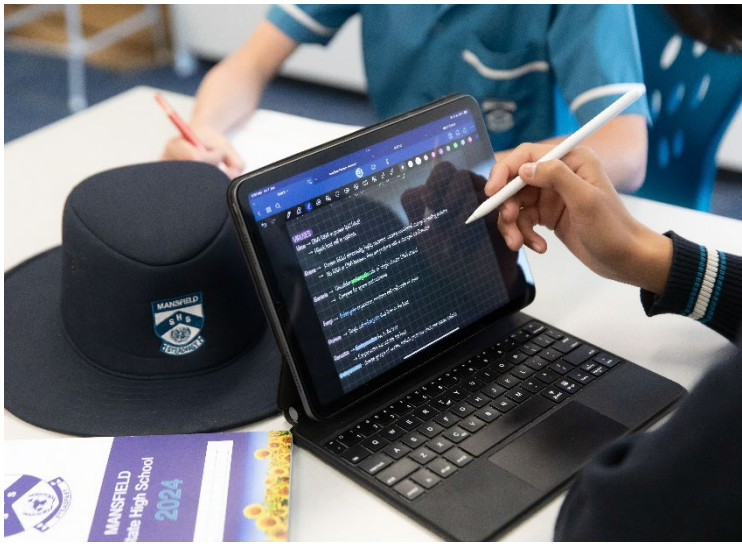
MANSFIELD
STATE HIGH SCHOOL
Quality Learning in a Caring Environment

Curriculum Guide 2025

YEAR 7



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Curriculum overview

Mansfield State High School's curriculum is organised within Learning Areas, with the additions of the Student Development Program (SDP) and Intentional Learning Time (ILT).

Students in Year 7 will follow a course of study which includes the following compulsory CORE subjects:

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education (one semester only) and
- Language (one semester only).

All students will be placed in English, Maths, Science and Humanities classes based on their roll class. Students are also provided with an opportunity to start considering their future learning pathways through the provision of a range of elective subjects. They will be able to study two elective subjects (one for each Semester) from the options available.

Selecting subjects – guidelines

The selection of subjects has an important influence on happiness at school, success in studies and the range of options available for further study or for entry to a desired vocation.

- Students are required to select two of each elective category; one Arts elective and one Technology elective at the time of enrolment.
- Students will be required to study two (2) elective subjects, one for each Semester of Year 7.
- The additional selections are a backup in case their first preference is unavailable.
- Subjects will only be offered if there are sufficient resources e.g. class numbers, teachers and facilities.

Selecting Subjects – advice

There are many important decisions you have to make at school. Subject choices are some of the most important decisions you will make due to the impact on your learning pathway and your wellbeing at school.

When making your selections, you should include subjects which:

- you are interested in
- you have experienced past success with
- may lead to your preferred career path
- optimise opportunities to reach your potential.

A student **SHOULD NOT** choose subjects for the following reasons:

- *'My friend is taking that subject.'* There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
- *'I do/don't really like the teacher.'* There is no guarantee that you will have any particular teacher.
- *'Someone told me that the subject is fun (or easy, or interesting).'* Just because a subject may be enjoyable/easy/interesting for someone else does not mean that it will be the same for you. Make your selection based on what you enjoy.
- *'Someone told me that the subject is boring.'* See point 3.

Selecting subjects – process

Students will indicate their preference for a language and their electives on the Year 7 subject selection form at the time of enrolment. The form breaks down the Arts and Technology electives being offered and has instructions about how to number preferences.

The form will then be used to allocate students into classes based on timetable availability.

Curriculum snapshot

Core learning areas		**Lessons**
English		3 periods per week
Mathematics		3 periods per week
Science		3 periods per week
Humanities		3 periods per week
Health and Physical Education		3 periods per week for 1 semester only
Language		3 periods per week for 1 semester only
Student Development Program (SDP)		1 period per week
Intentional Learning Time (ILT)		1 period per week
Elective learning areas		
Arts (Select first and second preference from this group of subjects)	Drama Media Arts Music Visual Art	Electives are studied for 3 periods per week for a semester Students will study one Arts elective and one Design elective for Year 7.
Technology (Select first and second preference from this group of subjects)	Design Technology Digital Technology Fibre Technology Food Technology	

Faculties and subject information

Year 7 core learning areas

English

English (Australian Curriculum) is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:

- **Language**: knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.

Our Junior English program is designed to promote students' capacity to use English to:

- express and assist in fulfilling their everyday needs
- develop, maintain and express their personal sense of identity in diverse settings
- establish and maintain relationships with others
- organise their thoughts and learn about the world
- reflect upon their experiences, thoughts and feelings and share these with others
- obtain and provide information, direction and advice
- make decisions and solve problems involving themselves and others
- evaluate the relevance, quality and perspectives of their own and others' speech, writing and visual communication
- participate in recreational and vocational activities and in further study
- appreciate and contribute towards their own and others' cultural heritages
- contribute to the shaping of their communities and of their own future as confident and informed citizens.

In this way, students develop life-long learning skills so they can take their place as confident and informed citizens, participating fully in the society of the future.

Units of study	Unit 1 Persuasion Unit 2 Prose Study Unit 3 Essay Writing – Ned Kelly Unit 4 Representations of Australian Children
Unit description	**Unit 1 Persuasion** Students will be introduced to the ways in which persuasive techniques are used within the wider community to promote a variety of charities and causes. They will be encouraged to experiment with a variety of written forms in order to develop quality writing skills. Students will begin to utilise self/ peer editing processes as well as establish effective research strategies. There will be an emphasis in laying the groundwork for a collegial learning environment. **Unit 2 Prose Study** Students will study a class novel with a focus on plot development and characterisation. As a culmination of the unit they will write an imaginative response (a plot change of direction). Students will study the aspects of a novel – plot, setting, characters, theme and style as

	well as the use of figurative language and reader positioning. They will continue to familiarise themselves with the writing process – drafting and editing their work in consultation with their peers and teacher. **Unit 3 Essay Writing – Ned Kelly** Students will examine a variety of texts and analyse whether Ned Kelly was a hero, villain or victim. They will provide evidence to support their analysis and be guided in synthesising information and structuring an argumentative essay. **Unit 4 Representations of Australian Children** Students will reflect on the representations of Australia and Australians in children's films (including animated films). They will be explicitly taught the film review genre and will complete a review of a class film for assessment.
Learning experiences	Students will participate in a number of experiences which include: • Communicating with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. • Engaging with a variety of texts for enjoyment. • Listening to, reading, viewing, interpreting, evaluating and performing a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. • Developing their understanding of how texts, including media texts, are influenced by context, purpose and audience.
Assessment types	Assessment instruments will include: • Written assignments • Multimodal presentations • Class exams.
Cost and materials	• Included in Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Humanities and Social Sciences

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future.

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal and political events.

Humanities and Social Sciences (Australian Curriculum) is organised into four strands:

1. Civics and Citizenship
2. History
3. Geography
4. Economics and Business.

Humanities is a core subject for Year 7 and includes strands 3 and 4 only.

Units of study	Unit 1 Geography: Water in the World Unit 2 Geography: Improving Liveability Unit 3 Business & Economics: Consumers and Producers in the Market
Unit description	**Unit 1 Water in the World** Students will learn about the importance of water as a resource. They will understand the problems of water scarcity in the world, They will also look in detail at the causes of the Brisbane Flood of 2011. **Unit 2 Improving Liveability** Students will learn about the factors which can make places more liveable or less liveable. They will complete a Field Report analysing features of our local area and proposing actions to improve its liveability. **Unit 3 Consumers and Producers in the Market** Students will develop their understanding of economics and business concepts by exploring what it means to be a consumer and a producer in the market and the relationship between these groups.
Learning experiences	**Students will participate in a number of experiences which include:** • Measuring their own ecological footprint. • Conducting geographic field work and data collection. • Analysing geographical data. • Presenting geographical data in maps and graphs. • Proposing and justifying actions to improve the local area.

	• Group problem-solving activities and collaborative tasks. • Interpreting supply and demand graphs to better understand real world markets.
Assessment types	• **Unit 1:** in class short answer knowledge and understanding and source analysis test. • **Unit 2:** research task to evaluate the legacy of Roman Emperor Augustus. • **Unit 3:** in class short answer knowledge and understanding test.
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Mathematics

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics assists individuals to make meaning of their world and empowers them to distil the essence of life experiences into universally true abstractions and, at the same time, apply these abstract ideas to interpret new situations in the real world.

Mathematical concepts and the processes of mathematical analysis and justification provide a unique and coherent framework for explaining a myriad of physical and social phenomena.

Mathematics has evolved within and across cultures, developing in response to cultural needs and ways of viewing and interpreting a range of life situations and providing a sense of order in the world. The diversity of thinking, reasoning and working mathematically in response to life situations has characterised, and will continue to characterise, the evolution of mathematics.

At the personal level, the most obvious use of mathematics is to assist in making informed decisions in areas as diverse as buying and selling, home maintenance, interpreting media presentations and forward planning. The mathematics involved in these activities includes analysis, financial calculation, data description, inference, number, qualification and spatial measurement. The generic skills developed by mathematics are also constantly used at the personal level.

Mathematics is compulsory for all students in Years 7, 8, 9 and 10.

Units of study	Unit 1: Number and Measurement Unit 2: Fractions and Integers Unit 3: Fractions, Percentages, Decimals and Algebra Unit 4: Statistics, Probability, Space and Shapes
Unit description	**Unit 1 Number and Measurement** Students will continue to develop and use algorithms to evaluate problems in the Number Strand in all operations. Students will develop and apply mental strategies and explore the order convention including indices. Students will develop and apply understanding of metric conversations in length and find Perimeters, Areas and Volumes of simple regular shapes. **Unit 2 Fractions and Integers** Students will continue to develop and apply understanding of terminology, representation to evaluate simple problems involving common fractions. Use and apply other representations including percentage. Students will apply understanding of integers to all four operations. **Unit 3 Fractions, Percentages, Decimals and Algebra** Students understand relationships in Number (Fractions, Decimals and Percentage). They develop an understanding of patterns in Number and represent these in algebraic form. Students simplify simple algebraic expressions and represent and substitute to solve problems in Formulae and Linear Equations.

	Unit 4 Statistic, Probability, Space and Shapes Students collect and represent data in various graphical forms using technology and other methods. Students carry out probability experiments. Students make and use 2D and 3D shapes.
Learning experiences	Students will participate in a number of experiences which include: • Classroom expository learning using textbook. • Integrated and specific computer-based activities. • Problem Solving using POLYAS's (See, Plan, Do, Check). • Independent learning activities. • Group problem-solving activities and collaborative tasks. • Connecting and interacting in forums beyond the classroom including via the internet and discussion boards. • Practical based activities making, calculating, mental calculations with games such as celebrity number, around the work and Kahoot. KAHOOTS)
Assessment types	• Exams each term • Problem Solving and Modelling Task (PSMT) assignment
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Science

Humans are innately curious about their world. Science, as a 'way of knowing', is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is a part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of science as a 'way of knowing' and a 'way of doing' can help students reach deeper understandings of the world.

Science education involves students and teachers working together as each constructs new understandings and compares their current ideas with those of the scientific community. Such collaboration challenges students, contributes to a sense of personal success as lifelong learners, and can generate a passion for learning and seeking new insights.

Science is compulsory for all students in Years 7, 8 and 9. By the end of Year 9, students will examine, inquire and explain chemical processes in terms of atoms and energy transfers and describe the importance of chemical reactions as well learning to form hypotheses and investigate data. They will explain global features and events in terms of geological processes and timescales and analyse how biological systems function and respond to external changes by evaluating explanations using scientific knowledge.

In Year 10, students have the choice of science electives including Biology, Chemistry, Earth and Environmental Science, Physics or Science in Practice. Each elective is studied for one semester and Year 10 students can elect to study a maximum of two science electives per semester with pathways to senior subjects from each course.

Units of study	Unit 1: Forces Unit: Earth's Resources Unit 3: Classification Unit 4: Astronomy Unit 5: Mixtures Unit 6: Food Webs
Unit description	**Unit 1 Forces** Students represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has used to solve a real-world problem. They explain possible implications of the solution for different groups in society. **Unit 2 Earth's Resources** Students will consider the importance of water and the water cycle. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth's systems. **Unit 3 Classification** Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification.

	Unit 4 Astronomy Students explain how the relative positions of the Earth, moon and sun affect phenomena on Earth. **Unit 5 Mixtures** Students describe techniques to separate pure substances from mixtures. They examine the basic building blocks of the periodic table and determine facts that support its design and use. **Unit 6 Food Webs** They will explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.
Learning experiences	Students will participate in a number of experiences which include: • Identifying questions that can be investigated scientifically. • Planning fair experimental methods, identifying variables to be changed and measured. • Summarising data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. • Communicating their ideas, methods and findings using scientific language and appropriate representations. • Investigating the application of filtration systems in water treatment and recycling processes. • Comparing and contrasting artificial treatment process and the water cycle to understand how humans have impacted on and mimic natural processes. • Identifying how human activity can affect food webs in an environment. • Summarising and analysing data to consider how science and technology contribute to finding solutions to specific issues from provided research.
Assessment types	• Data tests • Student experiment and report • Research investigation task • Supervised assessment (exam)
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Health and Physical Education (HPE)

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. Active engagement in physical activity is a major emphasis in this Learning Area.

Students are challenged to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities
- developing concepts and skills for physical activity
- enhancing personal development.

Health and Physical Education is a compulsory core subject in Year 7 and is completed for one semester only.

In Year 10, Health and Physical Education is not compulsory, but students have the opportunity to select one of three elective units. These units focus on health strategies, physical activity, theories underpinning performance improvement, health, nutrition, and relationships.

Units of study	Unit 1a: Overcome bullying and creating healthy friendships (theory) Unit 1b: Large ball sports (practical) Unit 2a: Growth and development (theory) Unit 2b: Small ball sports (practical)
Unit description	**Unit 1a Overcome bullying and creating healthy friendships** Students will learn to develop an understanding of what bullying is and what steps they can use to manage, cope with or avoid where possible the negative effects of bullying. **Unit 1b Large ball skills** Physical activities will develop their skills and confidence for modified sports and games predominately played with a large ball. Students will firstly learn a range of skills for any of a variety of games and sports, and then develop those skills in drills and modified games before being actively involved in competitive game play. **Unit 2a Growth and development** Students will learn about the different physical stages of puberty, specifically; what organs from the endocrine system causes these physical changes to occur, what hormones are created within the male and female bodies that make them so different to each other, the anatomy of the human reproductive systems, the female ovulation and menstruation cycle and what physical and emotional changes pre-adolescents can expect to occur to them throughout the various stages of puberty. **Unit 2b Small ball skills** Physical activities such as cricket will enable students to demonstrate small ball skills and athletics.
Learning experiences	Students will participate in a number of experiences which include: • Classroom expository learning. • Integrated and specific computer-based activities.

	• Independent research activities. • Group problem-solving activities and collaborative tasks. • Demonstration of control and accuracy when performing specialised movement sequences and skills. • Modified games and sports.
Assessment types	• Investigating and reflecting on knowledge to create a brochure as an assessment • Extended written exam response • Modified games and sports
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials • Sport uniform including cap and suitable footwear

Languages

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs; to express, exchange, interpret and negotiate meaning, and to understand the world around them. Students do not simply learn a language; they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

French

French is the living and working language of over 300 million of the world's people. It is the official language of the United Nations and is used widely in international law, business and diplomacy. Students who study French have an opportunity to participate in our established exchange programs with France, Switzerland and New Caledonia.

Units of study	Unit 1: Self-introduction Unit 2: Self-introduction
Unit description	**Unit 1 Self-Introduction** Students will learn greetings and self-introductory language and be able to introduce themselves to their peers and talk about such things as their interests, nationalities, where they live and more. Students will also be exposed to a variety of dialogues where they will hear other people talk about themselves in the target language. **Unit 2 Self-Introduction** Students will continue to learn self-introductory language and will develop their reading and writing skills in French. Students will be able to extend on their knowledge of self-introductory language and culture through a variety of genres such as emails.
Learning experiences	Students will participate in a number of experiences which include: • The four macro skills of reading, writing, listening and speaking. • Integrated and specific computer-based activities to enhance language learning. • Interpretation of unfamiliar texts. • Enrichment activities which expose students to French culture. • Connecting and interacting with peers in French. • Food tasting to expose students to French cuisine and culture.
Assessment	• Speaking exam • Listening exam • Reading exam • Writing exam
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Japanese

Learning Japanese provides students with not only the ability to communicate with visitors from Japan, but it is a gateway language to other Asian languages. Japanese will help students to unlock future study and career opportunities as well as to develop a deeper appreciation of Japanese culture and values. Students who study Japanese have an opportunity to participate in our established exchange programs with Japan, and participate in several scholarship opportunities.

Units of study	Unit 1: Hiragana script Unit 2: Self-introduction
Unit description	**Unit 1 Hiragana script** Students will learn how to read and write Hiragana which is one of the three Japanese scripts. They will learn the Japanese sound systems and the writing conventions of genkoyoushi. Students will also learn Japanese greetings. Unit 2 Self-introduction Students will learn self-introductory language and will be able to introduce themselves to their peers and talk about their interests, where they live, their birthdays and more. Students will be exposed to a variety of dialogues which will further enhance their knowledge and understanding of self-introductory language and culture.
Learning experiences	Students will participate in a number of experiences which include: • The four macro skills of reading, writing, listening and speaking. • Integrated and specific computer-based activities to enhance language learning. • Interpretation of unfamiliar texts. • Enrichment activities which expose students to Japanese culture. • Connecting and interacting with peers in Japanese. • Food tasting to expose students to Japanese cuisine and culture.
Assessment	• Speaking exam • Listening exam • Reading exam • Writing exam
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Faculties and subject information

Year 7 elective learning areas

Arts Electives

Drama

The study of Drama gives students both the opportunity to explore the Drama art form for its own sake and to acquire vital communication and performance skills. It involves observing and empathising with people, characters and works from a variety of cultures. In their study of Drama, students may encounter content that challenges them or that is outside of the scope of their experience.

Units of study	Unit 1: Storytelling Unit 2: Basic skills of improvision
Learning experiences	**Unit 1 Storytelling** Students will identify how the elements of drama are used, combined and manipulated to create dramatic works of art. They will apply their gained knowledge and understanding to make, shape and perform drama. **Unit 2 Improv** Students will collaborate as an ensemble to devise and interpret drama. They will manipulate narrative and structure to control and communicate meaning. They will develop skills in making and accepting offers to develop spontaneous and creative works of art.
Learning experiences	Students will participate in a number of experiences which include: • Explore, examine and understand the elements of drama through practical workshops. • Group problem-solving activities and collaborative tasks. • Develop skills of performance with a focus on energy and belief. • Develop an understanding of the basics of stagecraft. • Devise original and creative performances.
Assessment	• Present and perform a scripted drama • Devise and make an improvision from a given stimulus
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Media Arts

All public information in the 21st century is mediated through channels of mass communication and non-linear media. They are an integral part of modern life and students come to school with a wide range of experiences with these texts. Opinion, argument, entertainment and 'social information' are all carried by the media, and through this course, students will develop critical thinking skills that are essential to negotiating the complex media landscape. Creative and digital-literacy skills enable students to think, question, create and communicate by designing, producing and critiquing film, TV and new media products.

Units of study	**Unit 1: There's always a bad guy**
Unit description	**Unit 1 There's always a bad guy** Students will explore how villains and anti-heroes are created in Film, TV and Video Games. Students will analyse the technical and symbolic codes that create these character representations and will design their own characters. Technical and creative skills are developed through a series of hands-on media design activities.
Learning experiences	Students will participate in a number of experiences which include: • Analysing how technical and symbolic codes create meaning for audiences. • Evaluating character design in media products. • Independent research activities involving critical thinking. • Group problem-solving activities and collaborative tasks. • Learning industry standard design formats such as character images, screenplays, storyboards and character outlines. • Practical and digital activities to develop media design skills.
Assessment	• Responding task: character analysis • Making task: character design folio
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Music

Music is a unique art form that uses sound and silence as a means of personal expression. It is a rewarding and creative endeavour which provides students with opportunities to develop their intellect and personal growth through a variety of meaningful experiences. The study of Music encourages self-reliance, promotes independent learning and fosters teamwork, all of which are important transferable skills in today's world. Students gain confidence in performance and enhance their presentation skills, as well as acquiring a life-long leisure activity. Students are involved in presenting / performing music both as singers and instrumentalists. They create music compositions using online digital composition programs and respond to music through analysis, reflecting on what they have learnt.

Units of study	Unit 1: Music is? Unit 2: World music
Unit description	**Unit 1: Music is?** This unit sets the foundations for students to develop their musicianship skills and respond to music through a vocal-based program. Students will have the opportunity to learn keyboard and participate in solo and group music performances. **Unit 2: World music** In addition to Australian Indigenous music, students will listen and respond to a variety of music from across the world including the music of Asia, Africa, and South America. Students will expand their understanding of music through solo and group performances and have the opportunity to play keyboard, guitar and a variety of percussion instruments. Through using computer-based music notation software, students will also compose their own piece of music for percussion instruments.
Learning experiences	Students will participate in a number of experiences which include: • Practical activities such as singing, playing classroom musical instruments. • Improvise, compose and perform a variety of music. • Listening to and viewing a wide range of music. • Critical analysis of music in its various forms. • Group collaborative tasks.
Assessment	• Solo keyboard performance. • Written and aural exam. • Individual composition. • Group percussion performance.
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Visual Arts

Visual Art conveys meaning and knowledge about the world – history, culture, experience, and expression. Art Education develops critical thinking and creative problem solving in an increasingly globalised society, where an understanding of visual literacy enables students to be able to make sense of their environment. In Visual Arts students transform their visual perception and ideas into expression in a material form, via making experiences with a variety of media in two and three dimensions and digital experiences. Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople, designers, and their artworks.

Units of study	Unit 1: Clay face warp Unit 2: 2D magic cities
Unit description	**Unit 1: Face warp clay** Students will work with clay to create a sculpture in this practical, hands-on unit that begins with the face as stimulus. Design, drawing, photography and clay hand building techniques will be explored. Students will abstract, distort, and use clay to model and sculpt. **Unit 2: 2D magic cities** Students will use a range of techniques such as lino printing, watercolour painting and designing to create a final collection of prints. 'Magic' cities and architectural features will be creatively stylised to create exciting and visually interesting responses.
Learning experiences	Students will participate in a number of experiences which include: • Practical art making including drawing, design, photographing, digital manipulation, sculpting, modelling, abstracting, distorting and lino printing. • Integrated and specific IT activities such as digital photography and photoshop.
Assessment	• Making folio • Art diary reflections
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Technology Electives

Design Technology

When studying Design Technology, students will develop the capacity for how to enrich and transform societies through creating designed solutions for identified needs and opportunities, considering the economic, environmental and social impacts to contribute to a sustainable future.

Learning through Design and Technologies will enable students to select and manipulate a range of technologies when investigating, generating, evaluating and communicating processes and designed solutions. Students will creatively apply design and systems thinking to produce designed and engineered solutions.

Units of study	**Unit 1: Introduction to the design process** **Unit 2: Techniques for communication** **Unit 3: Designing for others** **Unit 4: Concept to construction (peg board game)**
Unit description	**Unit 1 Introduction to the design process** Students will be introduced to the processes needed in the creation of designed solutions for services, products and environments. **Unit 2 Techniques for communication** Students will utilise learned sketching techniques and Computer Aided Design (CAD) programs to communicate ideas and evaluate design suitability. **Unit 3 Designing for Others** Students will respond to feedback from others and evaluate design processes used and designed solutions developed. They will evaluate the advantages and disadvantages of design ideas and technologies to create simple prototypes. **Unit 4 Concept to Construction** (Peg Board Game) Students will undertake basic workshop operations to complete a self- designed Peg Board Game.
Learning experiences	Students will participate in a number of experiences which include: • Symbolising and explaining ideas and solutions. • Analysing problems and information. • Using design and systems thinking to generate design ideas and communicating these to a range of audiences. • Generating prototype-solutions that assess the accuracy of predictions. • Evaluating and refining ideas and solutions to make justified recommendations. • Making decisions about and using mode-appropriate features, language and conventions to communicate development of problem solutions.
Assessment	• Designed solutions • Project folios
Cost and materials	• Included in the elective subject fees on page 24 • Refer to the Year 7 book list for required materials

Digital Solutions

In Digital Solutions, students learn to use digital systems, information and computational thinking. Students explore current solutions, develop ideas on how to solve an issue, generate code and evaluate their solution. They use computational thinking methods and strategies to understand and solve information problems.

In an increasingly digitalised world, proficiency in IT is crucial for future workplace success. IT empowers individuals to adapt to rapidly evolving technologies, enhances productivity, and enables effective communication and collaboration across diverse teams.

Units of study	Unit 1 Understanding digital technologies Unit 2 Creating digital solutions
Unit description	**Unit 1 Understanding digital technologies** Students develop an understanding of what happens behind the scenes when they access desktop applications and websites at home and school. **Unit 2 Creating digital solutions** Students develop creative and computational thinking skills to solve the problem of defining, designing, implementing and evaluating a digital solution that meets specific requirements.
Learning experiences	Students will participate in a number of experiences which include: • Integrated computer-based activities eg. codesters • Project based learning eg. creating websites, apps • Group problem-solving activities and collaborative tasks eg. robots • Brainstorming creative ideas eg. game development • Creative design with technology eg. Photoshop, storyboarding
Assessment	• Exam • Project
Cost and materials	• Included in the elective subject fees on page 24 • Refer to the Year 7 book list for required materials

Fibre Technology

In Fibre Technology students will cover skills and knowledge in textiles and the living environment to enable effective decision making related to their personal lives. They will learn about the use of technologies and design ideas across the multiple contexts. They will learn and practice the skills needed to create designed solutions to specific design problems.

Units of study	Unit 1: Creating with textiles
Unit description	Unit 1 Creating with textiles Students will create a textile design solution to a problem and analyse the properties and sources of textile fibres and fabrics. Students will investigate sustainable textile production practices and develop a range of practical textile techniques and skills to create a product of their own design. Students will evaluate their work practices, management, and end product.
Learning experiences	Students will participate in a number of experiences which include: • Investigate fundamental textile knowledge regarding fibre classification and fabric construction and the application of their suitability for end use. • Practise design techniques and create annotated diagrams. • Use sewing machines and other tools effectively and safely • Execute a design solution by practically producing a textile item.
Assessment	• Design folio which records the process of developing a textile solution to a specific problem. • Practical production of a textile item.
Cost and materials	• Included in the elective subject fees on page 24 • Refer to the Year 7 book list for required materials

Food Studies

Food studies includes the application of nutrition principles and knowledge about the characteristics and properties of food, to food selection and preparation; and contemporary technology-related food issues. Students will learn about the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives.

Units of study	Unit 1 Food foundations
Unit description	**Unit 1 Food foundations** Students will plan and practically prepare a variety of quality and nutritious food items using a range of techniques. They will investigate and justify recipe/dietary modifications to enhance health benefits. Students will generate, test and communicate design ideas to create a solution to a specific problem. Students will evaluate their work practices, management, and end product.
Learning experiences	Students will participate in a number of experiences which include: • Developing a range of cookery techniques and skills to prepare food suitable for family meals and snacks. • Apply the Australian Guide to Healthy Eating to make healthy food choices. • Explore variations in basic recipes. • Recognise and understand the functions of food and their nutritive value. • Explore sustainable practices in food preparation.
Assessment	• Design folio which records the process of developing a food solution to a specific problem. • Practical cooking activities.
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials • Weekly ingredients for practical cookery lesson

Design and Technologies

Units of study	Unit 1 Introduction to materials Unit 2 Graphical communication Unit 3 Junior engineers Unit 4 Illuminating circuits
Unit description	**Unit 1 Introduction to Materials** Students will be introduced to basic fabrication materials to develop solutions to simple design problems. These will include wood, metal and plastics. **Unit 2 Graphical Communication** Students will use a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They will use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments. **Unit 3 Junior Engineers** Students will be introduced to fundamental principles around engineering mechanics, statics and dynamics. Students will develop skills around how to recognise and describe engineering problems, concepts and principles (Newton's three laws, force, mass, matter, etc.). **Unit 4 Illuminating Circuits** Students will gain a basic understanding of systems used in the electronics industry. They will use this to complete a soldering exercise as part of a lighting solution.
Learning experiences	Students will participate in a number of experiences which include: • Workshop expository learning. • Integrated and specific computer-based activities. • An introduction to the Design Process. • An introduction to Basics of Engineering Principles. • Practical based activities in wood, metal and plastics.
Assessment	• Practical folio • Project
Cost and materials	• Included in the Student Resource Scheme (SRS) • Refer to the Year 7 book list for required materials

Year 7 fees

Please note: All students are asked to pay the Student Resource Scheme (SRS) fee to cover the cost for classroom consumables to support learning. The SRS in 2025 is $80. Further information about the SRS and what is included and the cost if you do not participate is included on the school website.

Please refer to the individual subject page in this guide for information on any additional charges and the Year 7 booklist for stationary and textbook requirements.

Program of Excellence fees

Technology Integrated Curriculum (TIC)	2025
Year 7 program fee	$100
Student Resource Scheme (SRS)	$80
Refer to Year 7 book list for stationary and textbook requirements	

Classroom Music (Accelerando)	2025
Year 7 program fee	n/a
Student Resource Scheme (SRS)	$80
Instrumental Music annual program fee	$250
Choral annual program fee	$70
Refer to Year 7 book list for stationary and textbook requirements	

Instrumental Music Excellence	2024
Year 7 program fee	n/a
Student Resource Scheme (SRS)	$80
Instrumental Music annual program fee	$250
Choral annual program fee	$70
Refer to Year 7 book list for stationary and textbook requirements	

French Immersion	2025
Year 7 program fee	$450
Student Resource Scheme (SRS)	$80
Refer to Year 7 book list for stationary and textbook requirements	