



**BURWOOD GIRLS HIGH SCHOOL**

**YEAR 7**  
**SUBJECT**  
**INFORMATION**  
**2008**

# YEAR 7 SUBJECT INFORMATION 2008

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# 1) GENERAL INFORMATION

## **School Homework**

Homework is a very important part of learning.

Students are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons.

This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that students develop a pattern of regular revision. In this respect teachers will continue to counsel students in home study programs and independent learning techniques including how to revise and summarise work.

## **Study Skills**

Having good study habits is not a matter of chance. Some of the students in your class probably appear to be much better at doing assignments and exams than others. This does not mean that they were 'born with' the ability to study; it simply means they have learnt the skill before others.

Anyone can learn good study habits and improve her chance of doing well in exams. All you need to do is listen, learn and practice.

## **Dividing Study Time**

Homework must be a regular part of every weekly study timetable and must be done first (so it is not 'hanging over your head').

While completing homework, you should also revise the work done at school that day, because this work will probably not be revised by your teacher before the exam.

Do not give equal time to all subjects. Most study time should be spent on your weakest subjects. Study time (as distinct from homework time) should start with your weakest subject, while you are still fresh.

It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

## **School Diary**

Students are expected to have the Burwood Girls High School Diary with them at all times.

The diary has the following purposes:

- Homework record for students
- Assessment task planning for students
- Record of any late arrivals to school
- Record of toilet passes during the day
- Record of early departures from the school
- Messages from staff to parents.

Students and families have the responsibility to ensure that the diary's communication purposes enable a greater knowledge of what students are doing each day at school.

The purpose of this booklet is to give students and their parents an indication of what is to be studied this year. Due to new and revised syllabi, programming is ongoing and new resources are continuously being made available to schools. As a result topics and tasks may change as the academic year unfolds.

**BURWOOD GIRLS HIGH SCHOOL**

**HOMEWORK PLANNING SHEET**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>PERIOD</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					

Record details of what homework that you have in the period square that it is due in.

## **2) SUBJECT INFORMATION**

# ENGLISH

## (ENGLISH FACULTY)

### Course Content:

Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

- Speak, listen, read, write, view and represent
- Use language to communicate appropriately and effectively
- Think in ways that are imaginative, interpretative and critical
- Express themselves and their relationships with others and the world
- Learn and reflect on their learning

### Course Requirements

A selection of texts will give students experience of:

- Australian literature and other Australian texts including those that offer insight into Aboriginal experience and multicultural experiences in Australia
- Literature from other countries and times
- Youth culture and popular culture
- Picture books
- Everyday and workplace texts
- A range of social, gender and cultural perspectives
- Shakespeare
- Media and multi media

### Course Assessment

Year 7 will be progressively assessed across classes to allow for parallel experiences and skill development. This will involve formal tasks and formal assessments for each focus unit. Each class teacher will schedule assessments to coincide with the teaching of a particular unit.

### Focus Units

- Poetry from Around the World
- Fiction 1 – Novel Study
- Fiction 2 – Cultural Perspectives
- Shakespeare – The Man and his Work
- Film Study
- Drama
- Personal Stories – The Aboriginal Experience
- Media – Television, Radio, Print and Internet Advertising

### Assessment Grid

#### YEAR 7 ENGLISH

Language Mode	Focus Unit	Task
Reading	Poetry from Around the World	Analysis of a poem based on general questions
Writing	Fiction – Novel study 1	Essay
Viewing/Representing	Film Study	Story board showing knowledge of camera techniques
Listening	Shakespeare – The Man and His Work	Listening questions based on Shakespeare documentary
Speaking	Non-Fiction	Formal speech

# HISTORY

## (HISTORY FACULTY)

### Course Content:

In Year 7 students study the following topics:

- What is History
- How Do Historians Investigate the Past
- Heritage Issues
- Ancient Egypt
- Ancient China
- Ancient Greece
- The Normans
- The Aztecs
- Australia 1788 – 1900: Colonisation

### Course Requirements

- One 70 page lecture pad. A4 size 210 x 297 for note taking
- Due dates for assignments and homework to be recorded in the Student Diary when notified
- Regular revision of course notes in preparation for lessons
- Wide reading on the topics of study

### Course Assessment

- Ongoing class assessment of skills based tasks; also and ICT assignment and a field study task. There is no final exam.

### ASSESSMENT GRID

#### YEAR 7 HISTORY

Task No.	Date Due	Assessment Task	Marks/Value	Total %
1	T1 W4	What is History Investigation	25	25
2	T1 W9	Field Study	10	10
3	T2 W6	Oral Presentation	30	30
4	T3 W8	Web Quest	20	20
5	T4 W4	Class Work/Test	15	15

# LANGUAGES

(LOTE FACULTY)

**CHINESE**

**FRENCH**

**INDONESIAN**

**ITALIAN**

Year 7 students follow a term by term rotational program of study of the four languages taught at BGHS. Students are introduced to these languages, countries and cultures prior to choosing **one** language for mandatory study in Year 8. Students study languages for three 40 minute periods per week in Year 7.

## Course content

Students acquire communication skills in speaking, listening, reading and writing in the target language using basic language and numbers. They will be able to introduce and describe themselves, to greet others and to ask and respond on topics such as how they are feeling, where they live, age, prices, time and days of the week. Students learn using a variety of resources and communicative activities such as pair work, dialogues and role plays.

Students will also acquire an introductory knowledge and understanding of the countries and cultures of that target language.

## Course requirements

Students are issued with a booklet for each language which they must bring to class along with their folder and stationery equipment. Homework and assignments must be completed for the due date. Students are encouraged to regularly revise class content and to practise their language skills at home.

## Course assessment

Students will be assessed in all four language skills through class activities such as role plays, dialogues and conversations; cloze passages, quizzes and revision tests. Students will also complete a culture research assignment involving the collection, organisation and presentation of information.

### Year 7 Languages Assessment Schedule

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	Weeks 3-8	Weeks 5-7	Weeks 9-10
	Informal class testing	Research assignment	End of term testing
Listening, Speaking, Reading & Writing	40%		
Cultural Studies		20%	
Listening, Speaking, Reading & Writing			40%

# MATHEMATICS

## (MATHEMATICS FACULTY)

### Course requirements

- Use of the Year 7 Signpost Homework Book
- Completion of assignments, projects and tests
- Being prepared for each lesson with the appropriate books and equipment

### Course Assessment

- Major test at the end of each term
- Class assessments that include projects, computer assignments and group problem solving.

### Assessment Grid

#### YEAR 7 TOPICS

Final Assessment: T1x0.2 + T2x0.2 + T3x0.2 + T4x0.4

Completed end of week	Unit No.	Unit
<b>TERM 1</b>		
3	1	Beginning in Number
6	2	Working Mathematically
8	3	Number: Its Order and Structure
9	4	Patterns & Algebra
10	TEST	Unit 1-4
<b>TERM 2</b>		
2	5	Angles
5	6	Decimals
8	7	Shapes
10	8A	Directed Numbers
10	TEST	Unit 5-8A
<b>TERM 3</b>		
2	8B	Number Plane
5	9	Measurement: Length & Time
9	10	Further Algebra
9	TEST	Units 8B-10
<b>TERM 4</b>		
5	11	Fractions, %ages and Probability
7	12	Area & Volume
8	TEST	All units
9	13	Using Geometrical Instruments/Calculator

# MUSIC

## (CREATIVE ARTS FACULTY)

### **Course content**

Students of Music are exposed to a wide variety of experiences designed to foster their skills in music, their broader creativity and their general musical knowledge. Students are encouraged to work cooperatively and exchange and develop ideas in order to broaden their musical understanding and to explore musical ideas in an enjoyable and active environment.

Experiences with Music include performing, listening and composing. This provides an active and approachable means of understanding the concepts of Music (duration, pitch, tone colour, structure, texture, dynamic and expressive techniques). Written work complements these activities to broaden students' knowledge of contexts within Music.

### **Course requirements**

Students are engaged in practical activities which are designed to introduce and reinforce concepts of Music. Their participation in musical decisions and applying learned musical knowledge is required.

Following each activity, students are required to record and reflect upon their own success and processes of learning. The course aims to cater for all students, regardless of their prior musical experiences.

A Music Book, included in the purchased school Back Pack, is recommended. Additional supplementary texts are distributed in class.

### **Course Assessment**

Assessment is completed through a combination of

- formative observation of practical decision making
- performance of required pieces or skills
- written responses about their musical perceptions
- ability to work individually and cooperatively

Activities involving ALL areas for assessment below are carried out continuously during each term. Typically, any activity done in class will involve a practical, theoretical and attitude component. This gives an overall formative grade that is determined for each semester.

<b>SEMESTER ONE</b>	
Practical Music Making: 3 – 4 major Composition/Performance tasks	25%
Written Submissions: Based on Listening, Research and Analysis	20%
General Attitude: Individual Work, Group Work	5%
<b>Total Semester One</b>	50%
<b>SEMESTER TWO</b>	
Practical Music Making: 3 – 4 major Composition/Performance tasks	25%
Written Submissions: Based on Listening, Research and Analysis	20%
General Attitude: Individual Work, Group Work	5%
<b>Total Semester Two</b>	50%
<b>TOTAL</b> Grades on an A – E scale are used for each task: <ul style="list-style-type: none"> <li>• A – Outstanding</li> <li>• B – High</li> <li>• C – Sound</li> <li>• D – Developing</li> <li>• E – Basic</li> </ul> A cumulative grade is then determined at the end of each semester.	100%

# PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

## (PDHPE FACULTY)

### Course content

- Me, You and Others
- Striking and Fielding
- Managing Change
- Creative Dance
- Up In Smoke
- Discovering Fitness
- Gymnastics
- Looking After Myself

### Course requirements

- Display folder with lined paper
- PDHPE uniform for practical lessons

### Course Assessment

A range of assessment strategies are used throughout the course: These include: practical skills, group planning tasks for practical assessments, group and individual performances, jigsaw activity, literacy comic strip, weekly lifestyle chart, information sheet and creating a pamphlet.

### Assessment Grid

#### YEAR 7 PDHPE

#### Semester 1

Task No.	Time	Unit	Description
1	Term 1 Week 5	Me, You and Others	Pamphlet
2	Term 1 Week 10	Striking and Fielding	Practical skills Group planning task
3	Term 2 Week 5	Managing Change	Jigsaw activity
4	Term 2 Week 10	Creative Dance	Group performance Planning written task

#### Semester 2

Task No.	Time	Unit	Description
1	Term 3 Week 5	Up In Smoke	Literacy comic strip
2	Term 3 Week 10	Discovering Fitness	Practical performance Weekly lifestyle chart
3	Term 4 Week 5	Gymnastics	Practical performance
4	Term 4 Week 10	Looking After Myself	Information sheet

# SCIENCE

## (SCIENCE FACULTY)

The aim of the Science programs is to provide learning experiences through which students will:

- acquire scientific knowledge and skills in working scientifically
- develop an appreciation of science
- develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment.

### **Course Content**

The year 7 course covers the following topics

1. Being a Scientist
2. Search for Life
3. Microcosm
4. Good Vibrations
5. Elements
6. Where Land and Water Meet
7. Electronics

### **Course Requirements**

Students will require

- a plastic covered, spiral bound 240 page book with a margin
- stationery items e.g. pens, lead paper, ruler
- school diary

### **Course Assessments**

The assessment is based on the achievement of outcomes relating to

- Knowledge and Understanding
- Skills (planning & conducting investigations, communicating information & understanding, scientific thinking & problem solving)
- Values and Attitudes

Teachers will employ a range of assessment strategies, which are supportive of the learning process. Types of assessments may include:-

- Inquiry-based research assignments and project
- Fieldwork activities
- Practical work
- Teamwork
- Presentations

Teachers will assess student performance on tasks in relation to syllabus outcomes and make on-balance judgments about student achievement.

## Assessment Schedule

### Semester 1

Task No	Area of Learning	Description	Timing
1	Describes how Scientists work	Written test, includes skills & knowledge	By Week 9/Term 1
2	Classifies elements as metals or non-metals	Practical test	By Week 10/Term 1
3	Describes properties of elements and identifies common symbols	Written test	By Week 2/Term 2
4	Classifies a range of objects and living things using simple keys	Skills task	By Week 2/Term 2
5	Conducts Guided investigations	Classroom observation	On-going
6	Communicates information & understanding	Research Assignment	By Week 2/Term 2

### Semester 2

Task No	Area of Learning	Description	Timing
1	Describes the particle nature of matter and techniques used to separate mixtures	Written test, includes skills & knowledge	By Week 5/Term 3
2	Constructs line graphs to present data	Practical test	By Week 5/Term 3
3	Describes the structure and function of cells	Written test	By Week 10/Term 3
4	Collects and presents data using computer based technology	Spreadsheet task	By Week 4/Term 4
5	Follows a planned procedure when performing an investigation	Classroom observation	Ongoing

# TECHNOLOGY

(TAS FACULTY)

## Course Content

Technology is a mandatory course studied in Years 7 and 8. Students learn about technologies and use a range of materials, tools and techniques relevant to the chosen area of study.

Technology involves designing, producing and evaluating quality design solutions. Design projects involve the design, production and evaluation of quality design solutions that are functional and meet identified needs and opportunities.

Students will undertake 6 design projects over 2 years. For each design project students will develop a design folio as a document that provides ongoing evidence of the application of a design process and the specific technologies used in this process.

## Course Requirements

In year 7 students will complete 3 areas of study:

- 1) Unit One: Snack Attack (Food)
- 2) Unit Two: Carry It (Textiles)
- 3) Unit Three: Bedroom Blitz (Drawing/model applications)

Technology is both a theoretical and practical subject.

Students will be required to complete a design folio and a practical task for each unit of study.

The duration of each unit will be 13 weeks and students will rotate to complete units. The design folio will be a progression of students work and class activities completed throughout the units. The folio must be brought to every lesson and submitted by the due date for marking.

Students will be given the opportunity to use a number of related technologies including;

- Computer
- Sewing machine
- Overlocker
- Food laboratory equipment
- Scroll saw
- Electric Sander

Each student must have

- 1 A4 Display folder
- 1 64 page exercise book
- 1 school issued white apron and hairnet
- Other related course equipment as requested by the classroom teacher

## Course Assessment

Students will be continually assessed throughout the units. Teachers will regularly monitor the progress of students work. At the completion of all the units students will need to submit their design folio for marking and their practical product (where practical).

**Assessment Grid**

Each area of study is completed in a 13 week period. Students rotate to complete all 3 units of work during the year.

<b>Unit of Work</b>	<b>Marks/value</b>	<b>Total Marks</b>
Snack Attack	Folio	25
	Practical	15
	Package	10
Carry It	Folio	20
	Samples	10
	Pencil case	20
Bedroom Blitz	Folio	15
	Bedroom Model	20
	Oral presentation	5
	Assignment	10

# VISUAL ARTS

## (CREATIVE ARTS FACULTY)

### Course content

- The Visual Arts course gives students the opportunity to develop skills and explore their imagination by engaging in enjoyable activities.
- In Year 7 students are timetabled for one 75 minute period per week.
- Each of the four art rooms specialises in a particular art form, ie painting, printmaking, sculpture and ceramics.
- Each term classes move to a new room with their teacher, so that students gain experience in a variety of media.
- The programs that are studied by Year 7 are:
  - Painting: "Self-Image"  
Students explore different representations of themselves, ranging from naturalistic to abstract works.
  - Ceramics: "Animorphs"  
Students create humorous clay animorphs by combining features from different animals.
  - Sculpture: "Crazy Clothes"  
Students reinvent an item of apparel to convey a fantasy concept.
  - Printmaking: "My Environment"  
Students investigate their physical environment to create prints.

### Course requirements

Students learn about making art as well as critical and historical study of art through a variety of Frames as specified in the syllabus, ie Subjective, Structural, Cultural and Postmodern frames. Students are also introduced to Artistic Practice and the Conceptual Framework, which is the relationship between the artist, the artwork, the world and the audience.

Students are required to document their artmaking as well as critical and historical study in their Visual Arts Diary.

Equipment required: visual arts diary, 2 x 2B pencils, eraser, ruler, pens, Visual Arts contribution.

### Course assessment

Students are assessed on a continual basis in Visual Arts. This takes place through regular teacher monitoring and feedback to students. Each term students are to submit their artmaking tasks and their Visual Arts Diary for assessment. Each semester students are to complete an assignment.

### Assessment: Year 7 Visual Arts

Time		Topic or Component	Type of Task
Term	Week		
1	9	<ul style="list-style-type: none"> <li>• Artwork</li> <li>• Diary documentation of artmaking</li> </ul>	Artmaking
1	7 9	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Diary documentation of critical and historical study</li> </ul>	Studying
2	9	<ul style="list-style-type: none"> <li>• Artwork</li> <li>• Diary documentation of artmaking</li> </ul>	Artmaking
2	9	<ul style="list-style-type: none"> <li>• Diary documentation of critical and historical study</li> </ul>	Studying
3	9	<ul style="list-style-type: none"> <li>• Artwork</li> <li>• Diary documentation of artmaking</li> </ul>	Artmaking
3	7 9	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Diary documentation of critical and historical study</li> </ul>	Studying
4	4	<ul style="list-style-type: none"> <li>• Artwork</li> <li>• Diary documentation of artmaking</li> </ul>	Artmaking
4	4	<ul style="list-style-type: none"> <li>• Diary documentation of critical and historical study</li> </ul>	Studying

Weighting	Grade
Artmaking <b>70%</b>  Critical & Historical Study <b>30%</b>	Grades will be awarded for each task at the following levels of achievement: <ul style="list-style-type: none"> <li>• Outstanding</li> <li>• High</li> <li>• Sound</li> <li>• Basic</li> <li>• Limited</li> </ul>

