BSHS

HONOR SUPRA HONORES

YEAR 7
2025

SUBJECT INFORMATION GUIDE

CONTENTS

Subject	English
Subject Description	Year 7 English covers a range of communication methods: listening, reading, viewing, speaking, writing and creating and develops a range of skills to improve their communication. During the first semester, students will particularly examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. Students deliver a persuasive motivational speech to promote a point of view or enable a new way of seeing to an audience. Students will also explore and adopt various text structures to effectively organize, develop, and link their imaginative ideas, crafting worlds that captivate and engage. Through reading and viewing a diverse array of fantasy texts (in particular, “The Lost Thing” and “How to Train Your Dragon”), learners will comprehend how authors construct narratives to enchant and sustain audience interest, incorporating these techniques into their own creations. During the second semester, students examine the ways events, issues and characters have been represented in “Black Snake.” Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. Students participate in a group and class discussion prior to the assessment where they express or challenge that Ned Kelly was a Hero. After this, they create a persuasive speech to convey their particular point of view of Ned Kelly (Hero or Villain). Students will also listen to, read and interpret a variety of poems and songs including those that put forward different perspectives on a number of issues. They analyse how the text structures and language devices used in each poem create particular effects and meaning. Students create an essay which critically reviews how effective a selected song is at influencing an audience of a social message. Units include: Unit 1 – Persuasion in speeches Unit 2 – Fantasy Unit 3 – Ned Kelly (novel *Black Snake)* Unit 4 – Novel Study
Assessment	Assessment may include: • Exams • Assignments • Spoken presentations/performances
Home Learning	Students are to read each evening for approximately 15min. Regular home learning activities will be given to students as directed by their classroom teacher. Where novels are the focus for a unit, these need to be read both at school and home. Once assessment tasks have been distributed, it is expected students work on these at home to be ready for monitoring and due dates.

Subject	Mathematics
Subject Description	In Year 7, students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Students further develop proficiency and positive dispositions towards mathematics and its use in the following strands: Number • extend their understanding of the integer and rational number systems, strengthen their fluency with mental calculation, written algorithms and digital tools; and routinely consider the reasonableness of results in context • use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers, and use these to make conjectures involving natural numbers by experiment with the assistance of digital tools • use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages, formulating and making choices about representations, calculation strategies and communicating solutions within the context Algebra • recognise the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals. They interpret algebraic expressions and formulas, use substitution to evaluate and determine unknown terms where other values are given, and solve simple equations using a variety of methods • use variables, constants, relations and functions to express relationships in real life data and interpret key features of their representation in rules, tables and graphs Measurement • extend their knowledge of angles to establish further relationships and apply these when solving measurement and spatial problems Space • create and use algorithms to classify shapes in the plane and use tools to construct shapes, including two-dimensional representations of prisms and other objects • use coordinates in the Cartesian plane to describe transformations Statistics • apply the statistical investigation process to obtain numerical data related to questions of interest, choose displays for the distributions of data and interpret summary statistics for determining the centre and spread of the data in context Probability • conduct probability simulations and experiments involving chance events, construct corresponding sample spaces and observe related frequencies, comparing expected, simulated and experimental results.
Assessment	Assessments include: • Exams • Problem Solving and Modelling Tasks • Statistical Investigations
Home Learning	Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work. There will be opportunities for students to engage in enriching activities that require both learning of basic facts and problem solving.

Subject	Science
Subject Description	In Year 7 Science, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion. Students make accurate measurements and analyse relationships, construct and use models to test scientific principles that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data. Over the four terms of Year 7, students will study a unit of each of the following: • Chemistry • Physics • Earth and Space • Biology Year 7 Science students may apply to be part of the Accelerated Curriculum Enrichment program, which includes studying ACE Science, English and Maths. Students in the ACE program will study concepts at a quicker pace and a greater depth to develop a deeper understanding.
Assessment	• Written exams • Research Investigations • Student Experiment
Home Learning	Home learning is set in most weeks and is to be recorded in the student diary. These diaries must be brought to every class. If set home learning is not provided for any one night, students should take the opportunity to use this time for reading, revision and study of concepts that have been covered in class.

Subject	HPE
Subject Description	Health and Physical Education provides students with the opportunity to participate in physical activity on a weekly basis as a minimum. In this subject, units of work from personal social and community health and movement and physical activity are taught concurrently. All Year 7 HPE students will cover the same core concepts and are assessed using the same assessment tasks. The focus areas to be addressed in Years 7 to 8 include, but are not limited to: • Alcohol and other drugs (AD) • Food and nutrition (FN) • Health benefits of physical activity (HBPA) • Mental health and wellbeing (MH) • Relationships and sexuality (RS) • Safety (S) • Challenge and adventure activities (CA) • Games and sports (GS) • Lifelong physical activities (LLPA) • Rhythmic and expressive movement activities (RE).
Assessment	Assessment may include: • Exams and/or Assignments • Group work • Practical Physical Activities
Home Learning	Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work.

Subject	Humanities
Subject Description	In Year 7, students explore al the strands of the Australian Curriculum Humanities of History, Economics and Business, Geography, Civics and Citizenship. This course allows students to study the earliest human communities to the end of the ancient period, explore geographical processes, and recognise the environmental, social and economic factors that attribute to change. Students are exposed to a number of skills they will require through their studies including ethical research, group work, critical thinking and field work.
Assessment	A range of assessment techniques will be implemented throughout the course. These may include: • Short response exams • Research essays • Essay exams etc
Home Learning	Written home learning may not be given for every lesson, however, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning. Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.

Subject	Technologies
Subject Description	The Australian Curriculum: Technologies describes two distinct but related subjects. • ***Design and Technologies***, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. • ***Digital Technologies***, in which students use computational thinking and information systems to define, design and implement digital solutions. All Year 7 students study one foundational Design and Technology unit and three of the four contextual strands as listed below. • Food and Fibre Production • Food Specialisations • Engineering Principles and Systems • Materials and Technologies Specialisations The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short and long term impacts. As students progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested. **Food specialisations** In this unit, students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. **Materials and technologies specialisations** In this unit, students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. **Food and fibre production** In this unit, students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable. **Engineering principles and systems** In this unit, students analyse how motion, force and energy are used to manipulate and control mechanical systems when designing simple, engineered solutions. Units will be offered based on specialist staffing, available resources, facilities and inconsideration of the entire timetable offerings.
Assessment	**Assessment instruments could include:** • Portfolios • Assignments • Theory and practical exams • Practical projects • Oral presentations
Home Learning	Students will receive a variety of work to be taken home for completion. This home learning is to be completed by the due date. *(Quite often home learning will be working on their assessment tasks at home).*