
YEAR 7 COURSE INFORMATION

Mullauna College



CONTENTS

Course Organisation	3
Assessment	4
Homework	4
Art	5
Visual Communication	5
English	6
English as an Additional language	6
Food Technology	7
General Technology	8
Health & Physical education	9
Sport education	9
Humanities	10
German	11
Mathematics	12
Music	13
Science	14

COURSE ORGANISATION

The College provides a balanced curriculum. The timetable is organized around a five-day cycle with six periods of fifty minutes per day. In Year 7, students are required to undertake the following subjects:

Subject	Periods per week
English	5
Mathematics	5
Science	3
Humanities	4
Health & Physical Education	2
Sport	2
Languages - German	3
Food/General Tech	2
Art/Visual Communication	2
Music	2

Languages

Year 7 students undertake German.

The arts

Years 7 students study Art (one semester of two periods), Visual Communication (one semester of two periods) and Music (two semesters of two periods).

Technology

Technology Studies include, Food Technology (one semester of two periods) and General Technology (one semester of two periods).

High achievers' Program

A program for High Achievers' operates in Years 7. Excel Language for High Performing English and Humanities students and Excel Logic for high performing Mathematics and Science students.

ASSESSMENT

There are four modes of assessment at Year 7.

1. Assessment Tasks

A numerical score will be awarded for specific tasks and projects. The grades indicate how well the student is performing in these areas of the unit.

There will be a minimum of three assessment tasks for each unit. Assessment tasks can include major projects, topic tests, written reports, oral presentations and folios. A numerical score will be awarded for each task.

To satisfactorily complete a unit, a student must:

- a. Complete all assessment tasks.
- b. Obtain a score less than 5.0 in no more than one assessment task.

2. Level of Achievement against Statewide Learning Standards

In 2017, Mullauna College will implement the Victorian Curriculum. This framework identifies eight learning areas and four general capabilities for the Prep to Year 10 curriculum. The Learning Areas describe distinct disciplines, while the capabilities represent knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum includes standards at ten levels. The level broadly associated with schooling at Year 7 is Level 7.

Progress within the learning areas and general capabilities will be rated as follows:

- A. Well above the standard expected at this time of year
- B. Above the standard expected at this time of year
- C. At the standard expected at this time of year
- D. Below the standard expected at this time of year
- E. Well below the standard expected at this time of year

3. Learning Skills

Students are assessed in the Work Habits of Effort, Class Behaviour and Organisation

HOMEWORK

Home study reinforces the development of skills in organisation, planning and self-management that are crucial in assisting students to become independent learners.

It is expected that students in Years 7 will complete a minimum of 5 to 6 hours' homework per week.

Students should set aside regular times in the week that will best suit their schedule of activities. This time should be used to ensure that all required work (set homework, incomplete classwork, assignments, and test revision) is completed and submitted for assessment by the due date. Mathematics and Language require regular practice, and, for English, it is essential that the reading of set texts and independently selected books is a nightly practice.

A **Student Homework and Study Planner** is provided for each student to facilitate the recording, organisation and management of homework. Parents can assist this process by regularly checking that homework has been recorded.

This **Course Information Booklet** should be kept in a safe place for reference throughout the year. Like the Planner, it assists students in monitoring their progress.

ART

Overview

Content

Students will explore a variety of art materials and learn skills in both 2D and 3D areas. They will learn and refine artistic skills and techniques in drawing, painting, printmaking and ceramics. They will apply the design elements and principles of art to create a series of individual and creative art pieces. Research will also accompany the practical component of the course.

Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style
- Explore themes, issues and ideas when making and presenting artworks
- Use a range of 2D and 3D materials and techniques
- Analyse and interpret the work of artists and their artworks
- Use appropriate art language

Assessment Tasks

- **Folio of Practical Work:** completion of a range of tasks including a major piece
- **Workbook:** documentation of the trialing of materials and techniques
- **Written Presentation:** a written report, completed individually. Based on research into a set topic and will be supported by visual material

VISUAL COMMUNICATION

Overview

Content

This subject explores the way ideas and messages are communicated through visual designs. Students will consider the way visual communications are designed to meet specific purposes and appeal to different audiences. They will be introduced to the design process through the creation of both two-dimensional and three-dimensional designs. Students will explore a variety of media and methods to produce work, including both freehand and digital techniques.

Key Skills

On completion of this course students are able to:

- Use the design process to generate, develop and refine ideas to set tasks
- Create effective graphic designs
- Apply technical drawing skills
- Demonstrate freehand drawing and rendering skills
- Manipulate design elements and principles to develop designs for specific purposes
- Use both freehand and digital design methods to communicate ideas
- Analyse and evaluate examples of visual communications
- Use appropriate visual communication terminology

Assessment Tasks

- **Graphic Design Task:** 2D design tasks including relevant planning and development.
- **3D Design Task:** 3D design task including relevant technical drawing.
- **Written Presentation:** a written report, completed individually.

ENGLISH

Overview

Content

Students will strengthen and expand their reading and writing skills, and extend their ability to speak and listen effectively. Students will study the craft of writing, and read and view a variety of texts that explore ideas and information related to familiar and more challenging topics, themes and issues. Students will also take part in oral language activities, presenting their ideas and information in a variety of ways. They will be encouraged to take responsibility for their learning and develop their skills as independent learners.

Key Skills

On completion of this course students are able to:

- Produce, in print and electronic forms, writing for a variety of purposes
- Read and view imaginative, informative and persuasive texts
- Produce a range of responses, including interpretive pieces and personal reflections
- Present creative, informative or persuasive responses to texts, themes and issues, as individuals or in groups
- Ask clarifying questions and build on the ideas of others.

Assessment Tasks

- **Text response:** a minimum of three texts studied and relevant assessment activities completed.
- **Wide reading:** a minimum of three texts and associated responses.
- **Writing:** a variety of writing tasks for different purposes and audiences.
- **Oral presentation:** a minimum of one oral activity per semester.
- **Examination:** an examination at the end of the year.

ENGLISH AS AN ADDITIONAL LANGUAGE

EAL students are a highly diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language. The subject EAL accommodates this by providing English language development within a set of standards describing expectations for EAL learners. The secondary stages (Year 7-10) of EAL learning are described as S1, S2, S3 and S4, and provide a set of practical, observable ways in which students are likely to demonstrate their achievements in English language learning.

This subject will run on a needs basis.

FOOD TECHNOLOGY

Overview

Content

Students will explore a wide range of topics including: food safety and hygiene, the design process, cooking processes, use of tools and equipment. Each fortnight students will participate in both practical and theory classes. They will watch cooking demonstrations and put into practice the skills they have been shown. Teamwork will be encouraged during practical classes. Students will reflect on the success of activities when completing prac evaluations. They will also be encouraged to use terminology that is appropriate for Food Technology.

Key Skills

On completion of this course students are able to:

- Critique needs or opportunities for designing and instigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical techniques.
- Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions.
- Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability.
- Use project management processes when working individually and collaboratively to coordinate production of designed solutions.

Assessment Tasks

- **Research Report:** a research report on a relevant topic.
- **Project:** a project based on the design process.
- **Bookwork:** an accurate and organized workbook.
- **Production:** students prepare sweet and savoury dishes using a wide range of skills and techniques.

GENERAL TECHNOLOGY

Overview

Content

Students explore the social and environmental consequences of using various materials and electrical, electronic, mechanical and control systems. They start to recognise that the supply of some materials is limited and examine possibilities for reusing and recycling materials. They may consider, for example, the consequences of using disposable items, such as cups and packaging and recyclable plastics. Students also examine the use of a variety of energy sources for powering systems and consider concepts, such as load, effort, force, speed, motion, current, electrical charge.

Students may use wood, metals, plastics, glass and fabric. They use materials testing as one method of determining the appropriateness of the materials for specific purposes and or systems.

Key Skills

On completion of this course students are able to:

- Explain how the specific characteristics of materials affect functional and aesthetic design requirements;
- Prepare designs for products, organise and undertake a range of production processes and evaluate against the design specifications;
- Explain some of the social and environmental implications of using particular materials in products
- Justify, develop and implement design ideas, using some complex equipment and processes and evaluate the efficiency of the processes used;
- Explain the relationship between the inputs, processes and outputs of simple systems;
- Plan, construct and modify simple systems and report on their performance;
- Explain the components and operations of systems and how people control and use systems;
- Justify, develop, implement and evaluate the preferred option with reference to function, performance, quality and safe use.

Assessment Tasks

- **Investigation:** a research report on a relevant topic
- **Design:** application of design concepts related to production
- **Production:** implementation of practical skills and techniques
- **Evaluation:** reflective appraisals of student achievements

HEALTH AND PHYSICAL EDUCATION

Overview

Content

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental and social health.

Students proficiently perform complex movement and skills. They measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. Students maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity.

They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students describe the physical, mental and social changes that occur as a result of the youth stage of the lifespan and the factors that influence their own development.

Key Skills

On completion of this course students are able to:

- Perform proficiently, motor skills, which are appropriate to specific games, activities and sports
- Describe initiatives and motivational influences that affect participation in physical activity
- Identify outcomes of risk taking behaviours
- Analyse a range of influences on food selection
- Identify major nutritional needs for growth and activity
- Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve their health
- Identify changes that occur during puberty
- Describe health resources, products and services available to individuals and groups in Australia and consider how they could be used to improve health.

Assessment Tasks

- **Sequential Skill & Fitness Development:** ability to perform complex movement and manipulative skills.
- **Games Sense:** ability to combine motor skills, strategic thinking and tactical knowledge.
- **Written Health Work:** a minimum of one piece for each Health unit.

SPORT EDUCATION

Overview

Content

Sport Education provides students with knowledge, skills and behaviours to enable them to be lifelong participants in physical activity. Emphasis is on combining motor skills and tactical knowledge to improve individual and team performance. Engaging in sport contributes to a sense of community and social connectedness, thus improving wellbeing.

Students select a different sport each term to participate in and have the opportunity to represent the college in interschool competition.

Key Skills

On completion of this course students are able to:

- Perform complex movement patterns that form part of team games
- Analyse strategies and tactics used in team games
- Explain the rules, player positions and roles associated with sports
- Use equipment safely and confidently
- Identify a variety of roles in sports such as umpire, scorer, coach, player, captain, team member, spectator and administrator and assume responsibility for the organisation of aspects of a sporting competition

Assessment Tasks

- **Activity Level:** participation level in moderate to vigorous activities.
- **Games Sense:** ability to combine motor skills, strategic thinking and tactical knowledge.

HUMANITIES

Overview

Content

Students will study human progress and how people have organised themselves into societies over time, and how they have interacted with their physical environments. Year 7 can include studying clues from past and ancient civilisations such as Egypt, Greece and Rome, endangered species, sustainability and mapping.

Key Skills

On completion of the courses at Year 7 students are able to:

- In History, understand the concept of time; describe and analyse the social and political features of ancient societies, then compare them with the modern world; explore key concepts of democracy, law and justice;
- In Geography, analyse and evaluate geographical information from a range of sources; compare the characteristics of key regions in Australia and the world and explain how people use these environments over time;
- Explain how natural processes and human activities change environments, and develop a plan to address the impact of change;
- In Economics, identify and discuss decisions about money; discuss key factors in work opportunities and factors affecting the Australian economy.
- In Civics, explore decision-making processes, rights and responsibilities, being a good citizen, lawmakers and governments.

Assessment Tasks

- **Research report:** a structured research report utilising a wide range of reference materials
- **Fieldwork report:** a report for which students will collect, analyse, interpret and present data collected at a particular site.
- **Graphic exercise:** an analysis of graphic material (eg maps).
- **Tests:** a series of short tests examining the coursework.

GERMAN

Overview

Content

Students learn that there are similarities and differences between languages, and how German and English are related.

There is an important emphasis on how the language works, so that students achieve an understanding of the structure of German as well as their own language.

Students participate in activities where they practise exchanging simple personal information on topics such as self, friends, family, time, school, likes, dislikes, foods, daily routines and pastimes.

They talk about themselves in response to questions, and learn to ask questions. They begin to write short paragraphs, initially based on models and on memorized sequences, eventually developing independence.

Students learn to use print and electronic resources, such as dictionaries, CDs, iPad apps, and online learning resources.

They start to listen, read, speak and write in the new language, concentrating on authentic language use within defined topics and contexts.

Key Skills

On completion of this course students are able to:

- Introduce themselves, greet and farewell others;
- Exchange simple information on topics such as daily routines and above mentioned aspects of their world;
- Respond to simple questions, and ask questions themselves;
- Demonstrate knowledge and application of the German sound system in writing, listening, reading and speaking;
- Read short passages for meaning;
- Express themselves through writing, in print and electronic form, by generating original sentences which may be linked to form paragraphs;
- Understand the content of simple spoken texts.

Assessment Tasks

- **Written work:** a variety of written exercises including two pieces of creative writing.
- **Text response:** oral and written responses to written and spoken material.
- **Reading:** texts studied and relevant questions answered.
- **Conversation:** participation in role-play activities.

MATHEMATICS

Overview

Content

At Year 7, students will investigate ways in which mathematics is used to represent and explain aspects of the world. They will work mathematically to enhance their knowledge of space, measurement, chance and data. Students will be introduced to algebraic expression and its ability to explain real life situations. They will work collaboratively to solve mathematical problems.

Key Skills

On completion of this course students are able to:

- Use a range of mathematical techniques to solve mathematical problems.
- Communicate their understanding using correct mathematical language and notation.
- Problem solve by employing a variety of strategies.
- Define key mathematical concepts.
- Select appropriate technologies as an integral part of their mathematical activities.

Assessment Tasks

- **Tests:** completion of a series of tests within each topic.
- **Assignments:** completion of a range of mathematical investigations.
- **Analytical tasks:** completion of a range of in depth analysis tasks.
- **Examination:** an examination at the end of the year.

MUSIC

Overview

Content

Using Music performance as the basis, students will learn musical skills in order to be able to create, and perform music. Topics of study include:

- Instruments of the orchestra and what individuals want to play.
- Counting the beat, rhythm elements and percussion performance including drum kit.
- Notation and keyboard performance.
- Guitar, bass guitar and singing.
- Composition.
- Musicals and musical life.

All topics include class and small group performance.

Key Skills

On completion of this course students are able to:

- Create a successful performance in a variety of settings.
- Manage themselves within a performance group..
- Listen critically and write listening diaries.
- Increase their individual theoretical and aural knowledge.
- Play as a beginner a variety of instruments.

Assessment Tasks

- **Practical Work:** preparation and completion of a variety of performance tasks.
- **Workbook and tests:** accurate documentation including theoretical concepts, worksheets, tests, and music for performance.
- **Research projects:** one in each semester on relevant topics to the individual music class.

SCIENCE

Overview

Content

Students will cover topics including safety in science, using equipment, properties of substances and the particle theory, space, forces, classification, habitats, mixtures, machines and Earths resources.

Students explore scientific ideas through investigations, research and experiments. They collect data, analyses information and discuss evidence to suggest solutions to their individual scientific questions and ideas.

Key Skills

On completion of this course students are able to:

- Safely and effectively use a range of scientific equipment
- Understand the role of classification in ordering and organizing information
- Explain the interactions between multiple forces
- Describe relationships between the Earth, sun, moon and other planets
- Make accurate measurements and control variables in practical experiments
- Understand concepts related to matter

Assessment Tasks

- **Tests:** completion of a range of topic tests at the end of each unit of study
- **Projects:** a major project including research and/or analysis is to be completed each semester
- **Practical reports:** a written report, completed individually based on experiments and practical activities run in class