MANSFIELD
STATE HIGH SCHOOL
Quality Learning in a Caring Environment

Curriculum Guide 2026

YEAR 7

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Curriculum overview

Mansfield State High School's curriculum is organised within learning areas, with the addition 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 provided with an opportunity to start considering their future learning pathways through the provision of a range of elective subjects. They will 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 study one (1) elective from The Arts and one (1) Technologies elective for a total of two electives in Year 7 (one in each semester).
- Students will be required to select electives by numbering their preferences at the time of enrolment. It may not be possible for all students to receive their first preference.
- 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

The following is a guide as to how to make the selection process a little easier.

1. Ensure you understand the mix of core and elective subjects to be studied in Year 7.
2. Carefully read about the subjects you are considering in this curriculum guide, noting the content and assessment types.
3. Students will make their language and electives selection when completing the enrolment application form. This includes numbers preferences for electives in case their preferred option is not available.
4. Students also need to be aware that availability of a particular subject is dependent upon a number of important factors, including availability of staff and physical resources such as specialist classrooms and class size numbers.

Note: The Year 7 subject selection form for 2026 includes the updated name of the Technologies electives. The name in brackets is the older name and will match the form in the Year 7 Enrolment Application Pack.

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 one semester only
Language		3 periods per week for one semester only
Student Development Program (SDP)		one period per week
Intentional Learning Time (ILT)		one period per week
Elective learning areas		
The Arts	Drama Media Arts Music Visual Arts	Electives are studied for 3 periods per week for a semester. Students will study one elective from The Arts and one Technologies elective for Year 7.
Technologies	Design Technology (Design and Technologies) Digital Solutions (Digital Technologies) Food Technology (Food Specialisations)	

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.

Subject:	English
Units of study	Unit 1 Fables Unit 2 Debating Unit 3 Detective in fiction Unit 4 Australians in films
Unit description	**Unit 1 Fables** Students will explore traditional and contemporary fables from diverse cultures, including First Nations Australian texts, to examine how stories can convey moral lessons. They will apply their understanding of narrative structure and audience engagement to create their own imaginative fable. **Unit 2 Debating** Students will investigate ethical dilemmas and form opinions by reading and discussing persuasive texts. They will participate in a formal, scripted debate, using structured arguments and rebuttals to persuade an audience on topical issues. **Unit 3 Detective fiction** Students will examine how authors build suspense and engage readers through the conventions of detective fiction. They will analyse narrative features such as red herrings, plot twists and characterisation, and respond through analytical paragraphs.

	Unit 4 Australians in film Students will analyse how film constructs representations of Australian identity, including Indigenous perspectives. They will examine how visual and language features influence audience interpretation and present a multimodal TED-style talk.
Learning experiences	• 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	Written assignments Multimodal presentations Class exams
Cost and materials	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

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. Economics and business
4. Geography.

Humanities is a core subject for Year 7 and includes all strands.

Subject:	Humanities
Units of study	Unit 1 Civics and citizenship Unit 2 History - ancient Rome and deep time Australia Unit 3 Economics and business Unit 4 Geography
Unit description	**Unit 1 Civics and citizenship** Students will learn the key features of Australia's system of government, and the principles and features of the Australian legal system. **Unit 2 History - ancient Rome and deep time Australia** Students will learn about the historical significance of the ancient past and histories of early First Nations Peoples of Australia. **Unit 3 Economics and business** Students will learn how business decisions are made to allocate limited resources to individuals and communities in an economy. **Unit 4 Geography** Students will learn how the characteristics of places and environments are perceived and valued differently by people.

Learning experiences	• 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	In-class short answer test Multimodal presentation Field report Research task
Cost and materials	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

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 7-12 at Mansfield State High School.

Subject:	Mathematics
Units of study	Unit 1 Number and algebra Unit 2 Algebra, statistics and probability Unit 3 Fractions and measurement Unit 4 Fractions, percentages, decimals and space
Unit description	**Unit 1 Number and algebra** Students solve problems involving addition and subtraction of positive and negative integers. Students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students create tables of values related to algebraic expressions and formulas and describe the effect of variation. **Unit 2 Algebra, statistics and probability** Students use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values. They solve linear equations with natural number solutions. Students plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. They interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning. Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results. **Unit 3 Fractions and measurement** Students use all four operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies. Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle.

	Unit 4 Fractions, percentages, decimals and space Students choose between equivalent representations of rational numbers and percentages to assist in calculations. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation. Students apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons. They classify polygons according to their features and create an algorithm designed to sort and classify shapes. Students represent objects two-dimensionally in different ways, describing the usefulness of these representations. They use coordinates to describe transformations of points in the plane.
Learning experiences	• 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, KAHOOTS and Blooket.
Assessment types	Exams in Term 1, 2 and 4 Problem Solving and Modelling Task (PSMT) assignment in Term 3
Cost and materials	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

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.

Subject:	Science
Units of study	Unit 1 Forces Unit 2 Classification Unit 3 Particle model and mixtures Unit 4 Earth and space
Unit description	**Unit 1 Forces** Students will represent and explain the effects of balanced and unbalanced forces acting on objects including gravitational force, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it. Students will measure the magnitude of a force using a force meter and represent the magnitude and direction of forces acting on an object using force arrow diagrams. Students will identify the factors that can influence development of and lead to changes in scientific knowledge. **Unit 2 Classification** Students will explain how biological diversity is ordered and organised, investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys. Students use models, including food webs to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations. **Unit 3 Particle model and mixtures** Students describe techniques to separate pure substances from mixtures and examine the basic building blocks of the periodic table. Students will use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. They will use particle theory to explain the physical properties of substances and develop processes that separate mixtures.

	Unit 4 Earth and space Students will model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. Students will identify the factors that can influence development of and lead to changes in scientific knowledge. They will explain how scientific responses are developed and can impact society and explain the role of science communication in shaping viewpoints, policies and regulations. Students will research knowledges held by First Nations Australians regarding the phases of the moon and the connection between the lunar cycle and ocean tides an investigate First Nations Australians' calendars and how they are used to predict seasonal changes and both solar and lunar eclipses.
Learning experiences	• 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	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

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 one semester compulsory core subject in Year 7.

Subject:	Health and Physical Education (HPE)
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 sports** 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 sports** Physical activities such as cricket will enable students to demonstrate small ball skills and athletics.
Learning experiences	• 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 Written exam response Modified games and sports
Cost and materials	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks New style sports uniform including cap, sports sock 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 continue to study French beyond the Junior school have an opportunity to participate in our established exchange program with France.

Subject:	French
Units of study	Unit 1 Self-introduction Unit 2 Let's Celebrate!
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 Let's Celebrate!** 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	• 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	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

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 continue to study Japanese beyond the Junior school have an opportunity to participate in our established exchange program with Japan and scholarship opportunities offered by the Department of Education.

Subject:	Japanese
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	• 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	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

Year 7 Elective Learning Areas

The 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.

Subject:	Drama (The Arts elective)
Units of study	Unit 1 Storytelling Unit 2 Lost - devising original drama
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 Lost - Devising original drama** Students will individually devise and create an original script and shape a drama performance for an audience. They will develop skills in scriptwriting and collaborate as an ensemble to present dramatic art works.
Learning experiences	• 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	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

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.

Subject:	Media Arts (The Arts elective)
Units of study	There's always a bad guy
Unit description	**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	• Analysing how technical and symbolic codes create meaning for audiences. • Evaluating character design in media products. • Independent research activities involving critical thinking and concept curating. • Group problem-solving activities and collaborative tasks. • Learning industry standard design formats such as character images and concept art, scripting, storyboards and character pitches. • Practical and digital activities, such as video editing to develop media design skills.
Assessment	Responding task - character analysis vlog Making task - character design folio pitch
Cost and materials	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

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.

Subject:	Music (The Arts elective)
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	• 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	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

Visual Arts

Visual Arts 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.

Subject:	Visual Arts (The Arts elective)
Units of study	Unit 1 Face off Unit 2 Surreal city
Unit description	**Unit 1 Face off** 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 Surreal city** Students will use a range of techniques such as watercolour painting and drawing to create a final dream scape. Urban architectural features will be creatively stylised to create exciting and visually interesting responses.
Learning experiences	• Practical art making including drawing, design, photographing, painting, digital manipulation, sculpting, modelling, abstracting and distorting. • Integrated and specific IT activities such as digital photography and photoshop.
Assessment	Making folio Analytical paragraph Art diary reflections
Cost and materials	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

Technologies electives

Design Technology (Design and Technologies)

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 Technology 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.

Subject:	Design Technology (Technologies elective)
Units of study	Unit 1 Introduction to design and materials Unit 2 Techniques for communication Unit 3 Illuminating circuits Unit 4 3D modelling
Unit description	**Unit 1 Introduction to design and 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 Techniques for 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 Illuminating circuits** Students will gain a basic understanding of systems used in the electronics industry. They will use this introduction to complete a soldering exercise as part of a lighting solution. **Unit 4 3D modelling** Students will be introduced to 3D Modelling, with computer programs, to develop solutions to modelling problems.
Learning experiences	• 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	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

Digital Solutions (Digital Technologies)

In Digital Solutions, students learn to use digital systems, information and computational thinking methods and strategies to understand and solve technology 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.

Subject:	Digital Solutions (Technologies elective)
Units of study	Unit 1 Binary, computer hardware and networks Unit 2 Excel game development
Unit description	**Unit 1 Binary, computer hardware and networks** Students will learn about binary, networks and hardware components of a PC. They will develop a PC build to solve a user problem. **Unit 2 Excel game development** Students will learn about Microsoft Excel and develop an educational game using Microsoft Excel skills.
Learning experiences	• Problem decomposition. • Design a personal computer to suit user needs. • Game design and development. • Learn how to use functions in Microsoft Excel including conditional formatting, cell referencing, formulas, Look up functions, logical functions and macros.
Assessment	Project each unit
Cost and materials	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

Food Technology (Food Specialisations)

Food Technology 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.

Subject:	Food Technology (Technologies elective)
Units of study	Food foundations
Unit description	**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	• 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	Classroom consumables are included in Student Resource Scheme (SRS) Refer to the Year 7 book list for required stationery and textbooks

Year 7 fees

Please note: Until our fees for 2026 are finalised and released, our 2025 fees can be used as an indication of what can be expected for our 2026 fees.

Student Resource Scheme

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 stationery 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 stationery 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 stationery and textbook requirements	

Instrumental Music Excellence	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 stationery and textbook requirements	

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