



School Curriculum
and Standards
Authority

7



Year 7

Curriculum Content



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. Curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 7 curriculum content

The *Western Australian Curriculum and Assessment Outline*:

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 7 includes:

- guiding principles of teaching, learning and assessment
- the Year 7 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 7 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 7. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 7. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

English provides opportunities for students to extend their interests beyond their own communities, and they begin to develop awareness about wider issues. Students' interest in the natural, social, cultural and technological world is often related to the impact on them personally and can help them in their current and future lives.

In Year 7, students' growing independence and peer-group orientation should be built upon by providing opportunities for them to participate in important forms of decision-making within the classroom and to work with others. Through such experiences students assume increased responsibilities, explore values and further refine their social and collaborative work skills.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 7, students learn how text structures and language features vary according to audience and purpose, and how techniques influence emotions and opinions and create meaning.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve some challenging sequences of events and/or less predictable characters, may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives
- informative, analytical and persuasive texts that may present technical information and content from credible sources about specialised topics
- texts with a variety of language features that may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry and types of media, online and digital texts for different audiences.

Content descriptions

Language

Language for interacting with others

- Understand how language expresses and creates personal and social identities
- Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources

Text structure, organisation and features

- Identify and describe how text structures and language features vary in texts according to purpose
- Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs

Language for expressing and developing ideas

- Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas
- Understand how consistency of tense through verbs and verb groups achieves clarity in sentences
- Analyse how techniques, such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective
- Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings
- Understand and use punctuation, including colons and brackets to support meaning

Word knowledge

- Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them

Literature

Literature and contexts

- Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators

Engaging with and responding to literature

- Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response
- Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts
- Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage

Examining literature

- Identify and explain the ways that characters, settings and events combine to create meaning in narratives
- Identify and explain how literary devices create layers of meaning in texts, including poetry

Creating literature

- Create and edit literary texts that experiment with language features and literary devices encountered in texts

Literacy

Texts in context

- Explain the effect of current technology on reading, creating and responding to texts, including media texts

Interacting with others

- Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts

Analysing, interpreting and evaluating

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
- Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing

Creating texts

- Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice, including volume, tone, pitch and pace
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods
- Select and use features of digital tools to create texts for different purposes and audiences

Health and Physical Education

Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students during this time is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 7, students develop strategies to manage the physical, emotional and social changes associated with transitions and puberty. They learn how to make decisions and take positive action to promote their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students develop effective communication skills when consent is required to be given or denied.

Students continue to develop and refine movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to a range of physical activities. They have opportunities to analyse their performance using feedback to improve body control and coordination. They learn about the types of activities that enhance aspects of fitness and wellbeing. The application of fair play and ethical behaviour continues to be a focus for students as they consider how communication skills can assist with improving group cohesion.

Content descriptions

Personal, social and community health

Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
- Ways to manage physical, emotional, and social changes associated with puberty

Staying safe

- Health information, services and help-seeking strategies that young people can use in a variety of situations
- Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online
- Strategies to make informed choices to promote health, safety and wellbeing
- Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied

Healthy and active communities

- Strategies to make informed choices to promote health and wellbeing
- Preventive health practices for young people to avoid and manage risk
- Health and social benefits of physical activity and recreational pursuits
- Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours

Interacting with others

- Impact of relationships on a person's wellbeing
- Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes
- Factors that influence emotional responses and behaviour

Movement and physical activity

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
- Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people
- Physical activities to enhance health, fitness and wellbeing, including moving in natural environments

Understanding movement

- Impact of regular participation in physical activities on health, fitness and wellbeing
- Strategies to increase physical activity levels

Interpersonal skills

- Communication skills that support and enhance:
 - group and team cohesion
 - leadership
 - inclusion
- Ethical behaviour and fair play when participating in physical activities

Humanities and Social Sciences

Year level description

In Year 7, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how specialisation and entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

Content descriptions

Civics and citizenship

Knowledge and understanding

Designing our political and legal system

- The purpose and value of the Australian Constitution
- The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power
- The division of powers between state/territory and federal levels of government in Australia
- The different roles of the House of Representatives and the Senate in Australia's bicameral parliament
- The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the *Constitution Alteration (Aboriginals) 1967* or the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*
- How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation
- How citizens participate in providing justice through their roles as witnesses and jurors

Economics and business

Knowledge and understanding

Producing and consuming

- How consumers rely on businesses to meet their needs and wants
- How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food)
- Why businesses might set a certain price for a product and how they might adjust the price according to demand
- Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise)
- Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness)
- Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer)
- How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service)
- The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings)

Geography

Knowledge and understanding

Water in the world

- The classification of environmental resources (renewable and non-renewable)
- The quantity and variability of Australia's water resources compared with those in other continents
- Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption), including studies drawn from Australia, and **one** from West Asia or North Africa

Place and liveability

- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places
- The influence of accessibility to services and facilities on the liveability of places
- The influence of environmental quality on the liveability of places
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

History

Knowledge and understanding

The ancient world (Egypt, Greece, Rome, India, China)

Overview:

- The location of the ancient civilisations
- The timeframe of the ancient civilisations

Depth study 1: Investigating the ancient past

- How historians and archaeologists investigate history, including excavation and archival research
- The range of sources that can be used in an historical investigation, including archaeological and written sources
- The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples

Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)

- The physical features and how they influenced the civilisation that developed there
- Roles of key groups in the ancient society, and the influence of law and religion
- The significant beliefs, values and practices of the ancient society, with a particular emphasis on **one** of the following areas: everyday life, warfare, or death and funerary customs
- The role of a significant individual in the ancient society's history

Humanities and social sciences skills

Knowledge and understanding

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives
- Construct a range of questions, propositions and/or hypotheses
- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork
- Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs)
- Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopedia)
- Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information)

Analysing

- Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question
- Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)
- Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)
- Translate information and/or data from one format to another (e.g. from a table to a graph)
- Apply subject-specific skills and concepts in familiar and new situations

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)
- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources
- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena

Languages (P–10 sequence)

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

Chinese: Second Language

Year level description

Year 7 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Some students begin Year 7 with proficiency in languages other than Chinese and bring existing language learning strategies and intercultural awareness to the new experience of learning Chinese. Their growing textual knowledge, developed through English literacy, supports their developing Chinese literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Chinese, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in written interactions with peers and others to exchange information, plan activities or social events. Students access and summarise key information and supporting details from spoken texts and locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds. They respond to a range of imaginative texts, identifying how features of performance convey different emotions and attitudes and apply this knowledge to their own oral performances and texts. They create and perform simple individual and shared written imaginative texts that involve imagined characters and places to entertain peers and younger audiences.

Students better understand the systems of the Chinese language, examining differences in sounds and tones in oral discourse and understanding of familiar radicals and phonetic sides when reading unfamiliar texts. They extend their knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas when encountered in familiar expressions and scaffolded language contexts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

Content descriptions

Communicating

Socialising

- Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, 我今年上七年级; 你是哪国人? ; 我喜欢上学; 你喜欢学习汉语吗?
- Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion
- Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭, 澳大利亚人喜欢吃面包, 你呢?

Informing

- Access and summarise key information and supporting details from spoken texts related to aspects of their personal and social worlds
- Locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences

Creating

- Respond to a range of performance-based imaginative texts, identifying how features of performance, including the use of posture, movement, voice, images and sound are used to convey different emotions and attitudes and apply this knowledge to their own oral performances and texts
- Create and perform simple, individual and shared written imaginative texts, that involve imagined characters and places, to describe experiences and to entertain peers and younger audiences

Translating

- Translate short phrases and texts for different audiences varying the language to explain key points for these different audiences

Reflecting

- Interact and engage with members of the Chinese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events
- Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, impacts on identity and communication

Understanding

Systems of language

- Examine differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations, for example, ‘qin’ versus ‘qing’ and ‘chi’ versus ‘ci’
- Interpret texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, when reading unfamiliar texts, for example, 鸡、鸭、鹅、莺、但、担、旦、胆
- Use metalanguage to describe the distinctive spoken and written language system of Chinese
- Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:
 - how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information
 - using alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don’t know the phrase 中等身材
 - comparing ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress
 - using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是…; 我不能…; 不行; …别
- Identify the structures and key features of familiar texts in Chinese such as language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text

Language variation and change

- Explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media
- Explain the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說)
- Understand that Chinese, like other languages, has evolved and developed through different periods of influence and change

Role of language and culture

- Reflect on how language use varies between communities and how communication is shaped by a community’s geographical location, languages and cultures

French: Second Language

Year level description

Year 7 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of French language and culture. Some students begin Year 7 with proficiency in languages other than French and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Their growing textual knowledge, developed through English literacy, supports their developing French literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in French, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in tasks and activities that involve planning, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas on texts, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes, values and techniques used to engage audiences. They create and present simple imaginative texts such as songs or stories that involve imagined characters, places and experiences.

Students better understand the systems of the French language, recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language. They extend their knowledge of context-related vocabulary and additional elements of grammar such as using *le present* and *le passé composé* and becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in French to describe patterns, grammatical rules and variations in language structures.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

Content descriptions

Communicating

Socialising

- Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, *Ma sœur m'ennuie parce que...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés; Ce que je déteste/j'adore, c'est la musique/l'informatique /les maths; S'il faut redoubler... !*
- Engage in tasks and activities that involve planning such as hosting a French class or visitor, an excursion to a French restaurant, the cinema, a music concert, or a *vide-grenier* or *marché aux puces*, considering options, negotiating arrangements and participating in transactions

Informing

- Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds
- Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts

Creating

- Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences
- Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

Translating

- Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other

Reflecting

- Interact and engage with members of the French-speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events
- Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

Understanding

Systems of language

- Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to

express *C'est nul; Ça suffit !; Quoi encore;* or sounds and facial expressions such as *Oh là là !; Aïe !; T'as fait quoi ?*

- Extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - using reflexive verbs in *le présent*
 - increasing control of the conjugation of regular verbs in *le présent* and of high-frequency irregular verbs such as *avoir, être, faire, devoir, vouloir, savoir, aller*
 - extending use of *l'impératif* and *le futur proche*
 - using *le passé composé* and becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts, for example, *Il était une fois...; C'était...; Je suis allé au cinéma. C'était amusant*
 - extending use of interrogative questions using *Est-ce que...* and with inverted form of the verb or changed intonation, for example, *Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?*
 - extending knowledge of negative constructions such as *ne...plus, ne...rien, ne...jamais, ne...que...*
 - using comparatives such as *plus...que, moins...que, aussi...que + adjective*, for example, *J'aime le français plus que les maths car c'est plus intéressant*
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Understand the structures, conventions and purpose associated with a range of texts created for purposes such as information exchange or social interaction

Language variation and change

- Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation
- Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted

Role of language and culture

- Understand that language use reflects cultural expression, assumptions and perspectives

German: Second Language

Year level description

Year 7 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Some students begin Year 7 with proficiency in languages other than German and bring existing language learning strategies and intercultural awareness to the new experience of learning German. Their growing textual knowledge, developed through English literacy, supports their developing German literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in German, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in tasks and activities that involve planning, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas on texts, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes, values and techniques used to engage audiences. They create and present simple imaginative texts such as songs or stories that involve imagined characters, places and experiences.

Students better understand the systems of the German language, exploring the German pronunciation of loan words from English and other languages and comparing punctuation rules in English and German. They extend their knowledge of context-related vocabulary and additional elements of grammar such as applying the 'verb as second element' and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in German to describe grammatical concepts and to organise learning resources.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning

Content descriptions

Communicating

Socialising

- Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, *Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach? Ja, ich mag Deutsch; Wie findest du Mathe? Ich finde Geschichte interessant. Und du?; Ich stimme nicht zu...; Ich hasse, es/ich liebe, es*
- Engage in tasks and transactions that involve planning such as an activity for students new to high school, a languages expo at school, an excursion to the market or *Flohmarkt*, the cinema or a music concert, considering options, negotiating arrangements and participating in transactions

Informing

- Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds
- Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts

Creating

- Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences
- Create and present simple individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

Translating

- Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other, for example, *Ich drücke dir die Daumen*

Reflecting

- Interact and engage with members of the German-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events
- Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

Understanding

Systems of language

- Explore the German pronunciation of loan words from English and other languages, for example, *Job, Restaurant, Pizza*

- Compare punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word
- Extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, *Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt hier keinen Sportplatz*
 - selecting and using the appropriate form of 'you' (*du, ihr, Sie*) and its possessive adjective equivalents (*dein, euer, Ihr*) according to the audience, for example, *Sind Sie Frau Wagner?; Hast du dein Geld mit?; Ihr seid pünktlich*
 - selecting the correct personal pronoun for 'it' (*er/sie/es; ihn*) for objects, for example, *Woher hast du den Hut? Er ist sehr schön; Ich habe ihn bei ... gekauft*
 - describing past events and experiences with the present perfect tense using a limited range of common verbs, for example, *Am Sonntag habe ich meine Hausaufgaben gemacht*
 - understanding and applying the 'verb as second element' (*Wir kommen morgen or Morgen kommen wir*) and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses (*Ich spiele jetzt Basketball*) and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, *Langsam verstehe ich mehr Deutsch. Zu Hause ist es oft sehr laut*
 - linking and sequencing events and ideas using common conjunctions (*dass, ob, wenn, weil*), usually with the subordinate clause after the main clause
 - describing destinations using prepositions, for example, *Wir fahren nach Adelaide. Der Junge geht zum Bahnhof. Sie sind in die Stadt gefahren*
 - recognising some 'two-way' prepositions (*Wechselpräpositionen*), for example, *Die Flasche ist auf dem Tisch; Stellt die Flasche auf den Tisch*
 - referring to quantities of people and things using cardinal numbers up to a billion, for example, *Deutschland hat 81,9 Millionen Einwohner*
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction

Language variation and change

- Understand that texts have different purposes, different audiences and different forms
- Recognise that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge

Role of language and culture

- Understand that language use reflects cultural expression, assumptions and perspectives

Indonesian: Second Language

Year level description

Year 7 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Some students begin Year 7 with proficiency in languages other than Indonesian and bring existing language learning strategies and intercultural awareness to the new experience of learning Indonesian. Their growing textual knowledge, developed through English literacy, supports their developing Indonesian literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Indonesian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences. They use their language skills to engage in tasks and activities that involve planning events or experiences, negotiating arrangements and solving problems. Students access and summarise key information and supporting details from texts related to aspects of their personal and social worlds. They organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences. They create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences.

Students better understand the systems of the Indonesian language, noticing how stress works in polysyllabic words and noticing the use of intonation in subject-focus sentences. They extend their knowledge of context-related vocabulary and additional elements of grammar such as accepting or declining invitations using *mau ikut*, *maaf* or *sayang*, using embedded clauses with *yang*, making comparisons that indicate similarities and differences and creating nouns from verbs, when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage to describe grammatical concepts and to organise learning resources.

In Year 7 students make comparisons between their own language(s) and Indonesian and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

Content descriptions

Communicating

Socialising

- Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, *Saya belajar bahasa Inggris; Guru yang ideal, berisifat, pandai, rajin dan humoris; Bagaimana pesta hari ulang tahun dia?; Makanan di kantin sekolah enak sekali; Mudah-mudahan tahun ini sekolah kita juara pertandingan antar sekolah; Maaf, saya tidak bisa datang ke pesta malam ini; Saya belum pernah pergi ke Bali sedangkan teman saya sering ke sana; Seragam sekolah saya tahun ini berbeda dengan tahun lalu*
- Engage in tasks and activities that involve planning such as hosting an Indonesian class or visitor, an excursion to an Indonesian restaurant, the cinema or a music concert considering options, inviting, negotiation of arrangements and solving problems, for example, *Mau makan apa?; Kita pergi ke mana?; Hari apa yang paling baik?*

Informing

- Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds
- Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts

Creating

- Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences
- Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

Translating

- Translate texts and compare their own translation to those of classmates noticing when it is difficult to transfer meaning from one language to the other

Reflecting

- Interact and engage with members of the Indonesian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events
- Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

Understanding

Systems of language

- Notice how stress works in polysyllabic words such as *mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan* and notice the use of intonation in subject-focus sentences
- Extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - describing qualities of people using adjectives of character and appearance, for example, *setia, keren, sabar, optimis*
 - creating nouns, for example, *makan-an, minum-an, masak-an, baca-an*
 - describing actions using me- verbs, for example, *Saya mau merayakan HUT...*
 - seeking information using a range of question words, for example, *Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa; Sudah pernah?*
 - adding further information using embedded clauses with *yang*
 - accepting or declining invitations, for example, *Mau ikut?; Maaf; Sayang*
 - well-wishing, for example, *mudah-mudahan, semoga*
 - describing state of actions, for example, *sudah, belum, pernah*
 - making comparisons, for example, *sedangkan* and indicating similarities and differences, for example, *berbeda, sama dengan*
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Understand the structures, conventions and purpose associated with a range of texts created for purposes such as information exchange or social interaction

Language variation and change

- Recognise that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity
- Recognise that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology

Role of language and culture

- Understand that language use reflects cultural expression, assumptions and perspectives such as *gotong-royong* and *jam karet*

Italian: Second Language

Year level description

Year 7 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Some students begin Year 7 with proficiency in languages other than Italian and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Their growing textual knowledge, developed through English literacy, supports their developing Italian literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Italian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in tasks and activities that involve planning, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas on texts, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes, values and techniques used to engage audiences. They create and present simple imaginative texts such as songs or stories that involve imagined characters, places and experiences.

Students better understand the systems of the Italian language, developing an understanding of differences in pronunciation of consonant and vowel combinations and stress and accents. They extend their knowledge of context-related vocabulary and additional elements of grammar such as learning to use the imperfect tense of verbs in formulaic expressions and connecting or elaborating clauses by using conjunctions when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in Italian to describe grammatical concepts and to organise learning resources.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

Content descriptions

Communicating

Socialising

- Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, *Mi piace il mio amico perché è buffissimo; Dove sei andato/a?; Con chi?; Cosa hai fatto?; Il weekend sono andato/a alla partita a vedere... Mi sono divertito/a; Le materie che studio quest'anno sono l'inglese, l'italiano, la matematica,...; La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo*
- Engage in tasks and activities that involve planning such as hosting an Italian class or visitor, an excursion to an Italian restaurant, the local Italian aged-care home, the cinema, a music concert or a *mercato all'aperto*, considering options, negotiating arrangements and participating in transactions

Informing

- Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds
- Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts

Creating

- Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences
- Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

Translating

- Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other

Reflecting

- Interact and engage with members of the Italian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events
- Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

Understanding

Systems of language

- Develop an understanding of differences in pronunciation of consonant and vowel combinations such as *famiglie, gnocchi, chiese, barche, chiavi, buono, cena* and stress and accents such as *sono* and *sonno, vale* and *valle, felicità*
- Extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - learning to use nouns: gender and number, regular and irregular
 - using subject pronouns for emphasis, for example, *Sei andato alla partita, anche tu?*
 - learning to use articulated prepositions *a, di, da, in, su* plus article; and prepositions that do not combine, for example, *tra* and *per*
 - learning to use adverbs to qualify verbs, for example, *proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo*
 - learning to use verbs to express action in time, using a range of regular and some irregular verbs in the present tense and perfect tense
 - learning to use verbs to express action in time, for example, *Imparo l'Italiano da tre anni; L'anno scorso ho imparato il tedesco*
 - learning to use the imperfect tense of verbs in formulaic expressions such as *Il festival era divertentissimo!*
 - connecting or elaborating clauses by using conjunctions, including *anche*
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction

Language variation and change

- Identify features of Italian that vary according to audience, context and purpose in familiar spoken and written texts
- Recognise that Italian, like other languages, continues to change over time due to global and cultural influences

Role of language and culture

- Understand that language use reflects cultural expression, assumptions and perspectives

Japanese: Second Language

Year level description

Year 7 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Some students begin Year 7 with proficiency in languages other than Japanese and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Their growing textual knowledge, developed through English literacy, supports their developing Japanese literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Japanese, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences. They engage in tasks and activities that involve planning events or experiences and negotiating arrangements. Students read, view and interact with a growing range of short texts for a variety of informative, transactional and communicative purposes. They engage with a range of imaginative texts, expressing opinions and ideas about the themes and values in the texts and exploring the techniques that are used to connect with the audience. Students create and perform imaginative texts such as songs, plays or short stories.

Students better understand the systems of the Japanese language, learning to read and write all *katakana* characters and further developing their understanding of the relationship between how *hiragana*, *katakana* and *kanji* are used in texts. They understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system including understanding the functions of the particles が, を, に, と, で, へ, ~から, ~まで using them to form sentences. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements.

In Year 7 students make comparisons between their own language(s) and Japanese, and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

Content descriptions

Communicating

Socialising

- Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースのなつはとてもあついですよ; あのレストランはおいしいです。だから、いきましよう。; わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。
- Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半に学校であいましょう; バスでえんそくに行きます

Informing

- Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds
- Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts

Creating

- Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences
- Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

Translating

- Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other

Reflecting

- Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events
- Consider how their biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

Understanding

Systems of language

- Recognise that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds
- Recognise that in the copula desu and the verb suffix masu, the 'u' is devoiced in normal speech
- Recognise all katakana, including voiced, unvoiced, contracted and blended sounds using the kana chart
- Write words and phrases using both kana and kanji, for example, 大きい車;小さい木
- Use furigana to support the reading of unfamiliar kanji
- Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including;
 - understanding the different functions of a range of particles such as が (topic marker), を (object marker), に (time, date, place, destination, for), と (and, with), で (location, action, means), へ (direction, destination), ～から ～まで (from, as far as, distances)
 - describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時にうちで兄とごはんを食べます
 - using い and な adjectives in the present tense in negative forms, for example, おいしくありません; しずかじゃないです
 - using noun phrases with an adjective, for example, きれいなうみです; おいしいレストランです
 - understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles
 - understanding the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis
 - using adverbs as formulaic expressions, for example, いつも、ときどき
 - creating cohesion and flow by using conjunctions, for example, でも
 - understanding how to indicate politeness using ご and お prefixes, for example, お名前; 先生のごかぞく
- Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements
- Understand how and why different scripts are used in different types of texts

Language variation and change

- Understand variations in Japanese language use that reflect different levels of formality, authority and status
- Understand that the Japanese language has evolved and developed through different periods of influence and change

Role of language and culture

- Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other

Mathematics

Year level description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Content descriptions

Number and algebra

Number and place value

- Investigate index notation and represent whole numbers as products of powers of prime numbers
- Investigate and use square roots of perfect square numbers
- Apply the associative, commutative and distributive laws to aid mental and written computation
- Compare, order, add and subtract integers

Real numbers

- Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line
- Solve problems involving addition and subtraction of fractions, including those with unrelated denominators
- Multiply and divide fractions and decimals using efficient written strategies and digital technologies
- Express one quantity as a fraction of another, with and without the use of digital technologies
- Round decimals to a specified number of decimal places
- Connect fractions, decimals and percentages and carry out simple conversions
- Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies
- Recognise and solve problems involving simple ratios

Money and financial mathematics

- Investigate and calculate 'best buys', with and without digital technologies

Patterns and algebra

- Introduce the concept of variables as a way of representing numbers using letters
- Create algebraic expressions and evaluate them by substituting a given value for each variable
- Extend and apply the laws and properties of arithmetic to algebraic terms and expressions

Linear and non-linear relationships

- Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point
- Solve simple linear equations
- Investigate, interpret and analyse graphs from authentic data

Measurement and geometry

Using units of measurement

- Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving
- Calculate volumes of rectangular prisms

Shape

- Draw different views of prisms and solids formed from combinations of prisms

Location and transformation

- Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries

Geometric reasoning

- Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal
- Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning
- Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral
- Classify triangles according to their side and angle properties and describe quadrilaterals

Statistics and probability**Chance**

- Construct sample spaces for single-step experiments with equally likely outcomes
- Assign probabilities to the outcomes of events and determine probabilities for events

Data representation and interpretation

- Identify and investigate issues involving numerical data collected from primary and secondary sources
- Construct and compare a range of data displays, including stem-and-leaf plots and dot plots
- Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data
- Describe and interpret data displays using median, mean and range

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 7, 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 such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Content descriptions

Science understanding

Biological Sciences

- Classification helps organise the diverse group of organisms
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions

Chemical Sciences

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques

Earth and Space Sciences

- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon
- Some of Earth's resources are renewable but others are non-renewable
- Water is an important resource that cycles through the environment

Physical Sciences

- Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object

Science as a human endeavour

Nature and development of science

- Scientific knowledge has changes peoples' understanding of the world and is refined as new evidence becomes available
- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science and the contributions of people from a range of cultures

Use and influence of science

- Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations
- People use science understandings and skills in their occupations and these have influenced the development of practices in areas of human activity

Science inquiry skills

Questioning and predicting

- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge

Planning and conducting

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed

- Measure and control variables, select equipment appropriate to the task and collect data with accuracy

Processing and analysing data and information

- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, in data using digital technologies as appropriate
- Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence

Evaluating

- Reflect on scientific investigations including evaluating the quality of the data collected, and identify improvements
- Use scientific knowledge and findings from investigations to evaluate claims based on evidence

Communicating

- Communicate ideas, findings and evidence based solutions to problems using scientific language and representations using digital technologies as appropriate

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 7. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

In Year 7, students have opportunities to learn about technologies in society at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Students have opportunities to select from a range of technologies, materials, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable solutions. They develop strategies which enable them to consider society and ethics; social, ethical and sustainability factors. Students' use of creativity, innovation and enterprise skills is encouraged to increase independence and collaboration.

Students are given opportunities to respond to feedback from others and evaluate their design processes and solutions. They investigate design and technology solutions and the implications for each on society, locally, regionally and globally. Students develop their techniques for evaluating the advantages and disadvantages of design ideas.

Students have opportunities to engage with a range of technologies, including a variety of graphical representation techniques to communicate ideas. Students generate and clarify ideas through sketching, modelling and perspective drawings.

Students identify the increasingly complex sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools to successfully complete design tasks.

Content descriptions

Knowledge and understanding

Technologies and society

- Competing factors, including social, ethical and sustainability considerations, in the development of technologies
- Ways in which products, services and environments evolve locally, regionally and globally

In Year 7, students have opportunities to learn about technologies in society **at least once** in the following technologies contexts

Technologies contexts

Engineering principles and systems

- The use of motion, force and energy to manipulate and control electromechanical and mechanical systems

Food and fibre production

- Production systems for food and fibre or their products, including key features of their design

Food specialisations

- Nutritional value and physical properties of food determine preparation techniques and presentation

Materials and technologies specialisations

- Design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment

Processes and production skills

Creating solutions by:

Investigating and defining

- Define and break down a given task, identifying the purpose
- Consider components/resources to develop solutions, identifying constraints

Designing

- Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology
- Follow a plan designed to solve a problem, using a sequence of steps

Producing and implementing

- Safely make solutions using a range of components, equipment and techniques

Evaluating

- Independently apply given contextual criteria to evaluate design processes and solutions

Collaborating and managing

- Work collaboratively, and individually, considering resources and safety; to plan, publish and manage projects, including sequenced steps

Digital Technologies

Year level description

In Year 7, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students have opportunities to create a range of solutions, such as interactive web applications or simulations.

Students explore the properties of networked systems. They acquire data from a range of digital systems. Students use data to model objects and events. They further develop their understanding of the vital role that data plays in their lives.

Students are provided with further opportunities to develop abstractions, identifying common elements, while decomposing apparently different problems and systems to define requirements; and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically.

Students predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files and feedback. When communicating and collaborating online, students develop an understanding of different social contexts; for example, acknowledging cultural practices and meeting legal obligations.

Content descriptions

Knowledge and understanding

Digital systems

- Different types of networks, including wired, wireless and mobile networks
- Hardware components of a network

Representation of data

- Digital systems represent text, image and audio data

Processes and production skills

Collecting, managing and analysing data

- Explore how to acquire data from a range of digital sources
- Create information using relevant software, and create data to model objects and/or events

Digital implementation

- Design the user experience of a digital system
- Create digital solutions that include a user interface where choices can be made
- Create and communicate information collaboratively online, taking into account social contexts

Creating solutions by:

Investigating and defining

- Define and break down a given task, identifying the purpose
- Consider components/resources to develop solutions, identifying constraints

Designing

- Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology
- Follow a plan designed to solve a problem, using a sequence of steps

Producing and implementing

- Safely make solutions using a range of components, equipment and techniques

Evaluating

- Independently apply given contextual criteria to evaluate design processes and solutions

Collaborating and managing

- Work collaboratively, and individually, considering resources and safety; to plan, publish and manage projects, including sequenced steps

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 7. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level descriptions

In Year 7, Dance students build on their understanding of improvising and experimenting with the elements of dance (BEST) and choreographic devices to create dance that communicates an idea. They continue to improve their dance skills, focusing on developing technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination. They are provided with opportunities to present dance to an audience, developing their performance skills of expression, projection and focus. As they make dance and respond to it, they reflect on the meaning, interpretations and purposes of dance.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

A suggested learning focus should enable teaching the content through student interest in dance. Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

The learning focus that teachers select should shape and drive the teaching of the content.

Content description

Making

Choreographic processes

Improvisation skills to explore new movement ideas

Different elements of dance: body, energy, space, time (BEST), explored and combined to develop choreographic intent

Choreographic devices (unison, canon, repetition) and choreographic structure (narrative) to create dance that communicates meaning

Group work practices (sharing ideas, problem-solving, giving feedback, listening skills) in dance

Skills and techniques

Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination

Safe dance practice of style-specific techniques

Warm-up and cool down as part of a dance class

Performance

Techniques that focus on developing retention of movement

Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style

Responding

Dance reflecting and analysing

Reflective processes, using dance terminology, on their own and others' work, and the use in dance works of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging)

Dance in context

Distinguishing features and purposes of dance

Drama

Year level description

In Year 7, Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Year 7 and Year 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using generalised drama terminology and language.

Teachers are required to address knowledge and skills in Drama through one or more of the forms or styles below. Other forms and styles may be used in addition to teach knowledge and skills in Drama.

Drama forms and styles for Year 7: restoration comedy, circus, Kathakali, medieval theatre or ritual theatre.

Content description

Making

Voice and movement

Voice and movement techniques for selected drama forms and styles

Preparation techniques for voice and movement for selected drama forms and styles

Mime techniques (creating objects using shape and weight) in drama

Drama processes and the elements of drama

Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and action-audience relationships

Approaches to characterisation (adapting archetypes)

Drama forms and styles

Script interpretation of a scene or section through the elements of drama to create mood and reinforce themes

Extended improvisation exploring personal themes based on research and selected drama forms and styles

Drama conventions

Drama structures based on episodic structures and non-linear dramatic storytelling

Drama conventions for selected drama forms and styles

Improvisation conventions (establishing scenarios and role/character)

Spaces of performance

Levels and status in making drama

Stage geography, blocking notation and the impact of thrust stages

Imaginary spaces created by stage components and properties, the elements of drama and audience

Design and technology

Design and technology to support dramatic meaning and create smooth transitions

Self-management and group management skills and processes

Effective group work processes (problem-solving, listening skills) in drama

Safe practices in drama (backstage management to ensure safe movement)

RESPONDING

Drama reflections

Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language

Media Arts

Year level description

In Year 7, students are provided with opportunities to view media work within the context of the selected focus. They are introduced to the basic communication model, explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others.

Students work as a team, follow timelines, and use processes and strategies to ensure safe and responsible use of media equipment.

Teachers are required to address knowledge and skills in Media Arts through **one** or more of the foci and media below. Other foci and media may be used in addition to teach knowledge and skills in Media Arts.

Media focus options: advertising (for example, television commercials, film trailers, magazine advertising, film posters), mass media (for example, commercial television, blockbuster films, video games) or press (for example, television news, newspapers, current affairs) and

broadcasting (for example, marketing campaigns, commercial radio, commercial podcasts).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

Content description

Making

Media languages

Introduction to key terms and technologies related to selected context and focus

Introduction to the basic communication model

Codes and conventions of media type, genre and/or style studied

Point of view in the context of the media type, genre and/or style studied

Narrative conventions in the context of the media type, genre and/or style studied

Representation

Representation of ideas, issues or people in the media and an introduction to the values they represent (consideration of stereotypes)

Production

Controls and audience values influencing the production of media work

Skills and processes

Basic media production skills to integrate codes and conventions in media work for a specific purpose and meaning

Awareness and safety when using technologies and resources

Team skills and specific role responsibilities

Production process using basic technical skills and processes, scripts, storyboards and layouts

Responding

Analysing and reflecting on intentions

The effectiveness of their own and others' media work for the audience and intended purpose

Media work from contemporary to explore differing viewpoints

Audience

The role of the audience (interests, values, expectations) in influencing the producer's selection process (selection, omission, emphasis)

Intended audiences for which media work is produced

Ways audiences use media for a specific purpose

Music

Year level description

In Year 7, students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They develop their aural skills and aural memory to identify, sing/play and transcribe music, making connections between sound and notation.

They experiment with the elements of music to improvise and create simple compositions within given frameworks, using invented and conventional notation and music terminology to record and communicate music ideas.

Students are provided with opportunities to participate in listening, analysis and score reading activities, focusing on the use of the elements of music and key stylistic features.

Students practise, rehearse and perform a range of solo and ensemble music to develop technical skills and an increasing awareness of musical expression.

As performers and audience members, they are encouraged to express their thoughts and feelings about music, identifying personal preferences and the reasons for them.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

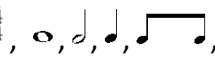
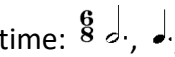

Content description

Making

Music literacy (aural/theory)

- Development of aural skills, aural memory and inner hearing to identify, sing/playback and transcribe pitch and rhythm patterns
- Aural recognition in short excerpts of specific elements of music (not all content may be relevant to the selected context):

Rhythm

- simple time: $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$,  and compound time: $\frac{6}{8}$ , 
- rests $\frac{1}{2}$, $\frac{1}{4}$
- pause, ostinato/riff
- tempo: very slow/*largo*, slow/*adagio*, moderate/*moderato*, fast/*allegro*, very fast/*presto*

Pitch

- scales: major pentatonic, major scales up to 1 sharp and 1 flat in treble clef
- intervals: steps and leaps, half step/semitone, whole step/tone, Perfect 5th and Perfect 8^{ve}
- triads: major
- tonality: pentatonic, major and minor
- pedal/drone, ostinato/riff

Dynamics and expression

- very soft/*pianissimo* (**pp**) to very loud/*fortissimo* (**ff**), including *mezzo piano* (**mp**) *mezzo forte* (**mf**)
- *legato*, *staccato*

Form and structure

- repetition and contrast
- riff/ostinato, call and response
- binary, ternary/popular song form (verse, chorus), rondo

Timbre

- instrumental and vocal types and groups/ensembles

Texture

- unison/monophonic/single line, homophonic/melody and accompaniment

Composing and arranging

- Use of structured composition tasks to compose and arrange music, improvising and experimenting with specific elements of music to explore and develop music ideas
- Use of invented and conventional notation, specific music terminology and available technologies to record and communicate music ideas

Practical and performance skills

- Development of technical and expressive skills, through practice and rehearsal, of a variety of solo and ensemble music
- Application of strategies to regularly practise and improve performance skills and techniques
- Development of ensemble skills, working together to balance and blend tone and volume; and maintain safety, correct posture and technique when using instruments, voices and technologies

Responding**Analysis and context**

- Identification of, and discussion about, the use of specific elements of music and stylistic features in structured listening activities, using appropriate music terminology
- Identification of features and performance practices that determine a specific musical style or culture, and description of ways that music contributes to a culture or a context

Response, interpretation and evaluation

- Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view
- Communication of thoughts and feelings about music using given criteria to form and express personal opinions
- Exploration and discussion of different audience behaviour and performance traditions
- across a range of settings and musical styles

Visual Arts

Year level description

In Year 7, students have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices, and present their artwork for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation.

Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

Teachers are required to address knowledge and skills in Visual Arts through **one** art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (drawing, painting, printmaking, textiles, illustration)

3D (ceramics, sculpture, installations)

Art styles:

Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

Content description

Making

Inquiry

- Ideas and design development for art-making (e.g. brainstorm, mind map, annotation/sketches, media testing)
- Application of techniques and processes suited to 2D and/or 3D artwork (e.g. one-colour lino print, observational drawing)
- Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. using repetitive shapes and colour to create a pattern)
- Introduction to one or two of the visual art conventions (e.g. compositional devices, such as the use of directional leading lines to direct the eye into the composition; colour theory)
- Art-making intentions identified through annotations or conversations (e.g. keeping a written or digital journal, or portfolio or question/answer; one-to-one, or group debriefs; discussing responses to artwork)

Art practice

- Processes to develop and produce artwork
- Safe work practices (e.g. hand placement when using a lino tool)
- Processes and finished artwork appraised; ways to improve art practice; reflection
- Techniques and processes to support representation of ideas in their art-making

Presentation

- Display options of finished artwork to enhance audience interpretation
- Presentation convention of attributing artwork (e.g. printmaking convention of the edition for each print)

Responding

Analysis

- One critical framework (STICl or Taylor) to discuss artwork
- Use of visual art elements (line, tone/value, colour, shape, texture, form and space; principles of design) (movement, balance, rhythm, harmony, pattern, contrast, unity, repetition, scale)); visual conventions and visual art terminology to respond to artwork (e.g. dot point form, discussion or written format)
- Key features identified in the organisation of composition (e.g. use of focal point, cropping)

Social, cultural and historical contexts

- Key features identified in artwork belonging to a given artist, movement, time or place
- Purpose and meaning associated with artwork from the selected artists and art styles

Interpretation/response

- Personal opinions about their own artwork and the work of others', supported by examples within artwork