

Burwood Girls  
High School

# Year 7

## Subject Information

### 2020

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# Introduction

Dear Parents & Carers,

The purpose of this booklet is to give you and your daughter an indication of the work and the range of assessment tasks that are to be covered throughout the year in each subject.

The updated Homework Policy is also published in the booklet to give you an indication of the homework expectations for each school year.

In Years 8 and 9, Mathematics common test dates are indicated on the school calendar.

If you have any questions or comments please contact me at the school on 9747 3355.

Katherine Lye  
**Deputy Principal**

6 March 2020

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# Homework Policy

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well planned and meaningful. At Burwood Girls High School, we believe strongly that it is important for all girls to have homework designed to meet specific learning goals. Research indicates that student learning may be enhanced if homework is assigned by teachers with a specific, explicit learning purpose. On completion, teachers should acknowledge student effort and provide feedback related to student learning.

However, we also recognise research findings that show that:

- Homework that is too lengthy or too demanding can be counterproductive and reduce the motivation of students to engage in learning.
- The quality of the homework assigned is likely to be more important than the quantity.
- Homework must be purposeful and relevant to student needs and should not jeopardise the right of children to enjoy a balanced lifestyle.
- The amount of homework and time spent on it should accord with the student's age and developmental level.
- Effort spent on homework is a stronger correlation of academic achievement than time spent on homework.
- Year level appears to be a determinant of homework's academic effectiveness.

## Time expectations for homework

When homework is given, the teacher will indicate the time that most students should require for the completion of the task that is assigned.

The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for "catching-up" missed work in their own time.

## Middle School

The BGHS School Plan targets quality assessment practices in the middle school.

Students will be given a range of assignments or assessment tasks that they will be required to research and complete in their own time to demonstrate achievement of outcomes in each of their subjects.

Assessment tasks encourage students to pursue knowledge accurately and innovatively, including:

- creating or designing something
- investigating
- researching
- writing

Whenever possible, homework should recognise the place of **technology** and its benefits, such as the internet, for organising and accessing information.

**Mathematics** As a general rule of thumb, we would expect students in the junior school to complete about two hours of mathematics homework each week. This works out at less than twenty minutes each night. As students move into the senior school, they should expect to complete up to three hours of homework a week.

Mathematics students will typically be required to complete activities commenced in class at home. This allows students to practise their skills and to consolidate their understanding of

the work. It should also help develop confidence with their learning. In addition, students can spend time reviewing past lessons and other resources.

Parents are asked to encourage their daughters to complete their homework. If your child is having difficulty with a particular task, please encourage them to seek assistance from their teacher. Please feel free to contact the Mathematics Faculty if you have any concerns.

**Year 7** – Students in Year 7 are to complete homework in Maths, reading and Wordflyers program in English and vocabulary in Languages. Whilst there will not be homework in other subjects, students will be given assessment tasks to complete at home (including study and revision for a class test).

There should be NO holiday assessment tasks assigned. This includes work due in the first week of a term.

We would expect Year 7 students to complete about 2 hours of maths homework each week.

**Year 8** – Homework requirements in Year 8 will be expected to include Maths, English, Science and vocabulary in Languages. As in Year 7, students will receive assessment tasks from other subjects to demonstrate their achievement of learning outcomes.

There should be NO holiday assessment tasks assigned. This includes work due in the first week of a term.

We would expect Year 8 students to complete about 2 hours of maths homework each week.

**Year 9** – Year 9 students will be required to complete homework, as directed by their teachers, in all relevant subjects. 1-2 hours per night (Mon–Fri). A maximum of 30 minutes homework per night for a subject. An average maximum of 90 minutes homework per week for a subject i.e. 2 - 3 times per week. Assessment tasks are a major component of a teacher's formal assessment strategies.

There should be NO holiday homework tasks assigned, for example work due in the first week of a term.

We would expect Year 9 students to complete about 2 hours of maths homework each week.

## **Senior School**

### **Year 10**

1½–2 hours per night (Mon–Fri). Weekend homework may be required at times. A maximum of 30 minutes homework per night per subject. An average maximum of 90 minutes homework per week for a subject i.e. 2 - 4 times per week.

We would expect students in Year 10 to complete about two hours of mathematics homework each week. 5.3 or accelerated students may require longer periods of homework and study.

### **Years 11–12**

2–3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many choose to use some vacation time on long-term assessment tasks.

## **Guidelines for Students**

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using your Student Diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson. E.g. family commitments, co-curricular and extra-curricular activities, feeling unwell, too much work, work is too difficult and you need help etc. Your teacher will be as understanding as possible.

- Ask your teacher, preferably in advance, for an extension of time if you are particularly busy. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to **Homework Policy (NSW Department of Education)**

<https://education.nsw.gov.au/policy-library/policies/homework-policy>

### **The Homework Centre**

The Homework Centre runs every Wednesday and Thursday afternoon in the School Library from 3:30-5:30pm. The Homework Centre is free and the school hires former students to assist those who need help with their homework or study. There is a strong focus on support in Maths and Science, but help with other subjects is available (there is always a teacher present). Two of the tutors speak Mandarin.

Students do not have to use the tutors. Students may come and do their own study or homework. The Homework Centre is combined with the ESL Help Centre to allow ESL students to get further support with their work.

Students can use the Centre whenever they like – it is not a permanent commitment and students are not required to stay the full 2 hours.

## **STUDY SKILLS**

Having good study habits is not a matter of chance. Some of the students in your class probably appear to be much better at doing assignments and exams than others. This does not mean that they were 'born with' the ability to study; it simply means they have learnt the skill before others.

Anyone can learn good study habits and improve her chance of doing well in exams. All you need to do is listen, learn and practice.

### **Dividing Study Time**

Homework must be a regular part of every weekly study timetable and must be done first (so it is not 'hanging over your head').

While completing homework, you should also revise the work done at school that day, because this work will probably not be revised by your teacher before the exam.

Do not give equal time to all subjects. Most study time should be spent on your weakest subjects. Study time (as distinct from homework time) should start with your weakest subject, while you are still fresh.

It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

## **SCHOOL DIARY**

Students are expected to have the BGHS Diary with them at all times. The diary contains important information including the school's values, bell times and valuable study hints.

The diary has the following purposes:

- Homework record for students
- Assessment task planning for students
- Record of any late arrivals to school
- Record of toilet passes during the day
- Record of early departures from the school
- Messages from staff to parents.

Students and families have the responsibility to ensure that the diary's communication purposes enable a greater knowledge of what students are doing each day at school.

# Subject Information

# ENGLISH

## Course Content

Students in Stage 4 must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. Through responding to and composing a wide range of texts students will develop skills, knowledge and an understanding in order to:

- Speak, listen, read, write, view and represent
- Use language to communicate effectively for a variety of purposes
- Think in ways that are imaginative, critical and imaginative
- Understand self and their relationships with others and the world
- Learn and reflect on their learning

## Course Requirements

In Stage 4 the essential content requires students to work towards meeting outcomes by studying a range of spoken, print, visual and media/multimedia texts that must give the students experience of:

- Widely defined Australian literature including those that give insights into Aboriginal experiences and multicultural experiences in Australia
- Literature from other countries and times
- Cultural heritages, popular culture and youth cultures
- Picture books
- Everyday and workplace texts
- A range of social, gender and cultural perspectives

In Stage 4	
Fiction	At least two works
Poetry	A wide range of poems
Film	At least two works
Nonfiction	At least two works
Drama	At least two works

## Course Assessment:

Year 7 will be assessed across classes to allow for parallel experiences and skill development. Assessment tasks will be both common and classed based to allow all students a range of opportunities to demonstrate skill development and understanding of course content. Only the course common tasks are outlined below.



English (continued)

	Task 1	Task 2	Task 3	Task 4	
	Language Lab	Centre Stage	Close Study of Text	Twisted Heroes and Lovable Villains	
	Short Stories and Poetry	Drama	Novel	Film	
	Term 1 WK 11	Term 2 WK 10	Term 3 WK 10	Term 4 WK 7	
Outcomes					Weighting
<i>Listening</i>			15		15
<i>Speaking</i>		15			15
<i>Reading</i>	10		10	5	25
<i>Writing</i>	15	10		5	30
<i>Viewing/ Representing</i>				15	15
<b>Total</b>	25	25	25	25	100

**Term 1 AT1:** Short Story

**Term 2 AT2:** Monologue and Reflection Statement

**Term 3 AT3:** Listening Task

**Term 4 AT4:** Short Answer Response

# HISTORY

## Course Content

The Year 7 course has four topics to be studied over two semesters.

1. Investigating the Past
2. Ancient Societies (Greece, Egypt or Rome)
3. Medieval Europe
4. The Aztecs (optional topics include: Imperial China and Japan)

## Course Assessment

- Ongoing class assessment of skills and content-based tasks, including ICT.
- There are no common or final exams.

### Assessment schedule for Year 7 History:

Students will be completing ONE assessment for each topic area. These assessments may be different from class to class.

Task No.	Unit/Area of Learning	Report Outcomes	Task Description	Date Due/Work Completed	
				Term	Week
1.	Investigating the Past	<b>Semester 1 report outcomes:</b> <ul style="list-style-type: none"> <li>• Uses evidence from sources to support narratives and explanations.</li> <li>• Locates, selects, and organises information from sources to develop an historical inquiry.</li> <li>• Uses a range of historical terms and concepts to communicate an understanding of the past.</li> <li>• Uses appropriate oral, written, visual, and digital forms to communicate about the past.</li> </ul>	Skills test <b>OR</b> Research and investigation <b>OR</b> Written report	1	10
2.	Ancient Societies		Research and Investigation; Presentation / role play <b>OR</b>  Greek Myth Adaptation: Group task – mini iMovie	2 3	9/10 4
3.	Medieval Europe / Ancient China	<b>Semester 2 reports:</b> <ul style="list-style-type: none"> <li>• Selects and organises information for historical research.</li> <li>• Describes and explains the main features of past societies.</li> <li>• Uses historical terms in appropriate contexts.</li> <li>• Uses appropriate oral and written forms of communication.</li> </ul>	Structured writing task	3	10
4.	The Aztecs		Model Making and Class Presentation  Source analysis task <b>OR</b> Speech and PowerPoint	4 4	8/9 9

# ASIA LITERACY AND LANGUAGES



**CHINESE**



**FRENCH**



**INDONESIAN**



**ITALIAN**



**JAPANESE**



**KOREAN**

Year 7 students follow a term by term rotational program of study of the six languages taught at BGHS. Students are introduced to these languages, countries and cultures prior to choosing **one** language for mandatory study in Year 8. Students study languages for three 40 minute periods per week in Year 7 ASIA LITERACY.

## Course content

Students acquire communication skills in speaking, listening, reading and writing in the target language using basic language and numbers. They will be able to introduce and describe themselves, to greet others and to ask and respond on topics such as how they are feeling. Students learn using a variety of resources and communicative activities such as pair work, dialogues and role plays. Students will also acquire an introductory knowledge and understanding of the countries and cultures of each target language.

In Asia Literacy, students build upon their understanding of key Asian languages and cultures (Chinese, Indonesian, Japanese and Korean) through an in-depth look at some other Asian countries and their relationship to Australia eg Vietnam, India, Malaysia.

## Course requirements

Students are issued with a booklet for each language which they must bring to class along with their folder and stationery equipment. Vocabulary homework and assignments must be completed for the due date. Students are encouraged to regularly revise class content and to practise their language skills at home.

## Course assessment

Students will be assessed through class activities such as role plays, dialogues and conversations, cloze passages, quizzes and revision tests. Students will also complete a culture research assignment involving the collection, organisation and presentation of information.

Task	Topic	Task Description	Date Due/Work Completed	
			Term	Week
1.	Language 1	Language vocabulary tests/culture assignments	1	5
2.	Language 2		1	10
3.	Language 3		2	5
4.	Language 4		2	10
5.	Language 5		3	5
6.	Language 6		3	10
7.	Asia Literacy	Asia Literacy presentation	4	5

# MATHEMATICS YEAR 7 STAGE 4

In this course, assessment will be based on the outcomes for the stage of development for individual students (ie. 4, 5.1, 5.2, 5.3) in the following topic areas (strands):

- Number and Algebra
- Measurement and Probability
- Statistics and Probability

The Working Mathematically strand is assessed in each task.

All Year 7 students participate in the Mathematics Pathway Program. As part of this program, all students complete ongoing and regular fortnightly assessment. Student progress reports are available for parents and carers using the parent login details that have been provided.

Parents and carers are advised to contact the Mathematics faculty if further information is needed.

# MUSIC

## **Course content**

Students of Music are exposed to a wide variety of experiences designed to foster their skills in Music, their broader creativity and their general Musical knowledge. Students are encouraged to work co-operatively and exchange and develop ideas in order to broaden their musical understanding and to explore musical ideas in an enjoyable and active environment.

Experiences with Music include performing, listening and composing. Practical experiences, and in particular, composition tasks are utilised to provide an active and approachable means of understanding the concepts of Music (duration, pitch, tone colour, structure, texture, dynamic and expressive techniques). Written work complements these activities to broaden students' knowledge of contexts within Music.

## **Course Requirements**

Students are engaged in practical activities that are designed to introduce and reinforce concepts of Music. Their participation in musical decisions and applying learned musical knowledge is required.

Following each activity, students are required to record and reflect upon their own success and processes of learning.

The Course aims to cater towards all students, regardless of their prior musical experiences.

A Music Book and A4 display folder, included in the purchased school Book Pack, is recommended (ear buds) are required.

## **Course Assessment**

Assessment is completed through a combination of

- formative observation of practical decision making;
- performance of required pieces or skills;
- written responses about their musical perceptions;
- manipulating musical concepts through composition

Activities involving ALL areas for assessment below are carried out continuously during each term. Typically, any activity done in class will involve a practical, theoretical and attitude component. This gives an overall formative grade that is determined for each semester.

## MUSIC (continued)

### Semester 1

Task No.	Unit/ Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Performance/ Composition	Performance and composition / use of Garage Band, Note flight, Flat.io, Mix craft. Documentation and reflection	1	10
2.	Listening/ Research	Concepts and Genres Classwork, performance, composition and Music and Me.	1	7
3.	Performance/ Composition	Asian Music Performances. Compositions on the pentatonic scales	2	1-6
4.	Listening/ Research	Concepts and Genres Asian Music research, performances and presentations.	2	7-10

### Semester 2

Task No.	Unit/ Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
5.	Performance/ Composition	Australian Aboriginal and Torres Strait Islander Music	3	1-7
6.	Listening/ Research/Composition/ Performance	Composition on a Dreamtime story. Presentations and performances to class. (May be a film, power point or Music composed for Dust Echoes)	3	7
7.	Performance/ composition/listening	Music Theatre- Music and Image Composition of a Music Theatre /Music and Image piece/use of computer programs. Performance of Theatre/Music and Image works.	4	1-7
8.	Listening/ Composition/ Performance	Concepts and Genres Performance for Celebration of Learning	4	10

# PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

## Course content

- iSELFIE
- 5, 6, 7, 8
- Field Ball
- Survivor

## Course requirements

- Display folder with lined paper
- PDHPE uniform for practical lessons

## Course Assessment

A range of assessment strategies are used throughout the course: These include: practical skills, group planning and problem solving tasks for practical assessments, group and individual performances, weekly food analysis task, health information and strategy task, health promotion task, and a case study.

### SEMESTER ONE

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
1	iSELFIE	Anti-Bullying Pamphlet	Term 1, Week 9	<b>Health Wellbeing and Relationships</b> PD4.1, PD4.2, PD4.3, PD4.9 <b>Healthy Safe and Active Lifestyles</b> PD4.2, PD4.7, PD4.9
2	5, 6, 7,8	Practical Skills Group Performance	Term 2, Week 8	<b>Movement Skill and Performance</b> PD4.4, PD4.5

### SEMESTER TWO

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
1	Field Ball	Game Sense Application	Term 3, Ongoing	<b>Movement Skill and Performance</b> PD4.10, PD4.11 <b>Healthy Safe and Active Lifestyles</b> PD4.10
2	Survivor	Research Task on Fitness methods and Types of training	Term 4, Week 5	<b>Healthy Safe and Active Lifestyles</b> PD4.6, PD4.8,

# SCIENCE

The aim of the Science programs is to provide learning experiences through which students will:

- Acquire knowledge and understanding in the fields of science
- Acquire skills in working scientifically
- Develop appropriate science specific skills in literacy and numeracy and be able to communicate effectively
- Develop values and attitudes in relation to the role of science in society.

## Course Content

The Year 7 course includes the following topics:

1. Water Water Everywhere
2. Looking for Patterns
3. Science Changes With New Discoveries
4. Physical World (Ballistics Challenge)

## Course Assessment

Assessment is based on the achievement of outcomes relating to:

- Knowledge and Understanding
- Skills (planning and conducting investigations; communicating information and understanding; recording, presenting and analysing data)
- Values and Attitudes

## Semester 1

Task No.	Area of Learning / Outcome	Assessment Task Description	Date	
			Term	Week
1.	Describes how scientists work	Common written test	1	7
2.	Follows a procedure to carry out an investigation	Practical Test	1	10

## Semester 2

Task No.	Area of Learning / Outcome	Assessment Task Description	Date	
			Term	Week
3.	Identifies patterns and classifies organisms using keys and flowcharts; Processes and analyses data from a variety of graphs	Classification and data graphing tasks	2	6,8
4.	Extracts and organises information from a variety of sources / Communicates information and understanding	Oral presentation and Information report	3	9
5.	Plans and conducts investigations / Collects and presents data using computer based technology	Investigation and Experimental design task	4	4



# TECHNOLOGY (MANDATORY)

Technology is a mandatory course studied over Year 7 and Year 8. Students learn about technologies and use a range of material, tools and techniques relevant to the chosen area of study.

## Course Content

Course Content is studied through the following areas

- Bollywood Lights – Material Technologies
- Grow and Thrive – Food and Agriculture Technologies
- Crack the Code – Digital Technologies

## Course Requirements

Each student requires the following:

- 3 (one for each area of study) - 96 page A4 book, covered with contact
- 3 (one for each area of study) Display Folders
- BYOD as specified by the school
- USB
- Sewing Equipment – pins, sewing needles, stitch un-pick, tape measure, and threads.
- Other Items – as required for individual projects as chosen by student.
- Practical Equipment for
  - Apron, full covering, white cotton drill fabric apron (available from school - \$8)
  - Hair Net – provided by school. Replacement – 50 cents.
  - Tea towels – 2
  - Dishcloth, Sponge or Chux
  - Oven Mitt or Pot Holder
  - Serviettes
  - Container, when instructed by the teacher
  - Carry bag, to contain all of the above
- Payment of Subject Fees as this covers the cost of all consumables in this course.

\*\* Full covering, black, hard leather school shoes must be worn for practical lessons as per Department of Education requirements.

## Course Assessment

Assessment will be both:

- Informal – practical experiences, class work, homework and other as appropriate; and
- Formal as per the grid below.

Task No.	Unit / Area of Learning	Task Description	Date Due /Work Completed
1.	Bollywood Lights	Design Folio Practical Project	*
2.	Grow and Thrive	Design Folio Practical Project	*
3.	Crack the Code	Design Folio Practical Project	*

\*Dates to be notified at least 2 weeks prior to task being given.

Students are to complete three Design Folio and Practical Projects. The area to be assessed will be dependent on the individual student rotation.

Each area of study is completed in a B week period. Classes rotate to complete all 3 units of work during the year.

# VISUAL ARTS

## Course content

- The Visual Arts course gives students the opportunity to develop skills and explore their imagination by engaging in enjoyable activities.
- In Year 7 students are timetabled for one 75 minute period per week.
- Each of the four art rooms specialises in a particular art form, ie painting, printmaking, sculpture and ceramics.
- Each term classes move to a new room with their teacher, so that students gain experience in a variety of media.
- The programs that are studied by Year 7 are:
  - Painting: “Self-Image”  
Students explore different representations of themselves, ranging from naturalistic to abstract works. This unit also explores digital
  - Ceramics: “The Lost Thing”  
Students create humorous clay sculptures by combining features from animals and vintage machinery.
  - Printmaking: “It’s a Small World”  
Students investigate the world of Australian Insects through a range of printmaking techniques

## Course requirements

Students learn about making art as well as critical and historical study of art through a variety of Frames as specified in the syllabus, ie Subjective, Structural, Cultural and Postmodern frames. Students are also introduced to Artistic Practice and the Conceptual Framework, which is the relationship between the artist, the artwork, the world and the audience.

Students are required to document their artmaking as well as critical and historical study in their Visual Arts Diary.

Equipment required: visual arts diary, 2 x 2B pencils, eraser, ruler, pens, Visual Arts contribution.

## Course assessment

Students are assessed on a continual basis in Visual Arts. This takes place through regular teacher monitoring and feedback to students. Each term students are to submit their artmaking tasks and their Visual Arts Diary for assessment. Each semester students are to complete an Art Theory assignment.

## Visual Arts (continued)

### Assessment

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Art Critical and Historical Study	- Visual Elements Assignment	1	7
2.	Artmaking	- Self Portraiture artworks - Diary documentation of artmaking	2 2	3 3
4.	Artmaking	- "The Lost Thing" artworks - Diary documentation of artmaking	3	5
5.	Art Critical and Historical Study	- Visual Elements Assignment	3	7
6.	Artmaking	- "It's a Small World" printmaking artworks - Diary documentation of artmaking	4 4	8 8

Weighting	Grade
Artmaking 70%	Grades will be awarded for each task at the following levels of achievement: <ul style="list-style-type: none"> <li>• Outstanding</li> <li>• High</li> <li>• Sound</li> <li>• Basic</li> <li>• Limited</li> </ul>
Critical & Historical Study 30%	