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# YEAR 7 COURSE INFORMATION

**Mullauna College**



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## 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	3
Health & Physical Education	2
Sport	2
Languages - German	3
Food/Digital Technology	2
Art/Visual Communication	2
Music	2
Challenge Program	1

### Languages

Year 7 students undertake German.

### The arts

Year 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 Digital Technology (one semester of two periods).

### Excel Program

A program for high achievers operates in Years 7. This program aims to extend students' learning across all core subjects with most students operating 6-12 months ahead of expected level.

**Year 7 Challenge** supports the students transition into Mullauna College with an understanding of our core values of Curiosity, Courage and Community. The program includes the following focus areas:

- **Time Capsule:** Students create a time capsule about themselves as they enter secondary schooling. This is stored and returned to students at the end of year 12.
- **My School Community:** Students explore what it means to be a great school community member, including what their roles and responsibilities within it are.
- **This is Me:** Students strengthen their sense of self by exploring their goals and their future as well as what it means to embody the values of courage and creativity.
- **Contributing to My community:** Students will explore their place within our college community. This unit of study will culminate in a community improvement project.

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## ASSESSMENT

There are three modes of assessment at Year 7.

### 1. Assessment Tasks

A grade 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 grade will be awarded for each task.

To satisfactorily complete a unit, a student must obtain a 'N' in no more than one assessment task.

### 2. Level of Achievement against Statewide Learning Standards

Students will be assessed against the Victorian Curriculum standards. 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. Student achievement will be reported against the achievement standards indicating the level of attainment reached by each student and the age expected level of attainment.

### 3. Work Habits

Students are assessed in the Work Habits of Effort, Class Behaviour, Meeting Deadlines 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 of 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.

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# 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 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

- **2D Folio:** completion of a range of 2D tasks including support material
- **3D Folio:** completion of a range of 3D artworks including support material
- **Written Presentation:** written report/s based on research into set topics that 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

- **2D and 3D Representations:** Students complete a series of tasks that demonstrate their understanding of, and capacity to apply different techniques and devices
- **Type and Imagery in Visual Communications:** Students explore Type and Imagery in Visual Communication using both digital and manual means
- **Analysing and interpreting Visual Communications:** Students analyse and interpret a visual advertisement

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## ENGLISH

### Overview

#### Content

Students 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 critical and creative thinkers.

#### 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)

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.

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## 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

## DIGITAL TECHNOLOGY

### Overview

#### Content

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information.

#### Key Skills

On completion of this course students are able to:

- Navigate both the school's network and Compass learning management system
- Understand the importance of file management and file naming conventions
- Apply practices that support safe, ethical and respectful communications and collaboration
- Create projects using a range of Microsoft Office programs as well as online software

#### Assessment Tasks

- **IT@Mullauna** – focus on navigating the system and protecting privacy
- **Digital Systems** - investigation of how a computer and computer networks work
- **Data and Information** - Analysing and visualising data using a range of software to create information
- **Creating Digital Solutions** - developing and modifying programs with user interfaces using a general-purpose, object orientated programming language

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## 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
- 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

- **Skill execution:** ability to perform complex movement and manipulative skills
- **Game 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
- **Game Sense:** ability to combine motor skills, strategic thinking and tactical knowledge



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# HUMANITIES

## Overview

### Content

Students study human progress and how people have organised themselves into societies over time and interacted with their physical environments. Topics include 'Archaeology and prehistory: investigating clues from the past' and studies of ancient civilisations, such as Australia, China, Egypt, Greece, India, Mesoamerica and Rome; mapping; renewable and non-renewable resources, with a major focus on water, and investigating the concept of 'liveability' in our world.

### Key Skills

On completion of the Year 7 program students are able to:

- Understand the concept of time and create timelines
- Explain the work of archaeologists and the use of primary and secondary sources
- Describe and analyse the geographical, social, cultural, economic and political features of ancient societies
- Analyse and evaluate geographical information from a range of sources
- Compare the use of renewable and non-renewable resources, including water, in Australia and the world and explain how the use of these resources changes over time
- Explain how natural processes and human activities change environments
- Discuss the role of producers and consumers

### Assessment Tasks

- **Practical activities:** exercises based upon the collection, presentation and analysis of data, fieldwork and/or graphic materials
- **Research report/s:** a research task/s on a selected topic/s
- **Tests:** a series of short tests examining the coursework

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# 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, 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

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# 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
- **Projects:** 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

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# 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

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# 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, and Earth's resources.

Students explore scientific ideas through investigations, research and experiments. They collect data, analyse 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:** major projects including research and/or analysis is to be completed each semester
- **Practical reports:** written reports, completed individually based on experiments and practical activities run in class