapes identity, and obligations as citizens in a globalised world.

### Key skills (from the Curriculum Document)

- Identify, locate and research a range of sources of information to investigate Australia's political and legal systems.
- Analyse, synthesise and interpret new information and apply critical thinking skills
- Develop and account for different points of view.
- Work collaboratively, negotiating and developing strategies to resolve issues, and plan for action.

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	In this unit, students study key features of Australia's system of government and explore how this system aims to protect all Australians. They examine the Australian constitution and how its features, principles and values shape Australia's democracy. Students look at how the rights of individuals are protected through the justice system. They explore how Australia's secular system of government supports a diverse society with shared values. Through the study of Civics and Citizenship, students can develop skills of inquiry and values and dispositions that enable them to be active and informed citizens.	Written task: Students write an article for the local newspaper "Tullascope" about a current issue that affects the Australian citizen. The article title is "My role as a citizen in Australia's democracy".

### Pathways

Students will progress from Year 7 Civics and Citizenship to Year 8 Civics and Citizenship. The cognitions and subject content are further strengthened and deepened in Years 9 and 10, in preparation for the progression of the General subject Legal Studies in Years 11 and 12.



## Year 7 BUSINESS

### Purpose

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

### Key skills (from the Curriculum Document)

- Students asking questions about a contemporary issue or event and planning and conducting investigations.
- Students gather information and data from a range of sources to investigate the issue or event.
- Students will critically examine information and data and accounting for different perspectives.
- Make informed decisions using economic reasoning and applying economics and business knowledge, skills and concepts to familiar and new situations.

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	In this unit, the economics or business issue investigated will enable students to: describe the interdependence of consumers and producers in the market; explain the importance of short- and long-term planning to achieve personal, organisational and financial objectives; describe characteristics of entrepreneurs and successful businesses; and identify the reasons individuals choose to work, types of work and how people derive an income.	Project task: Students will investigate a case study of a current business and analyse opportunities for business growth.

### Pathways

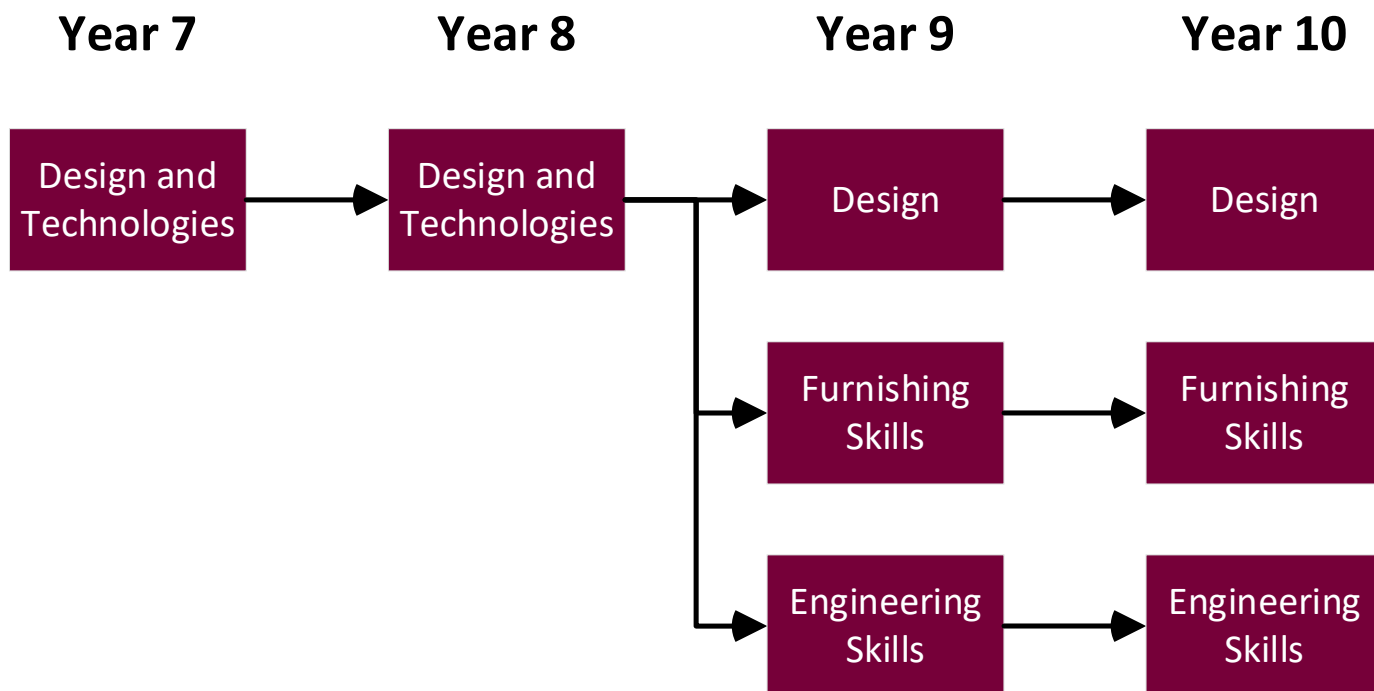
Students will progress from Year 7 Business to Year 8 Business. The cognitions and subject content are further strengthened and deepened in Year 8, in preparation for the introduction of Economics and Business units in the Year 9 and 10 electives. The usual progression would then be the study of General Business in Years 11 and 12.

# JUNIOR

# *Design Technologies* GUIDE



## Learning Pathways – Design Technologies



## Year 7 Design and Technologies

### Purpose

Design and Technologies introduces students to problem solving through design thinking. Students learn to create innovative solutions through the application of a design process, and develop communication skills through sketching and annotation.

Through the lens of materials and technologies, year seven Design and Technologies students critique existing product designs, investigate opportunities for new designs, create and adapt ideas, using evaluative processes to make considered decisions. Production skills are honed through the construction of a prototype to specifications. Students learn to manipulate tools and equipment to safely and independently within the workshop environment.

### Key skills (from the Curriculum Document)

- independently and safely produce effective designed solutions for the intended purpose
- develop criteria for success, including sustainability considerations, and use these to judge the suitability of ideas and designed solutions and processes
- create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Toy Redesign</b> Students learn how to safely and independently manipulate tools and equipment within the workshop to construct a prototype to specifications. They follow a design process to identify an opportunity for a new design within a line of wooden toys, analyse existing designs to develop design criteria, create and adapt ideas through sketching, make considered decisions through evaluation, and synthesise ideas to propose a design concept.	<b>Toy Redesign Project</b> Students produce a toy truck prototype, create design ideas for a new wooden vehicle, and judge their best design

### Pathways

Students will have the opportunity to continue their studies through year eight Design Technologies. From year nine students will be able to specialise with the choice to study year nine Furnishing Skills, Engineering Skills, or Design.

**Skills Pathway:** Students that wish to develop their practical skills and pursue a trade post school should continue their studies within Furnishing Skills or Engineering Skills which may be selected again in year 10. This pathway continues through our senior subjects: Building and Construction; Engineering Skills; or Furnishing Skills in years 11 and 12.

**General Pathway:** Students wishing to pursue a career within the design field (e.g., Architect, Interior designer, Industrial designer) have the opportunity to select year nine Design, and year ten Design both of which form prerequisites for General Design in years 11 and 12.



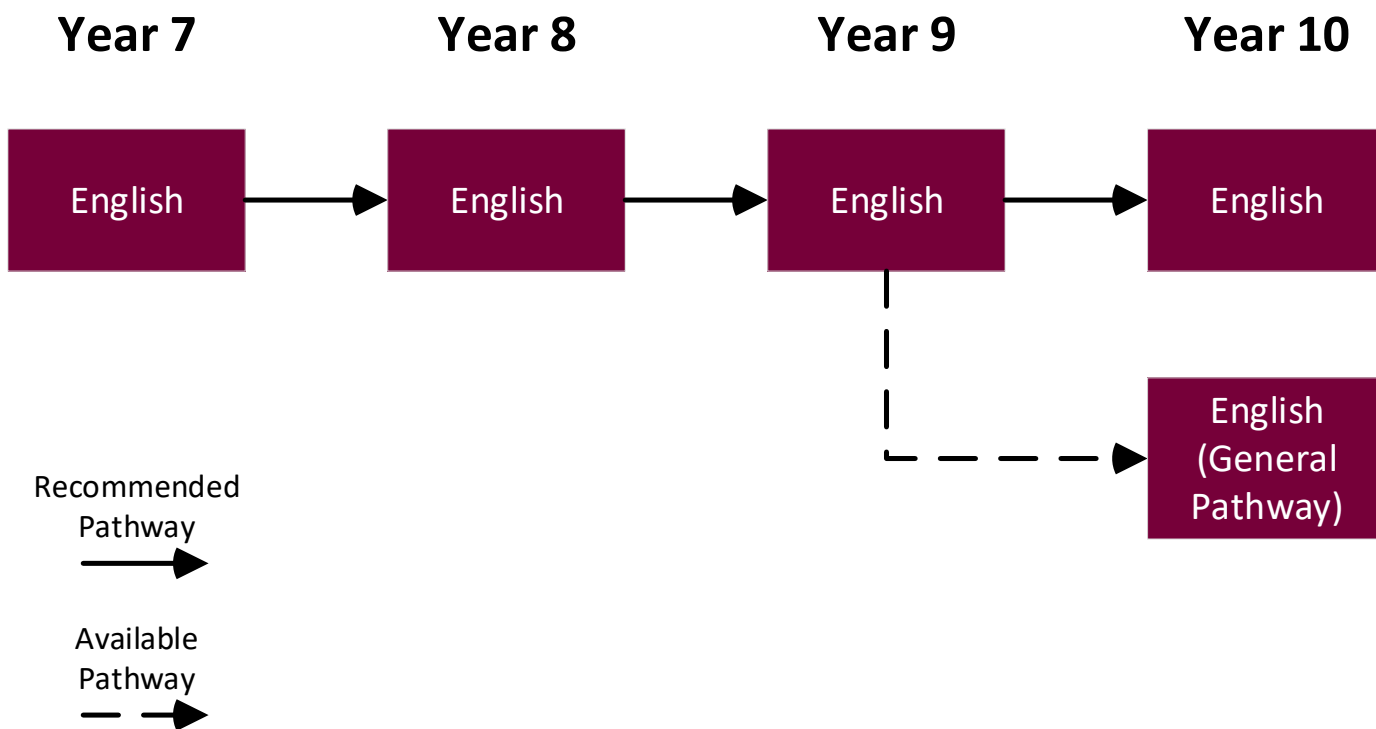
# JUNIOR

# *English*

# GUIDE



## Learning Pathways – English



## Year 7 English

### Purpose

English is central to everyday life. It is important for us to be able to communicate our ideas, feelings, opinions, observations and information in order to understand, critique, appreciate and participate in our local and global communities.

Year 7 will follow the Australian Curriculum for English, which develops the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. English will challenge students to develop into dynamic communicators who can use language creatively, persuasively and analytically. Students will be exposed to a range of literary, media and screen texts that will be relevant to their own lives and also challenge them to expand their world-view.

### Key skills (from the Curriculum Document)

- Communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments
- Listen to, read, view, interpret, analyse, evaluate and perform a range of spoken, written and multimodal texts
- Create a range of imaginative, informative and persuasive types of texts, controlling for context, purpose and audience
- Use the conventions of written and spoken/signed English

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
<b>Unit 1</b>	<b>Belonging</b> Students study a variety of written, visual and audio texts and discuss how the authors have conveyed the concept of belonging through language features, images and vocabulary.	<b>Short Response Exam:</b> Students complete a short response exam analysing how the authors of specific texts have conveyed the concept of belonging to the reader.
<b>Unit 2</b>	<b>Media Studies</b> Students analyse how media texts use text and language features to influence people's perspectives about their local community and those further afield.	<b>Persuasive Speech:</b> Students present a persuasive speech on their topic to influence the audience.
<b>Unit 3</b>	<b>Novel Study</b> Students study a novel and discuss the various themes and ideas represented by the author through a number of literary devices such as characterisation and descriptive language.	<b>Extended Written Response:</b> Students will create an informative online essay that demonstrates their understanding of how authors convey major themes within the novel studied in class.
<b>Unit 4</b>	<b>Speculative Fiction</b> Students listen to, read and view speculative texts to form opinions or judgments about the world they live in and the people who inhabit it.	<b>Short Story:</b> Students write a short story from the perspective of a minor character from one of the speculative texts.

### Pathways

Students will progress from Year 7 English to Year 8 English. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 and 10 English. The usual progression would then be the study of Senior English in Year 11 and 12.

# JUNIOR

## *Health & Physical Education*

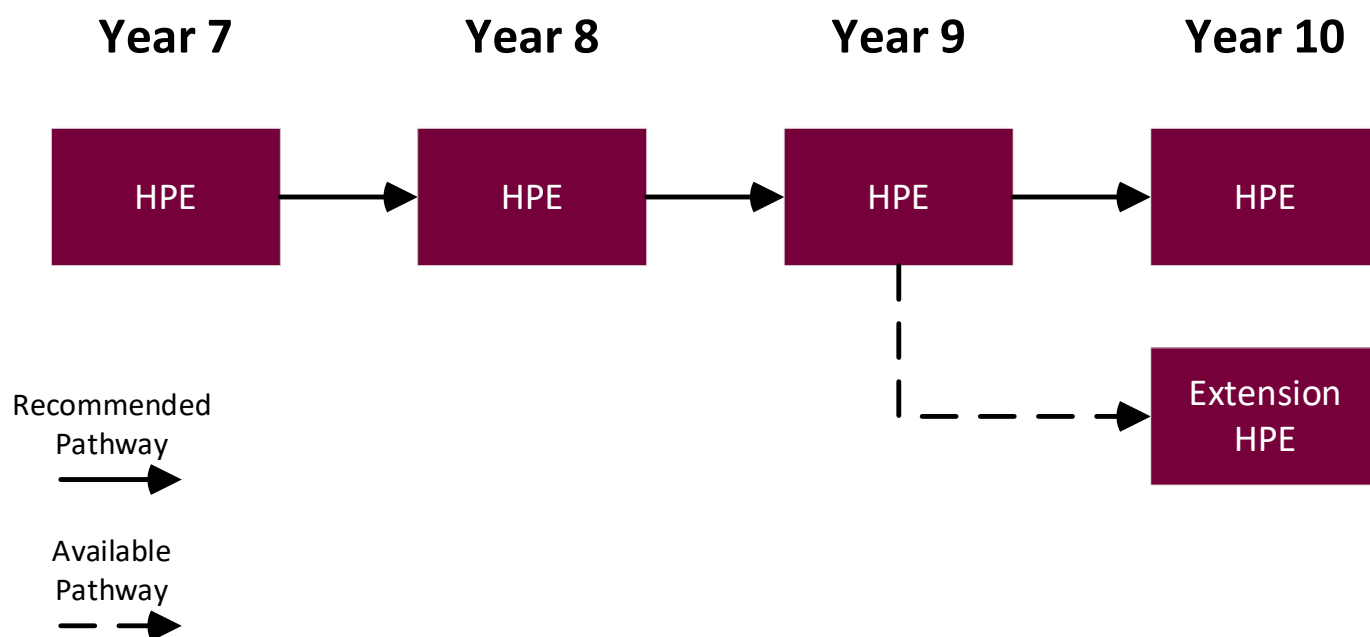
# GUIDE



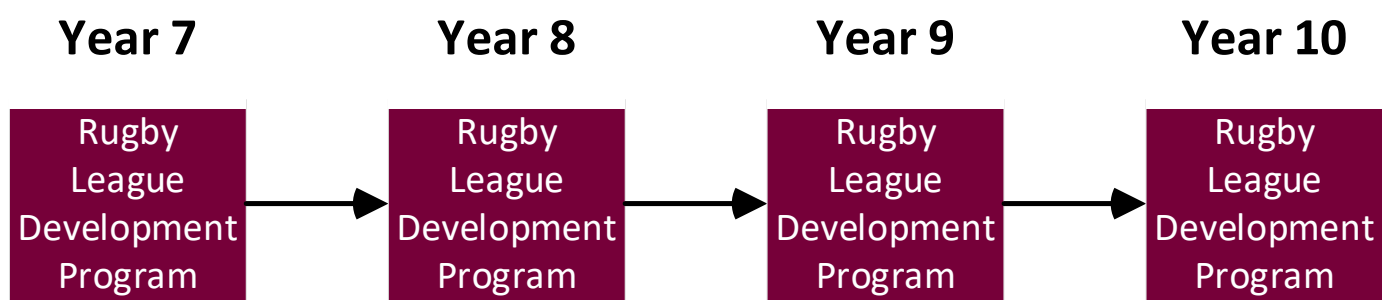


## Learning Pathways: Health and Physical Education (HPE)

### Heath & Physical Education (HPE)



### Rugby League Development Program (RLDP)



# Year 7 Health and Physical Education

## Purpose

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education at Tullawong State High School provides Year 7 students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## Key skills (from the Curriculum Document)

- Students evaluate the impact on wellbeing of relationships and valuing diversity
- Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- Students examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
- Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.
- Students demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.
- Students demonstrate control and accuracy when performing specialised movement sequences and skills.
- Students apply movement concepts and refine strategies to suit different movement situations.

## Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Students investigate and evaluate the concept of wellbeing. This will include students evaluating the impact on wellbeing of relationships and valuing diversity. They will investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. This unit emphasises the concept of wellbeing, which relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience. Students explore the value of diversity, recognising individual differences and characteristics. Students will demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing in the context of Athletics.	<p><b>In the theory unit students will</b> complete a folio of journal entries over a period of 6 weeks, which involve investigating and evaluating strategies of wellbeing and practices that improve personal and community wellbeing.</p> <p><b>In the practical unit students will</b> demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing in the context of Athletics. You will explore the value of diversity, recognising individual differences and characteristics.</p>

<b>Unit 2</b>	<p>Students examine the cultural and historical significance of physical activities. This will include students examining how connecting to the environment can enhance health and wellbeing. In doing so, students will explore various benefits of regular physical activity and understand the social, cultural and environmental influences of physical activity participation.</p> <p>Students will apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity in the context of Indigenous, Invasion games. Students also apply the elements of movement concepts to refine strategies to suit different movement situations</p>	<p><b>In the theory unit students will</b> create an investigative report, which involves examining how connecting to the environment can enhance health and wellbeing. You will also examine the cultural and historical significance of physical activity. During your lessons, you would have completed an inquiry booklet, which you will use to construct your report.</p> <p><b>In the practical unit students will</b> apply personal and social skills to establish and maintain respectful relationships in a practical setting. You will also promote safety, fair play and inclusivity in Indigenous, invasion games. In doing so, you will also demonstrate control and accuracy in an invasion game setting and will refine strategies to suit different game situations.</p>
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## Pathways

Students will progress from Year 7 HPE to Year 8 HPE. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 and 10 HPE. Extension opportunities exist in year 10 for students meeting the pre-requisites to study HPE Extension. This path of study can lead to a number of opportunities in senior when pre-requisites are met, including General Physical Education, Certificate III in Fitness or Certificate II in Sport & Recreation in Year 11 and 12.

# Year 7 Rugby League Development Program

## Purpose

In the Rugby League Development program in Year 7, students are given the opportunity to develop both practical and social skills in an inclusive environment. The Rugby League Development program is embedded within the Health and Physical Education subject area, and recognises the importance of providing students with a curriculum opportunity that focuses on building the skills and practical aspects of Rugby League.

The Rugby League Development Program has a values-based focus with a clear goal of developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort, and self-discipline. The program runs for the entire year and is supported through mentoring, training and education from nationally accredited associations and industry experienced coaches.

## Key skills (from the Curriculum Document)

- Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- Students examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
- Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.
- Students demonstrate control and accuracy when performing specialised movement sequences and skills.
- Students apply movement concepts and refine strategies to suit different movement situations
- Students apply the elements of movement to compose and perform movement sequences.

## Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Students will investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing in the context of Rugby League. They will participate in and investigate cultural and historical significance of games relating to Rugby League. As a program we will modify rules and scoring systems to allow for fair play, safety and inclusive participation within our class. Students will demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences. Students will also practise, apply and transfer movement concepts and strategies whilst in authentic practice environments. Students will use feedback to improve body control and coordination when performing specialised movement skills in a variety of Rugby League situations.	<p>In the practical unit students will be assessed on the following skills:</p> <p><b>Leadership, fair play and cooperation</b></p> <ul style="list-style-type: none"><li>• Leading warm ups, drills and games</li><li>• Positive encouraging</li><li>• Including all ability levels</li></ul> <p><b>Decision-making and problem-solving skills</b></p> <ul style="list-style-type: none"><li>• Pass selection</li><li>• Use of space</li><li>• Tackle selection</li><li>• Changing body position</li></ul> <p><b>Apply concepts to new and challenging situations</b></p> <ul style="list-style-type: none"><li>• Attacking Strategy</li><li>• Defensive Strategy</li></ul> <p><b>Make judgements about their own and others skills and performances</b></p> <ul style="list-style-type: none"><li>• Refining own skills to improve performance</li><li>• Positive communication to peers about their performance</li></ul> <p><b>Work collaboratively to apply solutions to challenges</b></p> <ul style="list-style-type: none"><li>• Execution of plays</li><li>• Team work to achieve a try</li><li>• Communication in defence</li></ul>

## Pathways

Students will progress from Year 7 RLDP to Year 8 RLDP. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 and 10 RLDP. This path of study can lead to a number of opportunities in senior when pre-requisites are met, including General Physical Education, Certificate III in Fitness or Certificate II in Sport & Recreation in Year 11 and 12.

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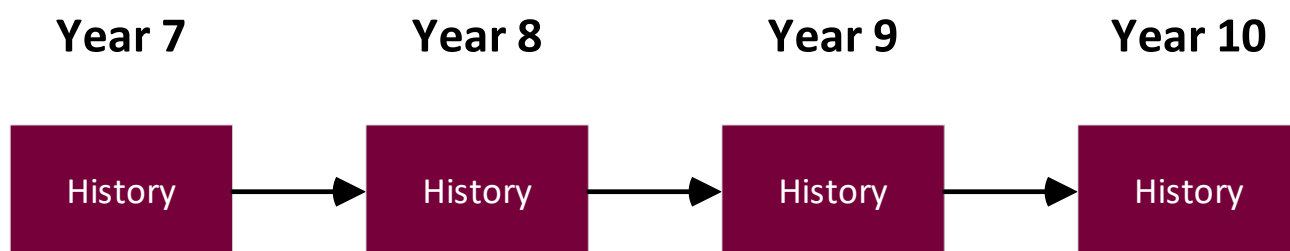
# *Humanities*

# GUIDE

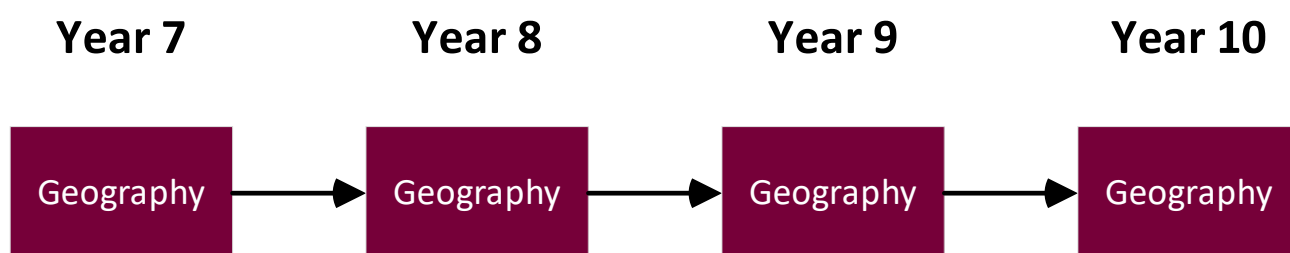


## Learning Pathways – Humanities

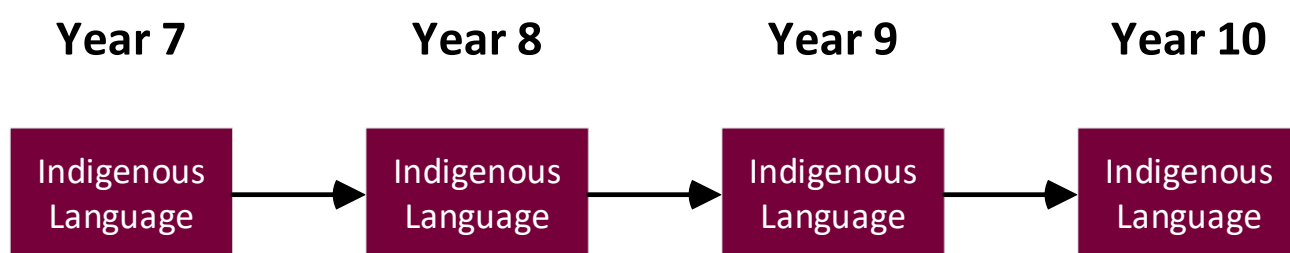
### History



### Geography



### Indigenous Language



## Year 7 History

### Purpose

History provides opportunities for students to investigate Australian and world history. Australian history is to be taught within a world history context. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance.

Year 7 History supports the Australian Curriculum and identifies the concepts of evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability as integral to the development of historical understanding. These concepts are the key ideas involved in teaching students to think historically.

### Key skills

- suggest reasons for change and continuity over time
- describe the effects of change on societies, individuals and groups
- describe events and developments from the perspective of different people who lived at the time
- explain the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- sequence events and developments within a chronological framework, using dating conventions to represent and measure time
- develop questions to frame a historical inquiry
- identify and select a range of sources and locate, compare and use information to answer inquiry questions
- examine sources to explain points of view & interpret sources, to identify their origin and purpose
- develop texts, particularly descriptions and explanations
- organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
<b>Unit 1</b>	<b>Investigating the Ancient Past</b> The importance of studying History and the past is the theme of this unit. The works of archaeologists and historians are compared to highlight the use of different source types. As well as developing their own skills in source analysis, students explore the key historical terms and concepts that shape further study. This unit also examines the significance of important people, places and events of the ancient world.	<b>Examination</b> - Short Responses to Historical Sources
<b>Unit 2</b>	<b>Mediterranean World – Egypt</b> This unit will examine the importance of the Nile River to the development of the civilisation and its role in shaping society. Daily life will be explored, particularly religion. The Book of the Dead, the importance of the afterlife, beliefs, Egyptian Gods, and Mummification are topics that will be given in-depth study. Finally, the place of the Pharaohs in the social structure, and their historical contributions will be considered. Students will be able to Investigate and categorise historical sources, investigate and analyse historical sources using TADPOLE and explain the significance of important places, people and events in Ancient Egypt.	<b>Investigation</b> - Historical Essay based on Research

### Pathways

Students will progress from Year 7 History to Year 8 History. The deep Historical knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 History. The usual progression would then be the study of Senior Ancient or Modern History in Year 11 and 12, if prerequisites are met.



## Year 7 Geography

### Purpose

Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

Year 7 Geography supports the Australian Curriculum for students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. These concepts are the key ideas involved in teaching students to think geographically.

### Key skills

- describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently
- explain interconnections between people and places and environments and describe how these interconnections change places and environments
- describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.
- identify geographically significant questions to frame an inquiry
- evaluate a range of primary and secondary sources to locate useful information and data
- record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions
- interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions
- present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms
- propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Water in the World</b> Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.	<b>Examination -</b> Combination short response
Unit 2	<b>Place and Liveability</b> Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.	<b>Investigation – Field Report</b>

### Pathways

Students will progress from Year 7 Geography to Year 8 Geography. The deep Geographical knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 History. The usual progression would then be the study of Senior Geography in Year 11 and 12, if prerequisites are met.



## Year 7 Indigenous Language – Gubbi Gubbi

### Purpose

Languages is designed to enable all students in Australia to learn a language in addition to English. Languages recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. The organisation of the curriculum addresses learner background in the target language by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners.

Gubbi Gubbi, which is the traditional language for the Caboolture area, is studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

### Key skills

- interact using the target language in classroom routines
- give presentations and participate in conversations, with some preparation and support
- acquire skills in analysing and translating
- extending the range and quality of their writing through increased vocabulary and grammar knowledge
- use models to create a range of texts, including descriptions, recounts and reflections
- aware of connections between language and culture
- learning to reflect on their own language and culture, and how identity impacts on intercultural experiences

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>History and Culture</b> In this unit, students will use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. They demonstrate understanding of the target language region, community, culture and way of life. They demonstrate understanding by identifying and explaining main ideas, key themes, sequences of events, and by comparing the role and representation of animals, people and landscapes. They create bilingual texts to inform the wider community about aspects of the target language region and culture and include such aspects as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students demonstrate their understanding of kinship as a system by explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities and links with Country/Place.	<b>Examination</b> —Short response

### Pathways

Students will progress from Year 7 Indigenous Language to Year 8 Indigenous Language. The understanding and communicating skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10. Aboriginal & Torres Strait Islander Languages is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal & Torres Strait Islander Languages can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

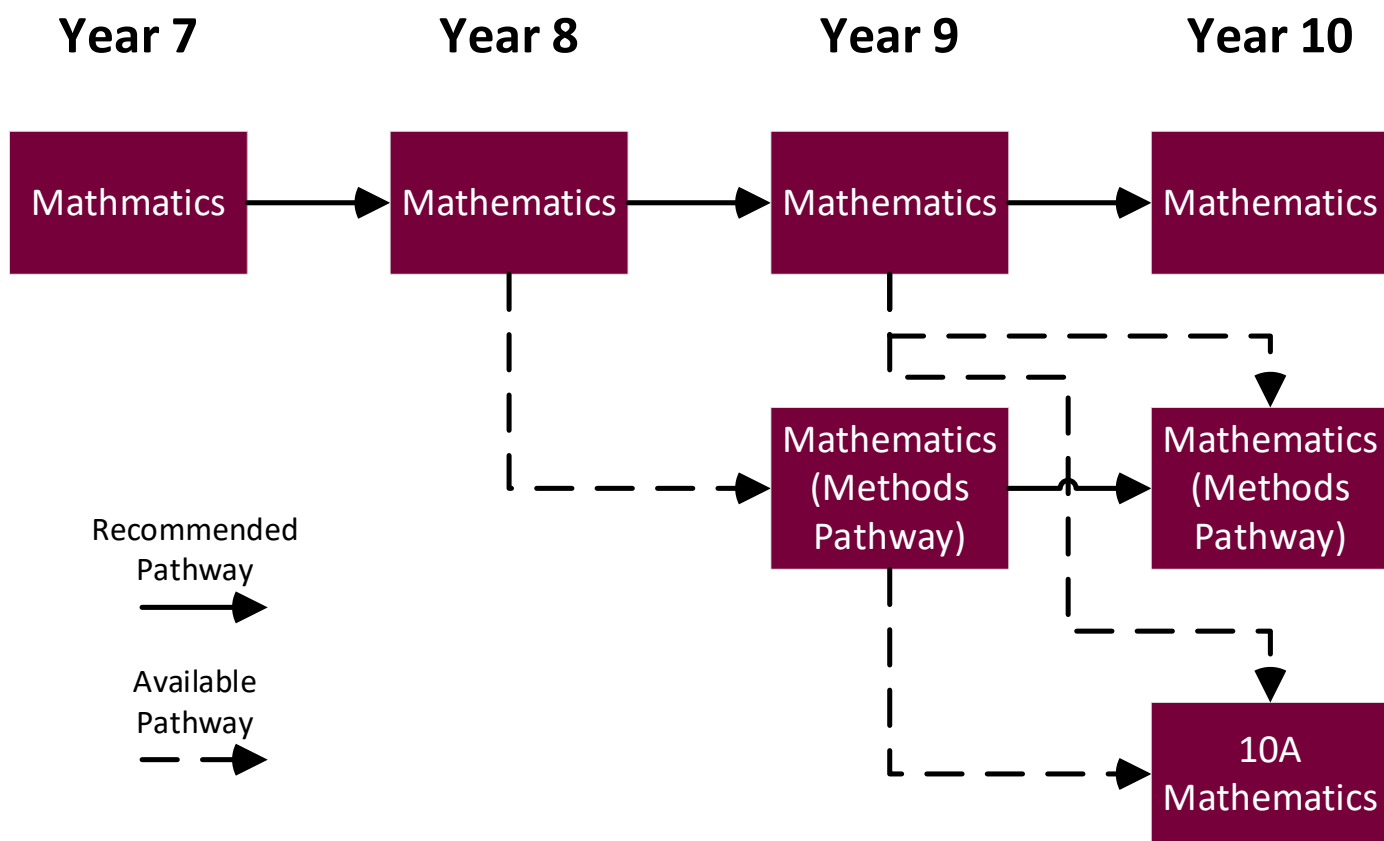
# JUNIOR

# Maths

# GUIDE



## Learning Pathways – Mathematics



# Year 7 Mathematics

## Purpose

Learning mathematics creates opportunities for and enriches the lives of all Australians. It is important that students become confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

Year 7 will follow the Australian Curriculum for Mathematics, which develops the three strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. These strands describe the content that is to be taught and learnt within the Australian Curriculum. Mathematics is also developed around the four proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. These proficiencies describe how content is explored or developed; that is, the thinking and doing of mathematics. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and have been incorporated into the content descriptions of the three content strands. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

## Key skills (from the Curriculum Document)

- **Understanding:** describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **Fluency:** calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **Problem solving:** formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **Reasoning:** applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

## Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Solve a variety of problems involving indices, fractions, decimals and percentages, as well as compare the cost of items for best buys.	<b>Examination :</b> Written 60min + 5min perusal Calculator Allowed
Unit 2	Solve problems involving integers, angles formed by transversal and parallel lines and use formulas to calculate perimeter, area and volume of shapes.	<b>Examination :</b> Written 60min + 5min perusal Calculator Allowed
Unit 3	Solve and interpret linear equations, model information, represent numbers using variables and connect their properties and laws to algebra and determine sample space and assign probabilities.	<b>Examination :</b> Written 60min + 5min perusal Calculator Allowed
Unit 4	Calculate the mean, median, mode and range and construct stem-and-leaf and box plots in a problem solving and modelling task.	<b>Problem Solving and Modelling Task</b> 400-600 words Up to 6 pages (excl. appendices) 4 weeks (incl. 12hr in class)

## Pathways

Students will progress from Year 7 Mathematics to Year 8 Mathematics. The knowledge and skills developed as a result of study will prepare students for further development in Year 9 and 10 Mathematics.

Enrichment opportunities exist in Year 9 and 10 in the Methods Pathway classes for students who have even further developed their skills and may be considering particular pathways through school. Students may also choose to study the 10A Mathematics elective in Year 10, in addition to the Year 10 Methods Pathway class, to support their development of curriculum knowledge for Mathematical Methods and Specialist Mathematics in Year 11 and 12.

The usual progression for students will be into Senior Mathematics. Students may choose to study one of either Essential Mathematics, General Mathematics or Mathematical Methods, depending on prerequisites. Students can also study Specialist Mathematics as an elective in senior, in conjunction with Mathematical Methods, depending on prerequisites.

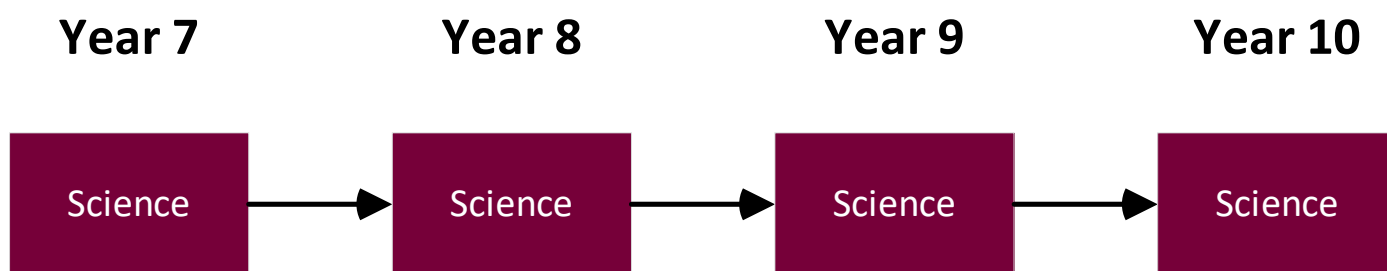


# JUNIOR

# Science GUIDE



## Learning Pathways – Science



## Year 7 Science

### Purpose

Students are naturally curious about the world around them and Science empowers them with opportunities to challenge their understanding of important Science concepts, processes and practices. Critical and creative thinking skills are developed to draw evidence-based conclusions and apply these to real world contexts.

Year 7 will follow the Australian Curriculum for Science, which develops the three interrelated strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Students explore the diversity of life and develop their understanding of classification. They use models such as food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They investigate relationships in the Earth-sun-moon system to predict and explain events. Students make accurate measurements and control variables to analyse relationships, explain these relationships through appropriate representations and consider the role of science in decision making processes.

### Key skills (from the Curriculum Document)

- Questioning and predicting based on scientific knowledge
- Planning and conducting a range of investigation types
- Processing and analysing data and information
- Evaluating quality of data and identifying improvements
- Communicating ideas, findings and evidence-based solutions using scientific language and representations

### Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<b>Motion and Forces:</b> Students learn about how balanced and unbalanced forces can alter an object's motion. Forces considered include, pushing, pulling, magnetic force, gravity, friction and air resistance. Students also discover how levers and simple machines can optimise force applied.	<b>Short Response Exam:</b> Students will predict, describe, summarise the effects of unbalanced forces, on motion and the relevant trends in data.
Unit 2	<b>Separating Mixtures:</b> Students learn about the composition of mixtures and pure substances and classify mixtures according to their properties. They will make decisions about the best ways to separate the components of a mixture using various techniques. Students collect evidence to verify the quality of their separation.	<b>Student Experiment:</b> Students will plan and conduct investigations to separate mixtures and evaluate the effectiveness of different techniques and draw conclusions.
Unit 3	<b>Organisms and Classification:</b> Students identify properties of living things and classify them into vertebrates and invertebrates and different classes of vertebrates. Students examine evidence as to how human influenced and natural changes have affected living things in the environment.	<b>Research Investigation:</b> Students explain the effects of an invasive species on the natural environment and predict how other living things may be affected if control measures are not implemented.
Unit 4	<b>Earth in Space:</b> Students learn about the gravitational relationship between the Sun, the Earth and the moon. They discover how this relationship leads to phenomena seen on Earth including night/day, seasons, the phases of the moon, tides and solar and lunar eclipses.	<b>Data Test and Short Response Exam:</b> Students explain how the relative positions of Earth, the sun and moon affect phenomena on Earth.

### Pathways

Students will progress from Year 7 Science to Year 8 Science. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Science. The usual progression would then be the study of Biology, Chemistry, Physics, Psychology, Certificate II in Horticulture and Certificate III in Laboratory Skills in Year 11 and 12.