



St Hilda's  
ANGLICAN SCHOOL FOR GIRLS

# YEAR 7 HANDBOOK 2019

# Welcome to Year 7

St Hilda's supports Year 7s to develop their independence and organisation as they transition to Senior School. Orientating themselves on a new campus, students are assisted by their Head of Year and Wellbeing Tutor who are there to guide and assist them with challenges they may face. The Wellbeing program focuses on assisting students to connect with their peers and encouraging them to engage in the School through a range of activities.

Year 7 Camp is held early in Term 1 to foster belonging and connection, as students have an opportunity to develop their relationships with peers and staff. For many Year 7s being away from home proves as another challenge to develop their resilience and independence. Through learning about camp craft and the outdoors, students return feeling confident to be themselves amongst their peers with a greater sense of belonging.

As the Year 7s settle in, teaching staff are supportive and encourage Year 7s to begin to develop confidence, organisation and structure in their academic subjects. Homework is required most nights and students begin to work on their study skills through the Learn program. Year 7s are also encouraged to attend the Tutoring Centre to work on home work or seek assistance with content they are finding challenging.

In Year 7 students engage in many collaborative experiences and are encouraged to work inclusively, cooperatively and independently.

## Year 7 courses

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Course	Time*
• <a href="#">English_English</a>	5 periods
• Languages ( <a href="#">Chinese</a> , <a href="#">French</a> , <a href="#">Japanese</a> <a href="#">Japanese_Second_Language</a> )	2 periods
• <a href="#">Mathematics</a>	5 periods
• <a href="#">Physical and Health Education</a>	3 periods
• <a href="#">Science</a>	4 periods
• <a href="#">Humanities</a>	4 periods
• Other Courses (equivalent to one period)	
✓ <a href="#">Food Technology</a>	
✓ <a href="#">Drama</a>	
✓ <a href="#">Digital Technologies</a>	
✓ <a href="#">Guided Learning</a>	
✓ <a href="#">Religious and Philosophical Studies</a>	
✓ <a href="#">Music/Choir</a>	
✓ <a href="#">Visual Arts</a>	

\* One period is approximately 50 minutes

### Eligibility to undertake second language study

Language courses in Year 7-10 are aimed at students for whom the intended language of study is a second, or subsequent, language. As such, students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Further advice relating to languages courses can be found at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### Options

Support for students where English is a second language is available and students are withdrawn from selected

classes until they are proficient.

Literacy Support will be offered to students (in place of Languages), who require additional learning opportunities in English.

Note: A language will not run if too few students select the course.

# Course Descriptions Year 7

## Chinese Second Language

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Students are introduced to Mandarin and Chinese culture with emphasis on language that is useful in communication. Students learn Pinyin; a Mandarin spelling system for their standard Mandarin pronunciation, and how to apply this Chinese language tool to recognise the meaning of Chinese language through different tones and pitch. They learn classroom routine language in Chinese. Students talk about themselves and make simple introductions giving details about their age, family, pets, hobbies and birthdays. They also begin sentence construction and develop their character base in recognition. Students transfer acquired language to different situations and develop successful language learning strategies.

Audio visual materials, online activities, cooking and language games are incorporated into the course. Students are given the opportunity to work individually and in small groups at their own pace and on specific skills development.

By the end of the year, students have worked to achieve the following:

- listen for specific information using audio and visual texts
- use practised language in simple classroom tasks
- give short responses to often asked questions on the topics studied
- recognise and write topic-related Chinese characters

### Feedback and reporting

Regular role play and quizzes are used to evaluate conversation and character recognition. There are interview oral assessments and assignments which may be linguistically based or require research by students on a cultural topic. A grade will be given based on these assessment tasks. As well as a grade, the student's achievements are described according to the following outcomes: Listening and Responding, Spoken Interaction, Viewing, Reading and Responding, and Understanding Script.

### Homework

One hour each week learning vocabulary and grammar, as well as completion of exercises and assignments.

## Digital Technologies

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Students are introduced to the School's computer systems. They develop skills for sending and processing email, and in the use of the World Wide Web. They learn to manage their folders and files, and acquire a basic knowledge of hardware and software. They investigate how digital systems represent text, image and audio data in binary. They also design and create graphics in Adobe Photoshop, and learn to create their own graphics by coding computer programs in the Python language.

Students use a variety of software including Adobe Photoshop, Microsoft PowerPoint and Python 3.3.5.

### Feedback and reporting

Students receive feedback on their practical work and tests.

## Drama

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Like all art forms, Drama has the capacity to engage, inspire and enrich students, excite the imagination and encourage them to reach their creative and expressive potential. Drama develops students' confidence, creativity, problem solving and collaborative skills, and provides them with a strong understanding of the importance of teamwork.

In the Year 7 course, students develop the skills to make and respond to drama independently and with their peers and teachers. Through a study of devised and scripted drama, students explore a range of forms and develop an understanding of how the elements of drama can be used to enhance dramatic meaning. Students develop their play building skills, explore a variety of ideas and themes and shape drama for audiences using linear and nonlinear narratives. They also explore and utilise design elements and production components to enhance theatrical effect for an audience.

Through making and responding to drama, students develop knowledge, skills and an understanding of their drama making, and learn that meanings can be generated from different viewpoints. As students make, investigate and critique drama, they may ask and answer questions to interrogate the directors', playwrights' and actors' meanings and audiences' interpretations.

By the end of the course, students have gained an appreciation of drama as an art form and have actively explored their performance creativity through both workshop and formal performance.

### Feedback and reporting

After each practical exercise, students receive both verbal and written feedback. They complete short answer responses and learn how to analyse their own and the performances of others.

### Homework

Students complete class work as required.

## English

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Through studying novels, poetry, autobiography, picture books and a feature film, students gain an understanding of how texts are constructed and the role that language plays in shaping social beliefs. Students learn about different forms of writing and different contexts. They demonstrate their awareness of language and conventions by writing their own short stories and poetry. They learn to read, write and speak for different purposes and audiences. Discussion and oral presentations form an important part of the course.

### Feedback and reporting

Assessment is continuous across the year and includes a variety of oral and written tasks, both creative and analytical. Assessment tasks focus on four areas: Reading, Writing, Viewing, and Speaking and Listening. Students receive feedback on their performance in individual assessment tasks.

### Homework

One hour each week.

## Food Technology

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Students gain a basic knowledge about nutrition and how it links to a healthy lifestyle. They cook a variety of tasty, quick and nutritious dishes which will enable them to develop their food preparation skills. Basic food commodities are the focus of each week and students investigate the nutritional aspects and practical food preparation of the food in focus. Whilst exploring the factors that influence their food choices, students prepare meals suitable for breakfast, lunch and dinner. The course culminates with a design task of preparing a celebration cake. Through this task students can demonstrate previously taught skills, use their creativity and experience the technology process.

### Feedback and reporting

Students receive feedback on the development of their skills, management and creativity through marking of practical work and written assessment tasks.

### Homework

Students are required to complete written assignments

## French Second Language

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Forty two countries are totally or partially French speaking and French is the second language taught in many others. French is accepted as an important language of economic, political and social significance. It is one of the business languages used by the European Union - the world's most populated market place. It is also the co-official language of many organisations. Learning French is easier for speakers of English, since the French and English languages share similar roots and many words and grammatical structures are very close.

The Year 7 French course emphasises spoken communication and early reading and writing skills.

Students exchange greetings, make introductions, spell their name using the French alphabet and share personal information about themselves, including their age and where they live. They describe their family and home, and where things are located. The topic of classroom objects introduces the concept of the gender of nouns, and the students practise making adjectives agree in order to talk about their pets. Students learn the days and months, numbers up to one hundred, and how to ask for and give the date. They learn about saints' days and other festivals, including a focus on birthdays, presents and prices. Other topics include expressing opinions, describing themselves and others, the weather, and sports/leisure activities.

By the end of the year, students have worked towards achieving the following outcomes:

- listen for specific information
- use practised language in simple classroom tasks
- give short responses to often asked questions
- read the language to participate in a variety of classroom tasks
- put words together to make sentences

### Feedback and reporting

Regular short quizzes are given to evaluate vocabulary learning. Girls frequently work in pairs and complete set exercises. In addition to the achievement of the stated outcomes, there are tests and assignments. The tests cover the macro skills of Listening, Speaking, Reading and Writing. The assignments may be linguistically based or involve research by the students on a cultural topic.

### Homework

Approximately 30 minutes after each lesson on vocabulary learning, finishing exercises and/or worksheets.

## Guided Learning

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The aim of this course is to promote reading for pleasure and enable students to develop strategies for effective learning which can be applied across the curriculum. Students gain practical experience in note taking, paragraphing, summarising and critical thinking. They also practise goal setting and time management. In addition they are encouraged to think about how and what they learn. They are taught reading, listening and research strategies. To encourage reading, students are given class time to read a variety of fiction and non fiction of their own choice or from lists provided by library staff. They discuss texts, complete book reviews and have visits from authors and young adult literature specialists.

## Humanities

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Students are introduced to the disciplines of Economics, Geography, History and Politics and Law in order to develop expertise in the different skills of each subject and a deep knowledge of content.

A study of Economics looks at the concepts of producing and consuming in examining the relationship between businesses and consumers. Students cover the behaviour of businesses and the impacts of specialisation and entrepreneurial behaviour. The types of work that exist in our changing society are introduced and national issues such as unemployment are discussed.

In Geography, students are introduced to mapping conventions. They look at population distributions and investigate the concept of liveability, including the factors that influence the liveability of places. Students investigate the use of water resources in our daily lives and how we can manage those resources for future use.

Students explore when History began and prehistory ended in order to gain an understanding of people and their culture. An investigation of the ancient world is conducted with a focus on how historians and archaeologists investigate history. Students also study the range of sources that can be used in a historical investigation, including archaeological and written sources. With this in mind they develop skills in analysing evidence and constructing timelines as they study an ancient civilisation.

In Politics and Law, students look at the design of our political and legal system in examining the purpose and value of the Australian Constitution. The concept of power in a political system is investigated along with the role it plays and how the legal system aims to provide justice.

### Feedback and reporting

Students are encouraged to develop an 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 receive feedback on short answer tests, extended written responses and practical tasks.

### Homework

Completion of class work.

## Japanese Second Language

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Students are introduced to the Japanese language and culture in a self access learning environment, relevant to their own interests and learning styles. They use Japanese to interact with others through the focus areas of my profile, my family, weekends and leisure time. In writing, students' attention centres on basic hiragana syllabary for both recognition and formation of words.

Extension programs are available for more advanced students. Students are encouraged to develop their abilities in the areas of reading and listening comprehension through speaking practice with language assistants, SMART board work, using the iPod Touch and script development work.

By the end of the year, students have worked to achieve the following outcomes:

- listening for specific information using audio and visual text
- using practised language in simple classroom tasks
- giving short responses to often asked questions about topics studied
- recognising and writing basic hiragana in simple reading texts

## Feedback and reporting

Students engage in a variety of self regulatory work providing opportunities for self correction and peer evaluation. Individualisation of the course allows for students to work with staff regularly and receive appropriate ongoing feedback. In addition to the achievement of the stated outcomes, there are tests and assignments. The assignments may be linguistically based or involve research on focus topics. At the end of each unit there is a test covering the skills of Listening, Speaking, Reading and Writing. A grade is given based on these assessment tasks.

## Homework

Approximately 30 minutes for each lesson on vocabulary learning, finishing exercises and/or worksheets.

## Mathematics

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Students study the Australian Curriculum: Mathematics v 8.1. They are exposed to essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Their numeracy capabilities required for their personal, work and civic life are developed and the fundamentals on which mathematical specialties and professional applications of mathematics are built.

All students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. They encounter carefully paced, in depth study of critical skills and concepts, encouraging them to become self motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands. 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.

### *At Year 7 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.

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students assign ordered pairs to given points on the Cartesian plane. They interpret simple linear representations and model authentic information. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.

Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two lines. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines.

Students identify issues involving the collection of continuous data. They construct stem-and-leaf plots and dot plots. Students describe the relationship between the median and mean in data displays. They calculate mean, mode, median and range for data sets. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.

Mathematically talented students are offered extension activities from a range of sources. These include competitions and Mathematics Olympiads organised by the Australian Mathematics Trust (AMT), the Mathematics Association and several universities. They also complete a unit on coding as well as the more challenging extension activities from their class texts and other resources.

## **Differentiating classes in Year 7 Maths**

At the commencement of Year 7, students are randomly assigned to the Mathematics classes. Towards the end of Term 1, students requiring additional challenge and extension are identified and placed in one class. As well, sometimes a group of students requiring more tailored support is identified because they are finding the concepts difficult to grasp. When this occurs a small class of these students is formed. Depending on the needs of these students, their program and assessment may be modified.

Students' placement in classes is reviewed again at the end of Terms 2 and 3.

The determination of the differentiated classes is primarily based on students' performances in assessments. In addition, teacher input is considered with borderline students regarding their ability to cope with extra work should they be placed in the extension class. Further information regarding differentiation can be found in the Extension and Enrichment booklet.

### **Feedback and reporting**

Each student's progress is monitored by her performance on tests, investigations and the ICAS Mathematics assessment. Informal assessment and monitoring occurs in each class by the teacher.

### **Homework**

Students are expected to complete approximately 20 minutes each night.

## **Music**

Students participate in a wide range of musical activities, including listening to and learning about different musical styles and instruments. Students are taught the basics of music analysis and theory through exploring a variety of musical genres. They investigate how music can be used to convey ideas and emotions, focusing on how music is used in movies. Students learn and perform individually on the piano keyboard and compose using the software programs Sibelius and ACID music.



All students participate in the Year 7 Choir, where they sing in unison and in several parts. Near the end of the year, the Choir performs at an annual senior choral concert. Many girls also gain valuable ensemble experience through joining groups such as the Whitby Chorale, the Senior Concert Band, the Jazz Band, the Senior String Orchestra and the Senior Orchestra.

All students are encouraged to enrol in instrumental or vocal lessons with a professional teacher either inside or outside school.

## Physical and Health Education

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### Physical Education

The primary objective of Physical Education is to give every student the opportunity to reach her full movement potential through participation in a varied range of physical activities. Enjoyment and continued involvement in sport and recreation are important outcomes of this course. During the year students have the opportunity to improve their individual skills and game strategies in swimming, basketball, volleyball, netball, athletics, softball and fitness. Students are encouraged to develop and maintain personal fitness during the year.

Cocurricular activities are offered at social, Interhouse and Interschool levels in tennis, volleyball, basketball, softball, soccer, swimming, netball, hockey, cross country, water polo and athletics. These activities promote cooperation, social interaction, initiative, leadership and responsibility.

### Health Education

In Year 7 the focus is on feelings and relationships, cyber safety, puberty, sun protection and smoking. The program is developmental, taking into account the growth and development, knowledge, needs and maturity of students.

### Feedback and reporting

In Physical Education, girls are assessed based on the three sub-strands: Moving our Body, Understanding Movement and Learning Through Movement. Fitness testing is conducted twice yearly for students to monitor their fitness levels.

Health Education assessments cover the three sub-strands: Being Healthy, Safe and Active, Communicating and Interacting for Health and Wellbeing and Contributing to Healthy and Active Communities. Continuous feedback is given on tests, worksheets, class activities and discussions addressing concepts of a healthy lifestyle.

### Homework

Completion of worksheets, assignments and preparation for assessments.

## Religious and Philosophical Studies

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The program begins with an introduction to the six major world religions and the concepts of belief, superstition and knowledge. Students are encouraged to make informed judgements and to consider alternative points of view with respect and openness. Christianity is the focus for Term Two, when students explore the life of Jesus in his Jewish context. Students then review various concepts of God in the light of science and examine how Christian faith informs an annual cycle of holy days and festivals. Towards the end of the course, students embark upon a philosophical quest and analyse concepts such as 'What is morality?' and 'What is beauty?'

## Science

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Experiments in the science laboratories are a feature of this course. Using Bunsen burners, experimenting with acids and bases, making and evaporating coloured solutions, investigating simple machines and growing plants are just some of the interesting experiences in which students participate.

Students study four topics during the year: Introductory Chemistry, Earth and Space Sciences, Forces and Machines, and Biology. Incorporated into each unit of work will be components of Science Inquiry Skills and Science as a Human Endeavour. Considerable emphasis is placed on developing an investigative approach where students plan their own method, conduct experiments, process data and evaluate their findings.

### Feedback and reporting

Students receive feedback from worksheets in their booklets. They also do practical and written tests.

### Homework

One hour each week which may vary from unit to unit.

## Visual Arts

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Through an exciting and stimulating program students are introduced to new skills as well as building on skills learned in earlier years. They create two and three-dimensional projects which encourage individual exploration and interpretation, selected from a combination of drawing, painting, sculpture, printmaking, ceramics or digital media.

A variety of resources are used to stimulate ideas and discussion, including books, CDs, reproductions, original artworks, digital media and the Internet.

The course is enriched with exposure to artists, exhibitions, art workshops and drawing field trips. Students work on a portfolio which contains their visual inquiry, design development and historical links that lead to the production of a studio piece.

### Feedback and reporting

Students receive continuous feedback on class projects and participate in the Annual Student Art Exhibition.

### Homework

Students complete class work as required, approximately 30 minutes per week.

