

TULLAWONG STATE HIGH SCHOOL
Soaring to great heights



2027 Subject Handbook

Year 7

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Welcome

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

Our Vision Statement

Empowering students to reach their full potential

Our Mission

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

Our Core Values

Integrity Respect Courage Diligence

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.



Key Contacts Executive Team

Principal	Chris Keating	
Deputy Principals	Harley Dawson	Year 7 & Alinta House Deputy
	Geoff Hooton	Year 8 & Bambara House Deputy
	Corey Gieskens	Year 9 - 10 & Kiata House Deputy
	Frances McColl	Year 11 - 12 & Garagah House Deputy
Business Manager	Nicole Wilson	

Senior Leadership Team

Head of Department Arts	Zoe Wells
Head of Department English	Carlita Brunes
Head of Department Health & Physical Education	Carissa Jordan
Head of Department Humanities & Languages	Charlene Benbow
Head of Department Mathematics	Ryan Verhagen
Head of Department Science	Sheridan Vickers-Dalton
Head of Department Technologies	Mel Horton
Head of Department Junior Engagement	Danielle Crocker-Caughey
Head of Department Middle Engagement	Chris Bubke
Head of Department Senior Engagement	Therese Rae
Guidance Officer - Year 7	Andrew Iddles
Year Level Co-Ordinator - Year 7	Matt Russell

Junior Secondary Curriculum

At Tullawong SHS, our vision is empowering students to reach their full potential. To achieve this vision, we prioritise curriculum delivery throughout years 7-10 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	
Subject	Duration
Arts	2 Semesters (2 lessons per week)
English	2 Semesters (3 lessons per week)
Health and Physical Education	2 Semesters (2 lessons per week)
Humanities	2 Semesters (2 lessons per week)
IGNITE (Roll Marking)	2 Semesters (5 lessons per week)
Languages (Gubbi Gubbi)	2 Semesters (2 lessons per week)
Mathematics	2 Semesters (3 lessons per week)
RISE	2 Semesters (1 lesson per week)
Science	2 Semesters (2 lessons per week)
Technologies	2 Semesters (2 lessons per week)
Elective Subjects *	Duration
Dance Extension	2 Semesters (2 lessons per week)
Rugby League Development	2 Semesters (2 lessons per week)

*Electives run subject to numbers and application processes

Student Support

At Tullawong SHS, students and families can access a Guidance Officer for counselling and support with learning or personal concerns. Appointments can be made if needed. The school Chaplain is also available to support students, staff and families as part of the wellbeing team.

The Inclusion team supports students with disabilities and those who need extra help with their learning. They work with parents and teachers to create Personalised Learning Plans, which outline strategies to help each student succeed.

These teams work closely with teachers, teacher aides, families and outside agencies to make sure all students at Tullawong SHS feel supported and can achieve their best..

Assessment / Junior AARA Process

Tullawong State High School is committed to inclusive education practices to enable all students to access quality learning and assessment opportunities and pathways to success. These practices help to remove barriers for some students whose disability, impairment, medical condition or other circumstance may affect their ability to read, respond to or participate in assessment. In cases where students are unable to meet a due date, they will submit an AARA Junior Form which is available on the school's website.

[TSHS – Junior AARA Application Form](#)

The Arts

Year 7 Dance

Purpose

Dance is about moving your body and learning what it can do. It is a way to share ideas, thoughts, and feelings through movement. In dance, students show, explore, and celebrate human life and experience. They learn how movement can express personal, social, and emotional ideas in clear and simple ways. Dance can inspire and excite students. It helps them use their imagination and grow their creativity and confidence. Students create dances, practice them, perform them, and talk about what they see and feel. They also watch others dance and share their thoughts. Students learn about dance from their own culture and from people in other places around the world.

Key skills

- **Exploring and Responding:** Students analyse and experience dance across cultures, times, and contexts, including the work of First Nations Australians and the importance of respecting Indigenous Cultural and Intellectual Property.
- **Developing Skills:** Students build and refine choreography and performance skills, applying safe practices and developing technical and expressive movement using the elements of dance.
- **Critical Practices:** Students reflect on and evaluate their own work and the work of others.
- **Creating Dance:** Students choreograph dances to communicate ideas, using the elements of dance, choreographic devices, and form.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Dancing Inside Out In this unit, students will be introduced to the dance classroom and are required to demonstrate how to stay safe both physically and mentally. Students will use emotion as a stimulus for their performance as they employ technical and expressive skills when manipulating the elements of dance and choreographic devices to create dance works.	Dance Project (practical performance) <ul style="list-style-type: none">- Genre: Hip Hop / any style- Students will employ technical and expressive skills and, as appropriate genre-or style specific techniques when performing for audiences.

Pathways

Students will progress from Year 7 Dance with the opportunity to select this as an elective in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further study into Senior Applied Dance.

Year 7 Drama

Purpose

Drama is the study of people and how they live, feel, and act. It explores social, political, historical, and cultural groups through voice and movement. Drama can engage, entertain, inspire, and support all students. When making and sharing Drama, students learn to stay focused, think of new ideas, and work well with others as they share tasks in Drama shows. They can use their imagination and try new things in stories through role and dramatic action.

Key skills (from the Curriculum Document)

- **Exploring and Responding:** Students analyse and experience drama from diverse cultures, times, and contexts, including work by First Nations Australians, with an understanding of Indigenous Cultural and Intellectual Property.
- **Developing Skills:** Students build skills in creating and performing drama using the elements of drama, while reflecting on and evaluating their own work and the work of others.
- **Creating Drama:** Students develop drama through improvised, devised, and scripted forms.
- **Performing Drama:** Students present and perform drama in informal and formal settings, often for specific audiences.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Let's Play In this unit, students will employ their performance skills to convey dramatic action and communicate ideas. Students will describe respectful approaches to performing to drama.	Performance Students will participate in a process drama to explore the concept of belonging. You will devise a scene portraying a key moment. During the performance of this scene to the class, you will employ performance skills to communicate the perspectives of characters involved in the narrative.
Unit 2	Behind the Curtain Students will be introduced to the key production elements that bring a stage performance to life. They will evaluate how set design, costuming, make up, lighting, sound, props, special effects and multimedia communicate ideas and meaning. Students will work collaboratively to manipulate production elements and conventions to shape and sustain dramatic action by creating production aspects for a class mini production.	Project Students will evaluate how art works and work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised or scripted drama.

Pathways

Students will progress from Year 7 Drama with the opportunity to select this as an elective in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further study into Senior Applied Drama.

Year 7 Media Arts

Purpose

Media Arts is the study of making images of the world and telling stories through media tools such as television, film, video, newspapers, radio, video games, the internet, and mobile media. In Media Arts, students use images, sound, text, and digital technologies to create and interpret stories about people, ideas, and the world. They explore cultural and social influences on media and apply this understanding in their own work.

Key skills

- **Exploring and Responding:** Students analyse media arts from diverse cultures and contexts, including work by First Nations Australians, with an understanding of Indigenous Cultural and Intellectual Property.
- **Developing Skills:** Students build skills in producing media using appropriate media languages, forms, and technologies.
- **Critical Practices:** Students reflect on and evaluate their own work and the work of others.
- **Creating Media Arts:** Students produce media works in a range of forms.
- **Presenting Media Arts:** Students share and distribute their work to audiences, often with a specific target audience in mind.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	The Chase This unit will allow students to explore genre and develop their understanding of representations, structure, intent and character in artworks through animation and filming techniques. Students will analyse the use of media arts concepts within the action genre to construct representations that communicate ideas and meaning.	Media Project Students will consider the genres of action or horror to produce a sequence and present their work to an audience. Students will use live action filming to demonstrate their concepts.

Pathways

Students will progress from Year 7 Media with the opportunity to select this as an elective in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further study into Senior Applied Media.

Year 7 Music

Purpose

Music is the study of how sound is put together to share an idea or point of view. Music is a basic form of human expression and is used to celebrate, enrich, inspire, comfort, entertain, and motivate people. By performing, composing, and listening with care to music, students gain knowledge, skills, and understanding which can help them better understand the world around them. In Music, students listen to, compose, and perform music from diverse styles and cultures. They organise and manipulate sound, developing skills through aural, practical, and creative experiences, while analysing how music communicates meaning.

Key skills

- **Exploring and Responding:** Students engage with music across cultures and contexts, including work by First Nations Australians, with an understanding of Indigenous Cultural and Intellectual Property.
- **Developing Skills:** Students build skills in listening (aural), performing, and composing, while interpreting and manipulating the elements of music and reflecting on their own work and others'.
- **Composing Music:** Students create music in various forms and genres, including songwriting, instrumental work, and music production.
- **Performing Music:** Students present music to audiences, often for a specific target audience.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Let's Make Music This unit will allow students to explore music making through Bucket Drumming. They will compose a piece of music by manipulating the elements of music and compositional devices to create music that communicates connection. Students will also demonstrate their skills using other students' compositions.	Project (Composition) Students will manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and meaning.
		Project (Performance) Students will use listening and aural skills when composing and performing music for an audience.

Pathways

Students will progress from Year 7 Music with the opportunity to select this as an elective in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further study into Senior Applied Music / Certificate II in Music.

Year 7 Visual Art

Purpose

Visual Arts is the study of how images and art forms engage, inspire, motivate, and enrich the community. In Visual Arts, students create and respond using art knowledge, understanding, and skills to show meaning linked to personal and world views. Students take part in this journey by exploring and using a range of art techniques, tools, methods, and steps, and build a personal style in response to what they see and experience.

Key skills

- 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	Curious Creatures This unit explores the concept of curiosity where students will generate and document ideas for a creature. They will explore the practice of sculpture to inform and develop their own ideas. Using clay, students will create a sculpture that represents a selected characteristics of their creature. Students will also reflect on their design and curate their final artwork.	Project Students will curate and present an exhibit which displays their own and others artwork by selecting and manipulating processes and materials.

Pathways

Students will progress from Year 7 Visual Art with the opportunity to select this as an elective in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further study into Certificate III in Visual Art.

Year 7 Dance Extension

Purpose

Dance is the study of movement, the body's abilities, and how it is used to share a dance idea. Dance Extension is an audition-based course that supports and grows students who are skilled and show talent in dance performance and choreography. Dance Extension follows the Australian Curriculum which allows for students to use movement to communicate meaning. They engage in choreography, performance, and reflection, exploring a range of styles and contexts to understand how the body expresses ideas and emotions.

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

Key skills

- **Exploring and Responding:** Students analyse and experience dance across cultures, times, and contexts, including the work of First Nations Australians and the importance of respecting Indigenous Cultural and Intellectual Property.
- **Developing Skills:** Students build and refine choreography and performance skills, applying safe practices and developing technical and expressive movement using the elements of dance.
- **Critical Practices:** Students reflect on and evaluate their own work and the work of others.
- **Creating Dance:** Students choreograph dances to communicate ideas, using the elements of dance, choreographic devices, and forms.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Foundation This unit introduces students to the styles of ballet, jazz and contemporary. Students will employ and build their technical and expressive skills in each of these styles and demonstrate how to stay safe both physically and mentally.	Performance Students employ technical and expressive skills to enhance communication of ideas when performing to an audience
Unit 2	Stage This unit will allow students to learn, rehearse and polish several dance works that will be performed at the TSHS Dance Night. They will employ and deepen their technical and expressive skills and their ability to work in a group to present to a high standard. Students will then view their performance and evaluate how their performance communicates meaning to the audience.	Multimodal Students will evaluate ways that dance works in a range of different styles across cultures, time, place and other contexts.
Unit 3	Create This unit will provide students with the opportunity to experience the concept of choreography and learn how the dance elements, choreographic devices and production elements can be manipulated to communicate ideas to the audience. Students will describe the respectful approaches through the choreographic process when working in groups.	Performance Students will manipulate the elements of dance and choreographic devices to choreograph a dance routine.

Pathways

Students will progress from Year 7 Dance Extension to Year 8 -10 Dance Extension The usual progression would then be the study of Certificate III in Dance in Senior phase of learning.

English

Year 7 English

Purpose

The English curriculum is organised into 3 connected strands: Language, Literature and Literacy. In Year 7, students build skills in listening, speaking, reading, writing and creating through a wide range of texts, including novels, films, poetry, digital texts and non-fiction.

Students study literature from First Nations Australian traditions and from Australian and international authors, including texts from and about Asia. Texts explore themes such as relationships, ethics and different perspectives.

Year 7 students analyse and create imaginative, informative, persuasive and analytical texts for different audiences. They use more complex language and text structures to communicate ideas clearly and effectively.

Key skills

- Read, view, listen to and create a range of complex texts
- Speak and write clearly for different audiences and purposes using Standard Australian English
- Analyse, evaluate and enjoy literature and language
- Use language to express ideas, emotions and communicate with others

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Everyday Heroes Students read and view fiction and non-fiction texts to learn about the qualities of everyday heroes.	Extended response: Short story Students write a short story about an everyday hero to entertain a teen audience.
Unit 2	Superheroes and Villains Students explore how superheroes and villains are shown in fiction texts.	Extended response: Persuasive multimodal presentation Students create a persuasive multimodal presentation for Marvel Studios. They suggest a new superhero or villain for a future film.
Unit 3	Songs of Social Comment Students listen to and read songs of social comment created to inform or influence audiences.	Examination: Response to stimulus Students answer questions about how ideas are shown in different songs of social comment.
Unit 4	Reading Between the Pictures Students explore how storytellers, authors, and artists combine language and visuals to share different ideas, including those by and about First Nations Australians.	Extended response: Feature article Students create a feature article about how ideas are shown in 'The Rabbits' by John Marsden and Shaun Tan.

Pathways

Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. Students will continue to develop their knowledge and skills each year in English, before choosing to study either Essential English or General English in Year 11 and 12.

Health and Physical Education

Year 7 Health and Physical Education (General or Rugby League stream)

Purpose

In Health and Physical Education, students build the skills, knowledge, and understanding they need to develop a strong sense of self and create healthy, respectful relationships. They learn to use personal and community strengths to support safety, health, and wellbeing. Students also learn to question ideas, assumptions, and stereotypes. They explore how to find and use health information, services, and organisations. A key part of Health and Physical Education is learning movement skills and ideas so students can take part in many physical activities with confidence, skill, and creativity. Students learn how the body moves and develop positive attitudes towards being active. Movement is an important way of learning, helping students practise and improve personal, social, behavioural, and thinking skills.

Key skills

- Students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences.
- Students analyse how stereotypes, respect, empathy and valuing diversity influence relationships.
- Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.
- Students analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.
- Students implement and evaluate the effectiveness of movement strategies on movement outcomes.
- Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes.
- Students select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

Course Structure & Assessment Overview

* Students can select the General stream or the Rugby League stream

** The Rugby League stream follows the same theory unit outline as the General stream, but with all practical elements being based on Rugby League

	Unit Outline	Assessment Summary
Unit 1	Nutrition & Indigenous Games	Theory – students will propose a healthy snack to sell at the canteen and create a recipe card Practical – students will apply and transfer movement skills across a variety of indigenous games
Unit 2	Social Safety & Athletics	Theory – students will analyse online and offline behaviours with regards to protective, help-seeking and communication strategies under exam conditions. Practical – students will participate in a number of athletics events and evaluate the effectiveness of their performance.
Unit 3	Rock and Water & Net and Court Games	Theory – students will focus on awareness of one's own strengths and capabilities and one's ability to play together, work together and live together with other people in an ever-changing multicultural society. They will complete a weekly reflective journal for assessment. Practical – students implement and evaluate the effectiveness of their movement strategies across volleyball, badminton and tennis.
Unit 4	Supplements v Success & Basketball Beats	Theory – students analyse health information around supplements and explore the idea of the Enhanced Games. Assessment is a persuasive magazine article. Practical – students create a rhythmic basketball routine in a small group, with a focus on inclusion, collaboration and fair play.

Pathways

Students will progress from Year 7 HPE to Year 8 HPE. The deep knowledge and skills developed through the study of this course will prepare students for further development in Year 9 and 10 HPE. This path of study can lead to several opportunities in senior, including Physical Education, Certificate III in Fitness or Applied Sport & Recreation (General or Rugby League stream).

Humanities

Year 7 Civics and Citizenship

Purpose

Civics and Citizenship helps students develop a lifelong sense of belonging and active participation in civic life as informed citizens in Australia, a secular democratic nation with a multicultural, multi-faith society and a Christian heritage. Students 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 citizens in Australian society.

The purpose of Civics and Citizenship in Year 7 is the understanding of the Australia system of government. It aims to develop students' thinking and skills as they explore the principals of justice, democracy and the rile of law. The subject also focuses on the protection of individual rights through the justice system and the role of our country's constitution.

Key skills

- Describe how Australia's government and legal system work
- Explain what Australian democracy is like
- Develop questions and find, select, and organise information
- Analyse information and identify different viewpoints and issues in political, legal, or civic topics
- Use civics and citizenship terms and concepts correctly

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Government and Democracy In this unit, students will explain different aspects of democracy such as elections how citizens are informed and participate in them. They will describe the role of political parties acting as elected representatives and how they make up government.	Project
Unit 2	Law and Citizens In this unit, students will explain characteristics and types of laws that exist within Australia, as well as determining how laws are made within Parliament.	Examination
Unit 3	Citizenship, Diversity and Identity In this unit, students will identify ways that Australian's are able to express both their individual and collective identity, as well as explaining different perspectives on Australia's national identity.	Project

Pathways

Students will progress from Year 7 Civics and Citizenship to Year 8 Civics and Citizenship. The knowledge and skills developed as a result of the study of this course will prepare students for the continued study of Civics and Citizenship in Year 9 and 10 as an elective subject. The progression beyond these levels would be the study of Legal Studies as a general subject in Years 11 and 12.

Year 7 Economics and Business

Purpose

The purpose of economics and Business in Year 7 is to equip students with the knowledge and skills necessary to navigate the complexities of market. They will examine the role of consumers, workers and producers in our economy and the relationships between them. They will learn the characteristics of a successful business and the role of entrepreneurs. Additionally, students will develop the skills to set goals, plan budgets and consider ways to obtain an income. This foundation will prepare students for further studies and real-world applications.

Key skills

- Understanding the market
- Identify how entrepreneurial capabilities contribute to business success
- Identify various sources of income and the different ways people can derive income.
- Planning and decision-making
- Apply and use economics and business knowledge, terms, skills and concepts

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Businesses and Budgeting In this unit, students investigate a real-world business case study and build their understanding of economics and business concepts. They explore why businesses exist, identify entrepreneurial qualities, and explain the role of budgeting and taxation through the example of Boost Juice. Throughout the unit, students develop skills in organising information, using business terminology, and evaluating the costs and benefits of financial decisions.	Project
Unit 2	Markets in Australia In this unit, students will learn about different markets in Australia, how they work, and how they connect with businesses and the government. They will explore how businesses respond to changes in the market and develop skills in analysing and interpreting data. Students will also examine cause and effect, and the costs and benefits of business and economic decisions	Examination

Pathways

Students will progress from Year 7 Economics and Business to Year 8 Economics and Business. The knowledge and skills developed as a result of the study of this course will prepare students for the continued study of Economics and Business in Year 9 and 10 as an elective subject. The progression beyond these levels would be the study of Business as a general subject in Years 11 and 12.

Year 7 Geography

Purpose

Geography looks at the ideas of place, space, environment, interconnection, sustainability, scale, and change. These ideas help students think in a geographical way. They can be used to ask questions, guide investigations, organise information, explain patterns, and support decision-making.

This purpose of Year 7 Geography is to provide students with a comprehensive understanding of the characteristics of place, the interconnections between people and places and the importance of preserving environments. Students understand how people value these characteristics differently. The curriculum also emphasises the role of geography in shaping our understanding of the world and our responsibility towards it.

Key skills

- Explain how different people see and value places in different ways
- Describe why environments are important to people
- Explain how people, places, and environments are connected
- Investigate a geographical issue or problem
- Collect and organise information and data
- Explain how geographical issues affect people and places
- Use geographical terms, ideas, and evidence correctly

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Water in the World In this unit, students will learn how different people view and value places in different ways. They will explain how people, places, and environments are connected and how these connections can change environments over time.	Examination
Unit 2	Places and Liveability In this unit, students will complete an investigation into what makes places liveable and suggest ways to improve them. They explore factors that affect liveability, suggest strategies to make places better to live in, collect and present geographical data in different ways and interpret and analyse data to draw conclusions.	Data Report

Pathways

Students will progress from Year 7 Geography to Year 8 Geography. The knowledge and skills developed in the study of this course will prepare students for the continued study of Geography as an elective in Year 9 and 10. The progression beyond these levels would be the study of Geography in Years 11 and 12 as a general subject.

Year 7 History

Purpose

The Year 7 History curriculum studies the time from the first human communities to the end of the ancient world, from about 60,000 years ago to around 650 CE. It also includes learning about the early First Nations Peoples of Australia. During this time, people developed cultures, traditions, and organised societies. Students learn about ancient civilisations such as Egypt, Greece, Rome, India, and China, including what historians and archaeologists know about them and the mysteries that still remain.

Students also learn about the earliest societies of the ancient world by studying when events happened, how societies changed over time, and what stayed the same. This includes understanding historical and archaeological terms used for different time periods, and how different cultures, including First Nations Australians, understand and represent time.

Key skills

- Identify causes and effects of important events
- Identify roles and achievements of significant individuals and groups of people
- Develop questions about the past
- Identify primary and secondary sources, evidence, usefulness and accuracy of sources
- Understand different perspectives, attitude and values of groups of people
- Use historical terms, knowledge and concepts

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Deep Time History of Australia In this unit, students will learn about the ancient history of Australia and the origins and cultures of the First Nations Peoples of Australia. They will explore important historical events, achievements, and the lasting impact of early societies, and how these have influenced both ancient and modern Australia.	Folio of Tasks
Unit 2	The Ancient World - Egypt In this unit, students will explore the key beliefs, values, practices, politics, and social structure of Ancient Egypt. They will develop inquiry questions, and use historical sources to investigate the role, achievements, and significance of a pharaoh from that time.	Project

Pathways

Students will progress from Year 7 History to Year 8 History. The knowledge and skills developed as a result of the study of this course will prepare students for the continued study of History in Year 9 and 10. The progression beyond these levels would be the study of Ancient or Modern History in Years 11 and 12.

Languages

Year 7 Indigenous Language – Gubbi Gubbi

Purpose

Languages is designed to help all students in Australia learn a language in addition to English. It recognises that students bring their own language and cultural backgrounds to their learning, whether that is English, the target language, or a mix of languages. The curriculum is organised to suit different learners by offering different pathways for students with background knowledge, first language experience, or those learning a new language.

The study of Gubbi Gubbi is designed to enable all students to learn a language, in addition to English, which is the traditional/target language of the area. It allows students to appreciate, value and respect of First Nations people through an understanding of the importance of language and culture.

Key skills

- Understanding of Aboriginal and Torres Strait Islander cultures, histories, and social structures.
- Knowledge of proper protocols, kinship structures, and respectful engagement with traditional owners and community members
- Develops the ability to view the world through a different cultural lens
- Recording, documenting, and interpreting oral history.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Language, Country, & Place In this unit students will reflect on the role of the Yarning Circle as an avenue for passing on knowledge and supporting language revival.	Project
Unit 2	Kinship & Country In this unit students will read the novel, Home to Mother, by Doris Pilkington. They will comment on text structures and features in First Nations authored texts and interpret information opinions and ideas surrounding kinship and Country.	Extended Response
Unit 3	Language & Identity In this unit students will select and use vocabulary to create bilingual texts that link to themes of Country and identity.	Project
Unit 4	Caring for Country In this unit students will create a folio of tasks which contribute to and maintain interactions related to First Nations bush tucker and seasons.	Folio of Tasks

Pathways

Students will progress from Year 7 Gubbi Gubbi to Year 8 Gubbi Gubbi. The knowledge and skills developed in this course will prepare students for the continued study of Gubbi Gubbi in Year 9 and 10 as an elective subject.

Mathematics

Year 7 Mathematics

Purpose

Learning mathematics creates opportunities for and improves the lives of all Australians. It is important that students become confident and creative users of mathematics who can communicate clearly. They learn to use mathematics to explore, represent, and understand situations in their personal life, work, and as active members of society.

Year 7 follows the Australian Curriculum V9.0 for Mathematics, which includes six interrelated strands: Number, Algebra, Measurement, Space, Statistics and Probability. These strands describe what students learn in mathematics. Mathematics is also built around four proficiencies (Understanding, Fluency, Reasoning and Problem-solving) and four Mathematical processes (Mathematical Modelling, Computational Thinking, Statistical Investigation and Probability Experiments and Simulations). These processes underpin the curriculum, guide assessment development and provide opportunities for students to learn how to use mathematics in a variety of ways.

Key skills

- work with whole numbers, fractions and decimals, using mental mathematics, written methods and digital tools
- use exponents to explore number patterns and test ideas
- understand and use algebra, including formulas, symbols, conventions and simple equations
- represent relationships using tables, rules and graphs
- apply their knowledge of angles to solve measurement and geometry problems
- classify and construct shapes, including 3D objects
- use coordinates to describe movement and transformations on a grid
- collect and analyse data, choosing suitable graphs and describing results
- explore chance through experiments and simulations, comparing expected and actual results

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Students will solve problems using operations involving natural numbers and fractions, as well as exploring squares and square roots.	Task 1A: Examination Task 1B: Examination
Unit 2	Students will give reasons about the differences between predicted and experimental results for a single-step event.	Task 2: Probability Experiment and Simulation
Unit 3	Students will solve an authentic geometric problem using transformations and the properties of 2D shapes.	Task 3A: Project Task 3B: Short Response (Monitoring)
Unit 4	Students will use algebraic expressions and linear equations to solve algebraic problems involving variables and authentic situations.	Task 4: Examination
Unit 5	Students will investigate an authentic problem by interpreting central tendencies and the shape of data. They will make decisions about the best central tendency to use to solve the problem.	Task 5: Statistical Investigation
Unit 6	Students will solve problems involving angle relationships and the sum of angles for parallel lines, triangles and quadrilaterals. They will also solve an authentic problem involving measurement by calculating the area and volume of shapes	Task 6A: Examination Task 6B: Guided Inquiry

Pathways

Students will have the opportunity to continue their studies through to Year 7 to 9. In Year 10, high achieving students may have the opportunity to engage in Extension Mathematics – this will allow students to explore the “Optional Content for post-Year 10 mathematics pathways” from the Australian Curriculum (supporting pathways into Mathematical Methods and Specialist Mathematics). Students can progress into General or Applied subjects in Year 11 and 12.

Science

Year 7 Science

Purpose

Students are naturally curious about the world around them, and Science helps them explore and question their understanding of important science ideas, processes, and practices. Critical and creative thinking skills are developed so students can use evidence to draw conclusions and apply these to real world situations.

In Year 7, students explore the variety of life on Earth and learn how classification helps organise information about living things. They use models to understand how energy and matter move through ecosystems and how changes can affect these systems. Students investigate the Earth, Sun and Moon system and use models to explain and predict events such as seasons and eclipses. They learn about the particle nature of matter and how tiny particles affect the properties of materials. Students also study how forces affect the movement of objects. Students also begin to understand how science connects to society and why ethical and cultural considerations are important when collecting data.

Key skills

- 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

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Forces of the Fall: Students investigate how balanced and unbalanced forces can alter a parachutes motion. They conduct an experiment to test variables and analyse trends/patterns/relationships in parachute drop time data.	Experimental Investigation: Students will represent and explain the effects of unbalanced forces on motion and analyse the relevant trends/patterns/relationships in data.
Unit 2	Earth in Space: Students learn about the gravitational relationship between the Sun, the Earth and the moon and how this relationship leads to phenomena seen on Earth. They also explain the role of scientific communication in shaping viewpoints and identify evidence of and factors that contribute towards scientific knowledge.	Investigation: Students identify the factors and evidence that can influence development of and lead to changes in scientific knowledge about the shape of the Earth. Project: Students model and explain how the relative positions of Earth, the sun and moon affect phenomena on Earth.
Unit 3	Organisms and Classification: Students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They also explain how scientific communication shapes policies and regulations.	Investigation: Students use dichotomous keys to explain how different plants can be ordered and organised and identify ethical considerations around sustainability of sampling plants. Multimodal investigation: Students represent flows of matter and energy in an ecosystem using a 3D diorama, predicting the impact of an environmental change on their ecosystem.
Unit 4	Separating Mixtures: Students use particle theory to explain the physical properties of substances and develop processes that separate mixtures. They will explain how scientific responses are developed and can impact society.	Examination: Students use particle theory to explain the physical properties of substances. Student Experiment: Students will plan and conduct investigations to separate mixtures and evaluate the effectiveness of different techniques to respond to a disaster that has impacted society.

Pathways

Students will study science from Years 7-10. In Year 10 Science they may choose an elective for Semester 2 that aligns with the Year 11/12 subjects of Biology, Chemistry, Physics, Psychology, Certificate II in Horticulture and Certificate III in Laboratory Skills.

Technologies

Year 7 Digital Technology

Purpose

Digital Technologies helps students to create new solutions using design thinking. They build skills to meet current and future needs in flexible and creative ways.

In Year 7, students learn about data, hardware and cybersecurity. They also design a digital solution for a real-world problem and begin using a programming language.

Key skills

- Explain how data is transmitted and secured in networks
- Interpret, model and represent data
- Select hardware
- Identify cybersecurity threats
- Select and use a range of digital tools

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Data, Hardware, Networks & Cybersecurity This unit introduces students to the use of spreadsheets to interpret and model data. They learn how data travels and is stored in networks, identify cybersecurity threats and manage their digital footprint.	Folio of tasks
Unit 2	Designing digital solutions Through this unit students develop a creative digital solution for a robot that addresses an issue within the Moreton Bay region and learn to use the programming language Java to draw their solution	Folio of tasks

Pathways

Students will study Digital Technology for one semester in year 7 or 8. The subject content are further strengthened and deepened in Years 9 (one semester) and 10 (one year), progressing to the VET subject, Certificate III in Information Technology.

Year 7 Design and Technologies

Purpose

Design and Technologies helps students solve problems by following a design process and using design thinking. They build communication skills by drawing sketches and adding notes to explain their ideas.

In this subject, students explore how products are designed. They develop practical skills by creating a prototype that meets set requirements. Students also learn to use tools and equipment safely and work on their own in a workshop setting.

Key skills

- Explain how the features of materials and machinery impact decisions
- Create design solutions based on an analysis of needs or opportunities
- Create and adapt ideas and justify decisions
- Communicate using technical terms and graphical representations
- Safely produce designed solutions

Course Structure & Assessment Overview

Note: Students are required to wear leather or vinyl enclosed shoes when in the workshop.

	Unit Outline	Assessment Summary
Unit 1	Wooden toys Students learn how to safely manipulate tools and equipment within the workshop to construct a prototype to specifications. They make connections between processes used and workplace health and safety considerations around the use of pine and operation of the pedestal drill and disc sander.	Project <ul style="list-style-type: none">▪ Practical: Toy Truck▪ Annotated production sequence
Unit 2	Pinball Students explore force, motion and energy through the context of a pinball machine. They will create and adapt ideas for their own pinball machine and make a working prototype.	Project <ul style="list-style-type: none">• Cardboard prototype• Design folio

Pathways

Students will study Design and Technologies in either Year 7 or 8 for one semester. From year nine students will be able to specialise with the choice to study year nine Furnishing and/or Engineering for one semester. Students may then go on to choose a one-year course of Furnishing or Engineering in year 10. This pathway continues through our senior subjects: Building and Construction, Engineering Skills and Furnishing Skills

Year 7 Food and Fibre

Purpose

The study of food and fibre helps improve the lives of people and communities. It supports healthy choices and better ways of living.

In Year 7, students learn how features of technologies can be combined to design and create sustainable solutions.

Key skills

- Explain how the features of technologies impact on design decisions
- Create designed solutions based on analysis of needs or opportunities
- Justify decisions against developed design criteria
- Communicate design ideas and solutions using technical terms and graphical representations
- Independently and collaboratively document and manage processes
- Safely produce designed solutions

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Fight Food Waste (Food Unit) Students learn about the impacts of food waste and create a recipe card that uses commonly wasted food items. They produce food products that address the challenge of reducing food waste. <i>NB Students must wear nonporous (leather or vinyl) enclosed shoes</i>	Project: Produce Use it up recipes Create a Use it up recipe card
Unit 2	Sustainable Textiles (Fibre Unit) Students learn about sustainable textiles, and create and produce a reusable bag	Project:

Pathways

Students will study Food and Fibre in either Year 7 or 8. Elective subjects of Food Specialisation are offered in Years 9 (one semester) and Year 10 (full year) in preparation for the progression of the VET subject, the Certificate II in Hospitality.

Students have the opportunity to select Year 9 (one semester) or Year 10 (full year) Fashion in preparation for Fashion (Applied) in Years 11 and 12.

