# TABLE OF CONTENTS

## YEAR 7 SUBJECT INFORMATION

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>3</td>
</tr>
<tr>
<td>Study and Homework</td>
<td>4</td>
</tr>
<tr>
<td>National Assessment Program</td>
<td>5</td>
</tr>
<tr>
<td>Navigate</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Geography</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>9</td>
</tr>
<tr>
<td>Information Technology</td>
<td>10</td>
</tr>
<tr>
<td>Japanese</td>
<td>11</td>
</tr>
<tr>
<td>Library and Research Skills</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>13</td>
</tr>
<tr>
<td>Music</td>
<td>14</td>
</tr>
<tr>
<td>Physical Education</td>
<td>15</td>
</tr>
<tr>
<td>School Sport</td>
<td>16</td>
</tr>
<tr>
<td>Science</td>
<td>17</td>
</tr>
<tr>
<td>Technology</td>
<td>18</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>19</td>
</tr>
<tr>
<td>My Notes</td>
<td>20</td>
</tr>
</tbody>
</table>
General Information

Year 7

High School is a new and exciting experience for students. Most students learn and become accustomed to the many changes associated with high school. Some of these changes are:

- Different teachers for different subjects
- Classrooms in different locations within a very large campus
- Bells indicating not only the beginning and end of the school day, recess and lunch but each period of the school day
- Learning to read a school timetable
- Special rules for behaviour in workshops and Science laboratories

Whilst new and exciting, the transition from primary to high school is a challenging one. Year 7 students’ ability to make this transition successfully rests upon a partnership between home and school.

To assist parents and students to understand the Year 7 curriculum, the school has prepared this booklet.

Curriculum Organisation

In Years 7 and 8 at Hunters Hill High School, students study a variety of courses offering many new learning experiences. All Year 7 students must study:

1. English
2. Mathematics
3. Science
4. Geography
5. History
6. Language
7. Music
8. PDHPE
9. Technology
10. Visual Arts

Participation in Sport is also a requirement for all students.
STUDY AND HOMEWORK

Study and homework are purposeful learning experiences for each student. The aims of study and homework are to consolidate, extend and enrich each learning program. Students should develop good study and homework habits.

How much specific homework is set is left to the discretion of the individual teacher, guided by Department of Education and Training policy and his/her faculty. Homework may take a variety of forms:

- completion of class work
- research and assignment work
- keeping lesson books up to date
- preparation, in readiness for a particular lesson, eg practising musical instruments for a music lesson, learning a script for drama, finding and collecting certain items for art
- assigned written work, eg exercises set to practise skills used in English and Mathematics

All parents are encouraged to ask their daughters/sons about daily study and homework and to check their homework diaries for daily inclusions. Whether formal homework has been set or not, students should be encouraged to read and revise the day’s lesson notes so they will be better prepared for the next lesson. This forms the basis for the development of worthwhile study habits.

Study and homework are NOT the same, yet both are extremely important to each student’s success at high school. Study should be undertaken DAILY. It should include revision of each lesson of the day; this can include reading, note making and mind mapping.

School Diary

To assist students in time planning, the school supplies every student with a diary for the recording of homework, assessment dates and other important dates. Teachers encourage students to keep their diaries on classroom desks so that critical information can be recorded whilst it is current in the students’ minds.
NATIONAL ASSESSMENT PROGRAM (NAPLAN)

NAPLAN is a Federal Government initiative. NAPLAN is an Australia-wide program for assessing the literacy and numeracy skills of students in Years 3, 5, 7 and 9 in the areas of:
Language Conventions and Writing - spelling, grammar and punctuation
Reading
Numeracy

A series of tests will be held over a three day period (14th, 15th and 16th May) in which all Year 7 students will participate. An additional day will be allocated to cover any “make-up tests” that are required for students who were absent on the assigned testing days.

In the Numeracy section of the NAPLAN tests, students will be tested on their abilities to use and manipulate electronic calculators. Families are strongly encouraged to purchase suitable calculators early into the Year 7 school year so that the students can familiarise themselves in the use of such devices.

Information based on achievement in these tests will be reported to parents, students and schools in a way that clearly shows each individual student’s strengths and weaknesses.

Thorough preparation is provided by the school so that the candidature feel prepared for this very important external examination.

For parents and students with any questions about the National Assessment Program, you can email your questions to:
aplannsw@det.nsw.edu.au

Need And Gifted And Validation In Talented Education

In 2013 Hunters Hill High School will have our first Talented Students class in Year 7. The course will cover the same curriculum as the other Year 7 classes but will complete the core content more quickly to enable students to undertake a wide range of extension activities including:

- cross-curriculum units
- multiple assignments within units
- assignments that offer freedom of choice
- flexibility in learning activities for high achieving students
- assigning work at the appropriate level to high-achieving students
- 6 -

- differentiation based on individual students’ interests

Teachers of 7 naviGATE have had extensive training and development to enable them to provide the most effective teaching and learning activities to cater to the special learning needs of this class.

If you have any questions about our Gifted and Talented Program contact Mr Walkom or Ms Goulousis in the English Department.

ENGLISH

The Course

English in Year 7 is both challenging and enjoyable. The Year 7 English program forms the first part of our Stage 4 program and aims to:
- build on and extend the skills gained in Stage 3
- instil in our students a life-long love and involvement with all forms of literature
- enable all students to improve their competence and confidence in reading, writing, speaking, listening and viewing
- develop student skills in Information Communication and Technology as they apply to English

The program is divided up into units of approximately 5 weeks duration. These units are designed both to meet the requirements of the syllabus, and to capture students’ interest and imagination. They are:
- Identity Unit
- Telling Stories / Narrative
- Aboriginal Focus – Multimedia
- Poetry – Pictures through words
- Novel Study - Context
- Introduction to Drama
- Film Study – Animation

Homework

Set homework may include:
- reading or viewing class texts
- completing assessment tasks and assignments,
- completing, polishing or reviewing work commenced in class
- extension activities provided by the teacher
Assessment

Each unit of work has one formal assessment task common to all classes. These tasks are an integral part of the teaching and learning process and require students to respond to or compose texts in the different language modes of reading, writing, speaking and listening. These tasks will be used to assess student achievement. Student assessment also includes teacher assessment of class work across the different language modes.
GEOGRAPHY

The Course
The aim of Geography is to stimulate students’ enjoyment of, and interest in, the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens.

The mandatory Geography course is divided into Global Geography (Years 7 and 8) and Australian Geography (Years 9 and 10). In Years 7 and 8 the major themes are:

- Investigating the World
- The nature of Geography
- Our world
- Geographical research
- World Heritage sites

Global Environments
- Types of global environments and their location
- An in-depth study of at least one selected global environment
- An in-depth study of at least one community and the way it interacts with the selected global environment

Global Change
- The changing nature of the world
- Global inequalities
- Global organisations

Global Issues and the Role of Citizenship
- Global geographical issues including access to fresh water; climate change; energy use; human rights; land degradation; threatened habitats; tourism and urbanisation
- An in-depth study of at least two of the above issues

Assessment
Students are assessed within the year cohort. They will receive a Half-Yearly and Yearly Report.

The assessment schedule includes:

<table>
<thead>
<tr>
<th>Half Yearly</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green space Research Assignment</td>
<td>Tundra assignment</td>
</tr>
<tr>
<td>Half Yearly Exam – skills &amp; course content based test</td>
<td>Yearly Exam – Skills and information based tests</td>
</tr>
<tr>
<td>In-class Course Work</td>
<td>In-class Course Work</td>
</tr>
</tbody>
</table>

Students are required to maintain a high standard of conduct, application and commitment to their learning.

Homework
Students will be given a major assignment in each semester. In addition, they will receive regular homework exercises to be completed. They will also be expected to complete unfinished work from class. At all times students will need to revise their work for consolidation and preparation for exams.
HISTORY

The Course
The History course in Year 7 begins with the study of “What is History?” We study the methods, historians use for determining what happened in the past. Students learn about archaeology and written means of understanding History.

The Ancient World is the focus of Year 7 History. The civilisations of Egypt, Greece, Rome, China and India may be studied.

Through an understanding of History students are better able to understand the world. The study of History provides the intellectual skills to enable students to critically analyse and interpret information in order to construct reasonable explanations about the past and rational and informed arguments. The study of History strengthens understanding of “Civics and Citizenship”, the role of government, and the struggles of various peoples in pursuit of human rights.

Homework
Homework consists of finishing the tasks started at school on that day or reviewing the work done that day. At all times, students will need to revise their work for consolidation. Research tasks will sometimes take the place of regular homework.

Students are assessed twice in Year 7 for the Half-Yearly and Yearly Reports.

Assessment
Each class will undertake common research tasks and examinations. The remainder of the assessment will come from tasks completed in class at the discretion of each teacher. The assessment schedule includes (per semester):

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Task</td>
<td>Research Task</td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Half Yearly Exam</td>
<td>Yearly Exam</td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Course Work</td>
<td>Course Work</td>
</tr>
<tr>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Students are required to maintain a high standard of conduct, application and commitment to their learning.
INFORMATION TECHNOLOGY

The Course
In Years 7 and 8, students are taught Information and Communication Technology (ICT) skills in all subject areas. ICT skills are part of each syllabus. For example, in Design and Technology, students use Computer Aided Design programs to draw three dimensional diagrams of woodwork and metalwork projects, and; in Science, students use the Internet to undertake research for their projects. This ensures that ICT skills are taught in context and applied so that learning is transferred and understanding is developed.

The same embedding of ICT skills in syllabuses occurs in Years 9 and 10. At the end of Year 10 all students sit for a mandatory external examination in ICT skills as part of their School Certificate Examinations—the Computing Skills Test. This mandatory examination covers the skills taught to all students through the ICT outcomes in all mandatory syllabuses from Year 7 through to Year 10. In addition, in Years 9 and 10, students can chose to study Information Technology as an elective subject and this is examined separately.

JAPANESE

The Course
Learning a language is a gradual process that continually builds on previous knowledge. Each stage increases in breadth and depth of knowledge, understanding and skills.
In Year 7, a range of themes, topics and structures are studied, some of which are revisited in later stages (Years 8, 9 and 10) in increasing depth. Year 7 builds on and extends the skills and understanding gained in Stage 3 from students who have begun the study of a Language in Stages 1 – 3. The course also takes into account that languages, other than Japanese, may have been studied previously.

Through the three objectives of using language, making linguistic connections and moving between cultures, students develop competence in the four skills of listening, reading, speaking and writing.

Topics are grouped in approximately 10 week thematic units shown below:

<table>
<thead>
<tr>
<th>Term 1/3</th>
<th>Unit: About Me, About You</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit: Let’s Count</td>
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<tr>
<td>Term 2/4</td>
<td>Unit: What’s That?</td>
</tr>
<tr>
<td></td>
<td>Unit: Animals</td>
</tr>
</tbody>
</table>

**Homework**

In order to maintain continuity (which is essential in language learning) homework is considered an important part of the course. It may take the following forms:

- maintaining a high standard of bookwork
- completing unfinished class tasks
- doing set tasks not commenced in class
- a brief cultural research project

**Assessment**

Learning outcomes for the four skills are assessed using a range of appropriate assessment strategies. The cultural component is assessed through the completion of assignments.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Test</td>
<td>10%</td>
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<tr>
<td>Topic Test</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
</tr>
<tr>
<td>Book mark</td>
<td>20%</td>
</tr>
</tbody>
</table>
LIBRARY AND RESEARCH SKILLS

The Course

Students need information literacy skills to survive in a world of rapid change, where lifelong learning will be essential. At Hunters Hill High School, Year 7 students are provided with the opportunity to develop these essential skills and attitudes through regular lessons with the teacher librarian. In these lessons, they develop:

• skills concerned with locating information
  • finding information in a variety of forms (e.g. online, print, electronic) and from various sources (e.g. people, libraries, media)
  • finding information within sources e.g. using an index
    • skills concerned with understanding and using information:
      • asking questions
      • selecting and evaluating information
      • combining and presenting relevant information from different sources
      • self-evaluation of the process

Along with skill development, the library lessons foster in students, positive information attitudes and values. These include:

• recognising that learning is lifelong and that information skills are essential for learning
• valuing creative and critical thinking
• valuing truth and disciplined scholarship
• recognising that information is needed for personal, cultural, recreational and vocational purposes
• recognising a personal need to experiment with new techniques and skills as information technology and social institutions change
• valuing personal performance as an information-user with a repertoire of skills and developing independence.

Consistent with the principle that learning is a lifelong process, the program followed with Year 7 builds upon the knowledge, skills and attitudes developed throughout the primary years. Every effort will be made to make the experience rich, real and relevant by linking library lessons to the material that Year 7’s are studying in all their classes and by collaborating with their subject teachers.
MATHEMATICS

The Course
Year 7 Mathematics represents the first half of the Stage 4 course in Mathematics. It consolidates and builds on the knowledge and skills of the Stage 3 course in the strands of Number, Space, Algebra, Measurement, Chance, Data and Working Mathematically.

The study of Mathematics develops students’ numeracy, their abilities to think logically, and apply logical processes and techniques for solving problems. Mathematics can also be appreciated for its beauty, as in the properties of numbers and in geometric design. People are endlessly using Mathematical processes in their everyday lives.

Although much of the course will be completed without the use of calculators, students are required to have their own scientific calculator.

The topics studied include:
Whole Numbers and Decimals
Fractions, Percentages and Ratios
Length, Area and Time
Special Number Groups
Number Patterns and Algebra
Directed Number
Angles
Two-dimensional Shapes
Three-Dimensional Shapes
Measurement of Mass and Volume

Homework
To succeed in Mathematics, students need to complete all set work. Homework is necessary for consolidation, drill, research, investigation and reflection. Students are encouraged to complete all homework tasks. Parent contact may be made in situations where students develop a history of non-completion of homework tasks.

Assessment
There will be two common examinations, a Half-Yearly and Yearly, in addition to regular common topic tests and assignments. The results used in Semester 1 and Semester 2 reports will be a combination of 50% topic assessments and 50% examination marks.
MUSIC

The Course
The emphasis in this course is on skill development. Students will participate in the learning experiences of:
Performing – singing, keyboard, drum kit, tuned and un-tuned percussion
Listening – with an emphasis on the concepts of music and exposure to a variety of styles
Composing – percussion ensemble, pentatonic keyboard

The course is set out according to the Concepts of Music:
Semester One: Duration, Pitch
Semester Two: Dynamics, Tone Colour and Structure

Topics
1. Traditional Western Music notation – focus on theory
2. Percussion Instruments – focus on performance and composition
3. Australian music – early settlers – focus on musicology
4. Instruments of the Orchestra – focus on listening and musicology

Assessment
Throughout the course, students will be assessed in the following areas:
Performance 30%
Listening and theory 30%
Composition 30%
Workbook and Participation 10%

Homework
Assessment consists of class work and participation, individual and group performances, composition. As not all students have access to musical instruments at home, performance is mostly practised in class. As well as completing revision, study and research tasks at home, students are encouraged to participate in wide-listening activities.

Web Resources: musictheory.net is a very good resource for students who need revision or extension work in music theory.
PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

PDHPE is a very important part of a student’s overall education. Students’ at HHHS are given the opportunity to familiarise themselves with many sports to develop skills and enable confident participation.

The social development of all students is critical in the process of becoming a whole person, with the ability to apply knowledge and skills which encourage an attitude towards living a healthy life.

The PDHPE lessons are designed to meet the needs of all students and cater for individual differences and diverse beliefs and values in our society. During class lessons for Personal Development/Health, students will be required to work on content and areas/topics, which are organised in workbooks that the students will generally leave at school.

Students need to be aware that it is necessary to establish a level of trust within the class, so that there is an acceptance of each other’s beliefs and opinions.

Safety is the responsibility of everyone. Consciousness of safety and awareness of rules and procedures enables us to protect and safeguard the welfare of all. Extra care is required during participation in certain activities such as javelin, discus, shot put, swimming and when travelling outside the school. Dangerous behaviour can result in accidents.

Quality Student Behaviour in PDHPE

Change into PE uniform
Use lesson time sensibly
Follow safety requirements
Gives his/her best
Practise good sportsmanship
Is well-mannered
Follows teachers’ instructions
Recalls facts about PDHPE lifestyle issues
Maintains a high standard of bookwork
Co-operates with lesson organisation
Is well-groomed and back in school uniform at end of the PE lesson
Has a good attitude towards learning

Homework

Homework is considered an important part of learning. Students will be given formal homework such as assessment tasks and examinations throughout the year.

Assessment

Assessment for Semester 1 and 2 consists of assessment marks, examination marks, PDHPE skills, class participation and a class ranking for both the Half-Yearly and Yearly Report.
YEAR 7 SCHOOL SPORT

Year 7 students undertake their school sporting program each Thursday afternoon between 1.30p.m. and 3.10p.m. These events occur within the school grounds using the school oval, the Pavilion complex and other sport facilities.

The Year 7 Sport program has been designed to:

- minimise costs to families
- provide Year 7 students with a range of sporting experiences
- provide training for students in specialist sports such as the field events e.g. shotput and javelin in athletics
- ensure that Year 7 students have good access to specialist PDHPE teachers for their introduction to high school sport

The Year 7 program has a number of compulsory modules and offers students’ the opportunity to choose from a range of sports’ activities such as skateboarding or fishing.

Students’ in Year 7 are expected to be active participants at our sporting carnivals. Hunters Hill High holds the following annual carnivals:
- Swimming Carnival (Term 1)
- Cross Country Running Carnival (Term 2)
- Athletics Carnival (Term 2)

When students move into Years 8 – 12, they commence undertaking school sport on a Tuesday afternoons. Opportunities abound for students to compete in Grade Sport Competitions against other schools or participate in a wide range of recreational sports as a part of Tuesday sport. Most of these activities involve travel to sporting venues away from the school grounds.
SCIENCE

The Course

The Year 7 Science course covers a range of topics over the year. There are organised in short 3 to 4 week units with an assignment or assessment activities integrated into the unit.

The topic units include:

Through these units, students develop their knowledge and understanding of the laws, theories, models and interactions within the domains of Science. The role of Science in the context of our modern society is emphasised. Skills and processes involving planning and conducting investigations; researching, analysing, recording and presenting information, problem solving and critical thinking underpin the content areas.

Homework

Homework is a part of a student’s responsibility as a learner. Homework consolidates, revises and extends class work. Failure to complete homework has an impact on a student’s learning. Homework in Science may involve completion of previous lesson activities and more sustained work on assignments. The Student’s Diary will record entries for homework and assignments.

Assessment

A range of assessment activities are undertaken in Science. These are designed to give a broad range of opportunities to students to demonstrate their level of achievement across a set of course outcomes. End of Unit Reviews, practical tasks, assignments and formal examinations are used to provide this record of student achievement.

<table>
<thead>
<tr>
<th>Half-Yearly Report</th>
<th>Yearly Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Unit Reviews including Practical Tasks</td>
<td>35%  End of Unit Reviews including Practical Tasks</td>
</tr>
<tr>
<td>Assignments</td>
<td>25%  Assignments</td>
</tr>
<tr>
<td>Half Yearly</td>
<td>40%  Yearly Exam (full year's work)</td>
</tr>
</tbody>
</table>
TECHNOLOGY

The Course
Technology develops each student’s ability to solve design problems through research, sketching, development of ideas and the implementation of solutions through project construction. Students record their research, development, procedures and evaluations in a folio. Computing skills are developed through the development of the folio.

Whilst the ability to work independently, is an important outcome for all students, working cooperatively and with mutual respect for other students, is of equal importance in the workshop. Students must also develop sound attitudes to occupational health and safety.

Students have the opportunity to work in a variety of contexts including:
Food
Graphics
Metal
Multimedia
Textiles
Wood

Homework
Homework is an important component of the design process. Students are required to:
Research and develop ideas using resources beyond the classroom.
Complete worksheets aimed at improving literacy and numeracy and increasing knowledge of technology.
Compile a report on the construction processes.

Assessment
Students are assessed on their completed projects, their accompanying folio, through their regular homework sheets and class tests.
VISUAL ARTS

The Course
Visual Arts encourages students to develop knowledge, skills and understanding to make artworks formed by their understanding of practice, conceptual frames and the frames.

Coursework
Introduction to Art studies
Themes – Things I See
Program Basis – The Seven Elements of Design – as related to environmental studies and specific related artists
Subject Matter – Objects, places, other living things. Emphasis on direct study, understanding and perception
Forms – Drawing, painting, design, digital photography and graphics
Art Criticism and Art History – A study of selected artists

Art Making
Semester 1 Artwork – “Whitely Ways”
Semester 2 Artwork – “Me and My Shadow”

Homework
Throughout the course, students will be expected to complete a series of A4 work sheets that are related to classwork topics/themes. These are to be completed at home.

Assessment
Assessment Weightings:
Art making Outcomes 70%
Critical and Historical Outcomes 30%

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>V.A.P.D. (Visual Arts Process Diary) and/or Artworks</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Assignment: Extension work from class studies</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test: Short answer based on terms and concepts</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>V.A.P.D. (Visual Arts Process Diary) and/or Artworks</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Assignment: Extension work from class studies</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test: Short answers based on terms and concepts</td>
<td>10%</td>
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</table>