



**BURWOOD GIRLS HIGH SCHOOL**

**YEAR 7**  
**SUBJECT**  
**INFORMATION**  
**2009**

Dear Parents & Carers,

The purpose of this booklet is to give you and your daughter an indication of the work and the range of assessment tasks that are to be covered throughout the year.

Due to ongoing programming and new resources becoming available, topics and tasks may change as the academic year unfolds.

If you have any questions or comments please contact me at the school on 9747 3355.

J. Longman  
**Deputy Principal**

# YEAR 7 SUBJECT INFORMATION 2009

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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 contains important information including the school's values, bell times and valuable study hints.

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.

**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

Students in Stage 4 must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. Through responding to and composing a wide range of texts students will develop skills knowledge an understanding in order to:

- Speak, listen, read, write, view and represent
- Use language to communicate effectively for a variety of purposes
- Think in ways that are imaginative, critical and imaginative
- Understand self and their relationships with others and the world
- Learn and reflect on their learning

### Course Requirements

In Stage 4 the essential content requires students to work towards meeting outcomes by studying a range of spoken, print, visual and media/multimedia texts that must give the students experience of:

- Widely defined Australian literature including those that give insights into Aboriginal experiences and multicultural experiences in Australia
- Literature from other countries and times
- Cultural heritages, popular culture and youth cultures
- Picture books
- Everyday and workplace texts
- A range of social, gender and cultural perspectives

In Stage 4	
Fiction	At least two works
Poetry	A wide range of poems
Film	At least two works
Non-fiction	At least two works
Drama	At least two works

### Course Assessment:

Year 7 will be assessed across classes to allow for parallel experiences and skill development. Assessment tasks will be both formative and summative to allow all students a range of opportunities to demonstrate skill development and understanding of course content.

Task No.	Unit/Area of learning	Task Description	Date Due*
1.	Poetry from Around the World	<ul style="list-style-type: none"> <li>• Annotated Poetry Anthology</li> <li>• Poetry performance</li> </ul>	n/a
2.	Fiction 1: Close Study	<ul style="list-style-type: none"> <li>• Thematic group presentation</li> <li>• Extended Analytical response</li> </ul>	n/a
3.	Fiction 2: Cultural perspectives	<ul style="list-style-type: none"> <li>• Short story</li> <li>• Speech</li> </ul>	n/a
4.	Shakespeare: The man and his work	<ul style="list-style-type: none"> <li>• Video- Shakespeare this is your life</li> <li>• Translating Shakespeare</li> <li>• Dramatic reading</li> </ul>	n/a
5.	Film Study: Animation	<ul style="list-style-type: none"> <li>• Story boards</li> <li>• Interview</li> </ul>	n/a
6.	Drama: Exploration of issues	<ul style="list-style-type: none"> <li>• Dramatic reading</li> <li>• Script writing</li> </ul>	n/a
7.	Non-Fiction: Personal Stories	<ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Letter</li> <li>• Speech – peer listening evaluation</li> </ul>	n/a
8.	Media: Advertising	<ul style="list-style-type: none"> <li>• Group marketing campaigns</li> </ul>	n/a

\* Due dates are given to students at least two weeks before a task is due. Dates are not able to be printed as the rotation of units is determined by the individual teacher.

# 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 or the Vikings
- The Aztecs
- Australia 1788 – 1900: Colonisation

### Course Requirements

- One 180 pages 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

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Serena Ma	What is History Investigation	1	4
2.	Harbour Venue	Field Study	1	11
3.	Ancient Civilisation	Oral Presentation	2	6
4.	The Normans	Web Quest	3	8
5.	Aztecs	Class work/Test	4	4

# 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.

### Indonesian

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed
1.	Listening/Reading/Writing	Greetings/Intro Language	Week 6
2.	Speaking	Class presentations/role plays	Weeks 5-8
3.	Research & Presentations	Culture Assignment	Week 9
4.	Writing	Keluarga Saya: My Family	Weeks 9-10

### Italian

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed
1.	Reading	Introduction Language	Week 10
2.	Writing	Greetings	Week 10
3.	Speaking	Basic Conversation	Week 10
4.	Listening	Italians in Australia	Week 10
5.		Culture Assignment	Week 9

## LANGUAGES (continued)

### French

<b>Task No.</b>	<b>Unit/Area of Learning</b>	<b>Task Description</b>	<b>Date Due/Work Completed</b>
1.	Speaking/Writing	Greetings/role play	Week 3
2.	Listening/Reading	Greetings test	Week 3
3.	Reading/Writing/Listening	Numbers Test	Week 6
4.	Writing	Self Description Passage	Week 10
5.	Speaking	General Introductions and language speaking test	Week 10
6.	Research Presentation	Cultural Assignment	Weeks 4-6

### Chinese

<b>Task No.</b>	<b>Unit/Area of Learning</b>	<b>Task Description</b>	<b>Date Due/Work Completed</b>
1.	Reading/Writing	Greetings/Numbers	Week 7
2.	Speaking	Role Play – Introducing Each Other	Week 9
3.	Research Brochure	Culture Assignment	Week 9
4.	Listening/Reading/Writing	Term Test	Week 10

# MATHEMATICS

## (MATHEMATICS FACULTY)

### Course Content:

The course further develops the process strand Working Mathematically and the five content strands Number, Patterns and Algebra, Data, Measurement, Space and Geometry

### Course Requirements:

1. Exercise book, writing and measuring equipment and Signpost Homework book
2. Completion of assignments, projects, other assessments

### Course Assessment:

There is a variety of assessment types and the major ones will be taken into consideration when constructing the classes for Year 8.

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1	Beginning in Number	*	1	4
2	Working Mathematically	*	1	6
3	Number : Its Order and Structure	*	1	8
4	Patterns and Algebra	*	1	10
1-4	Major Assessment	Written Test	1	11
5	Angles	*	2	2
6	Decimals	*	2	5
7	Shapes	*	2	8
8A	Directed Numbers	*	2	10
5-8A	Major Assessment	Written Test	2	10

\* These tasks may be projects, assignments, group problem solving, written tests ...

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
8B	Number Plane	*	3	2
9	Length and Time	*	6	5
10	Further Algebra	*	3	9
8B-10	Major Assessment	Written Test	3	10
11	Fractions, % and Probability	*	4	5
12	Area and Volume	*	4	7
1-12	Major Assessment	Written Test	4	8
13	Calculator	*	4	10

\* These tasks may be projects, assignments, group problem solving, written tests ...

# 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 co-operatively 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. Practical experiences, and in particular, composition tasks are utilised to provide 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 towards all students, regardless of their prior musical experiences.

A Music Book and A4 display folder, included in the purchased school Book 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;
- manipulating musical concepts through composition

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.

**MUSIC (continued)****Semester 1**

<b>Task No.</b>	<b>Unit/ Area of Learning</b>	<b>Task Description</b>	<b>Date Due/ Work Completed</b>	
			<b>Term</b>	<b>Week</b>
1.	Performance/ Composition	Performance and composition Documentation and reflection	1	10
2.	Listening/ Research	Concepts and Genres Classwork or assignment	1	7
3.	Performance/ Composition	Performance and composition Documentation and reflection	2	10
4.	Listening/ Research	Concepts and Genres Classwork or assignment	2	7

**Semester 2**

<b>Task No.</b>	<b>Unit/ Area of Learning</b>	<b>Task Description</b>	<b>Date Due/ Work Completed</b>	
			<b>Term</b>	<b>Week</b>
5.	Performance/ Composition	Performance and composition Documentation and reflection	3	10
6.	Listening/ Research	Concepts and Genres Classwork or assignment	3	7
7.	Performance/ Composition	Performance and composition Documentation and reflection	4	10
8.	Listening/ Research	Concepts and Genres Classwork or assignment	4	7

# 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.

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Me, You and Others	Pamphlet	1	5
2.	Striking and Fielding	Practical skills Group planning task	1	10
3.	Managing Change	Jigsaw activity	2	5
4.	Creative Dance	Group performance Planning written task	2	10

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Up In Smoke	Literacy comic strip	3	5
2.	Discovering Fitness	Practical performance Weekly lifestyle chart	3	10
3.	Gymnastics	Practical performance	4	5
4.	Looking After Myself	Information sheet	4	10

# SCIENCE

## (SCIENCE FACULTY)

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

- Acquire knowledge and understanding in the fields of science
- Acquire skills in working scientifically
- Develop appropriate science specific skills in literacy and numeracy and be able to communicate effectively
- Develop values and attitudes in relation to the role of science in society.

### Course Content:

The Year 7 course includes the following topics:

1. Being a Scientist
2. Elements of Science
3. Web of Life
4. The Sky Above
5. Good Vibrations
6. Microcosm
7. Where Land and Water Meet
8. Electronics

### Course Requirements:

Students will require in class:

- A plastic covered, spiral bound 240 page A4 book with margin
- Stationery items: pens (blue or black, and red); pencil and sharpener or 'pacer' pencil; rubber; ruler; highlighter.
- School diary
- Covered leather school shoes; hair tie (to tie back long hair in practical work)

### Course Assessment:

Assessment is based on the achievement of outcomes relating to:

- Knowledge and Understanding
- Skills (planning and conducting investigations; communicating information and understanding; recording, presenting and analysing data)
- Values and Attitudes

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

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Describes how scientists work / describes properties of elements	Common written test	1	11
2.	Separates a mixture using physical properties of substances	Practical Test	1	9
3.	Constructs line graph to present data	Data skills test	2	2
4.	Plans and conducts investigations	Class teacher initiated activities	ongoing	
5.	Communicates information and understanding	Comprehension / Writing / literacy tasks	ongoing	

**SCIENCE (continued)****Semester 2**

<b>Task No.</b>	<b>Unit/Area of Learning</b>	<b>Task Description</b>	<b>Date Due/Work Completed</b>	
			<b>Term</b>	<b>Week</b>
1.	Describes the properties of matter using the Particle Model / Identifies the role of cell parts in functioning organisms	Common written test	4	3
2.	Extracts and organises information from a variety of sources	Writing task	2	10
3.	Collects and presents data using computer based technology	Spreadsheet activity	3	5
4.	Plans and conducts investigations	Experiment plan	3	5
5.	Communicates information and understanding	Oral presentation	3	9

# TECHNOLOGY (Mandatory)

## (TAS FACULTY)

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

### Course Content

Course Content is studied through the following areas

- Carry It – Product – Textile Technology
- Snack Attack – Information and Communication – Food Technology
- Bedroom Blitz – Built Environment – Mixed Technology

### Course Requirements

Each student requires the following:

- 3 (one for each area of study) - 96 page A4 book, covered with contact
- 3 (one for each area of study) Display Folders
- Sewing Equipment – pins, sewing needles, stitch un-pick, tape measure, and threads.
- Other Items – as required for individual projects as chosen by student.
- Practical Equipment for
  - Apron, full covering, white cotton drill fabric apron (available from school - \$5.50)
  - Hair Net – provided by school.
  - Tea towels – 2
  - Dishcloth, Sponge or Chux
  - Oven Mitt or Pot Holder
  - Serviettes
  - Container, when instructed by the teacher
  - Carry bag, to contain all of the above
- Payment of Subject Fees

\*\* Full covering black leather school shoes must be worn for practical lessons

### Course Assessment

Assessment will be both –

Informal – practical experiences, class work, homework and other as appropriate and Formal as per the grid below.

Task No.	Unit / Area of Learning	Task Description	Date Due /Work Completed
1.	Carry It	Design Folio Practical Project	*
2.	Snack Attack	Design Folio Practical Project	*
3.	Bedroom Blitz	Design Folio Practical Project	*

\*dates to be notified at least 2 weeks prior to task being given

# 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.

## VISUAL ARTS (continued)

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Artmaking	<ul style="list-style-type: none"><li>• Artwork</li><li>• Diary documentation of artmaking</li></ul>	1	9
2.	Studying	<ul style="list-style-type: none"><li>• Assignment</li><li>• Diary documentation of critical and historical study</li></ul>	1	7 9
3.	Artmaking	<ul style="list-style-type: none"><li>• Artwork</li><li>• Diary documentation of artmaking</li></ul>	2	9
4.	Studying	<ul style="list-style-type: none"><li>• Diary documentation of critical and historical study</li></ul>	2	9

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
5.	Artmaking	<ul style="list-style-type: none"><li>• Artwork</li><li>• Diary documentation of artmaking</li></ul>	3	9
6.	Studying	<ul style="list-style-type: none"><li>• Assignment</li><li>• Diary documentation of critical and historical study</li></ul>	3	7 9
7.	Artmaking	<ul style="list-style-type: none"><li>• Artwork</li><li>• Diary documentation of artmaking</li></ul>	4	4
8.	Studying	<ul style="list-style-type: none"><li>• Diary documentation of critical and historical study</li></ul>	4	4