

# YEAR 7

## COURSE HANDBOOK 2025



HALE SCHOOL

*Find your frontier*

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## INTRODUCTION

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In Year 7 at Hale School students experience a learning environment that is challenging, engaging and relevant. Students are encouraged and supported to achieve to their personal best while seeking and enjoying a fulfilling role in the school community. Hale School aims to provide a climate of respect, warmth and care, with an emphasis on providing students with opportunities to:

- develop productive and affirming relationships with adults and peers
- experience a sense of purpose in their learning
- act independently, cooperatively and responsibly
- learn valued knowledge and skills
- use individual talents and expertise
- experience realistic learning challenges in an environment characterised by high expectations and constructive and honest feedback
- learn in a safe, caring, encouraging and stimulating environment
- have effort and success recognised and encouraged.

### PASTORAL CARE

In Year 7 the pastoral care of the boys is an important focus which recognises the intellectual, academic, social, physical and emotional challenges faced by boys of this age. Each boy is assigned a pastoral care teacher who plays a pivotal role in the students' pastoral care, monitoring their individual learning and their social progress throughout the year. The pastoral care teacher is the primary contact between parents and the School. In essence, the pastoral care teacher's principal role is to have continuing responsibility for the academic, social and emotional progress of the students in his or her care.

In Year 7, the pastoral care teacher will usually teach the boys in two significant subject areas, enabling them to work closely with students in their care. The pastoral care teacher also teaches the Personal Development curriculum, which focuses on students' communication skills, self-awareness and organisational strategies.

### USE OF STUDENT DIARY

The Student Diary is a vital link in the communication between school and home. It provides space for boys to enter homework and other commitments and activities every day, it includes school rules and routines, the names of teachers and their responsibilities and provides space for test results to be recorded. Each boy is responsible for entering his homework and/or other work requirements and other daily activities in his Student Diary. If this is done carefully and accurately, it will instil sound working habits which will last through school and beyond. The Student Diary is regarded as an important part in improving students' personal organisation and study management. Teachers may enter comments in the Diary about a student's progress, attitude or achievement. It will be checked and signed each week by each boy's pastoral care teacher and must also be signed by parents.

### TIMETABLE

The school year consists of four terms, with Terms 1 and 2 in Semester 1, and Terms 3 and 4 in Semester 2. The School operates on a seven-day timetable cycle with seven periods a day. This means that if DAY 1 happens to fall on a Monday, then the following Monday will be a DAY 6, Tuesday a DAY 7, and then the cycle starts again with Wednesday as a DAY 1. Boys will be given an individual timetable at the start of the school year and a new timetable at the start of Semester 2. The Student Diary has a page on which boys are expected to make a copy of their timetable.

### ASSESSMENT

All subjects use a variety of assessment types - including tests, folios of work, individual projects, group activities and oral presentations - with the emphasis varying from subject to subject. There are no formal examinations for students in Year 7. There will be major assessments in some subjects, as appropriate.

### SCHOOL ASSESSMENT POLICY: RULES AND PROCEDURES

[The Assessment Rules and Procedures](#) document is available to all Year 7 students and parents via the School Portal in the Year 7 Curriculum Overview shard documents. It conforms to School Curriculum and Standards Authority requirements as set out in the WACE Manual.

### ACADEMIC REPORTS

Formal school reports are part of a broader Hale School communication strategy to parents which includes diary comments, interim reports (Term 1 and Term 3), formal and informal parent teacher interviews and phone calls/emails as required. Semester reports are prepared twice a year, at the end of Semester 1 and the end of Semester 2.

Semester reports for each subject will include some or all of the following: a semester mark or year mark and cohort average, an overall grade, some subject specific ratings and ratings against learning habits in the areas of organisation, participation, perseverance and initiative. The report may also include a graphic showing your son's placement within the cohort of the particular subject.

The four learning habit areas are:

**Organisation:** The student is well-prepared for class, organises materials, plans his time and manages his working environment.

**Participation:** The student pays attention, undertakes classroom activities, contributes to discussions, completes work set and collaborates with others.

**Perseverance:** The student persists with learning tasks.

**Initiative:** The student tries new ways of approaching tasks, explores ideas, seeks out assistance as appropriate and is interested in learning new things.

### STUDENT TABLET COMPUTERS

All students in Years 7 to 12 are allocated a School computer to use in class and to then be taken home to complete homework and assignments. Students are issued with their computer on commencement in Year 7 and will use this computer for 3 years and then be allocated a new computer at the start of Year 10. The Year 7 curriculum is designed to include a wide range of learning experiences embedded in information and communication technology.

Technology-driven change is pervasive in society and the School regards it as essential that our students are able to use computers as learning tools early in life, in readiness for post school education and work. There is a clear expectation that students, as part of their curriculum, will achieve outcomes that focus on appropriate technology-based skills.

### HOMEWORK

The School supports the view that homework is an integral part of a student's education. Through regular homework, a student is able to develop the kind of study habits and skills that are essential for intellectual growth and academic achievement. Homework should be regarded as:

- 1 on-going study and review of each day's lessons
- 2 work set by teachers to be done overnight or by a set date, and
- 3 reading for study and for pleasure.

To be successful, assignments need careful planning and regular work. Boys will receive advice at school about how to plan and organise their homework and how to use their Student Diary effectively to help develop good working habits with regard to homework. Where homework proves difficult, is unable to be completed due to other commitments or is taking longer than the required time, parents are asked to write a note in their son's diary that evening.

## INTRODUCTION

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### HOMEWORK CLUB

The Homework Club is for students in Years 7-8, only, in the Forrest Library. At Homework Club, specialist Learning Support, English and Mathematics teaching staff are available to assist students with their homework, Tuesday and Thursday, 3.30pm to 5.00pm. Homework Club commences in Week 2 each term. The Homework Club timetable is available through the Tutors page of the School Portal.

### THE YEAR 7 CURRICULUM

The Year 7 curriculum is divided into two groups of subjects: one, which is studied year-long by all boys in Year 7 and the other, studied by all students for one semester. The curriculum provides an effective foundation for all subjects offered in later years at Hale School and is also designed to meet the particular needs of boys entering the School. All subjects offered in Year 7 are set out in the table on page 6.

Hale School follows the *Western Australian Curriculum* in English, Mathematics, Science, Humanities & Social Sciences, Languages, Technologies, The Arts and Health & Physical Education. All WA Curriculum courses integrate the seven general capabilities that underpin student learning, prepare students for further education and life experiences after school and are transferrable to other fields of learning both in school and beyond. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding. In addition, the Year 7 courses incorporate the three cross curriculum priorities: Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia and sustainability. Note that the Western Australian curriculum is closely based on the Australian Curriculum.

### LANGUAGES

The WA Languages curriculum is written on the basis that schools provide a Languages programme, in at least one language, from Pre-primary to Year 10. At Hale School, all students study a language other than English from Years 3 to Year 9. The study of languages in Years 10-12 is optional.

It is compulsory for students to select one Second Language on entry to Year 7. Boys must choose either **Chinese** or **French** for the whole year. The language they choose in Year 7 will also be studied in Year 8 2026 and 9 2027. Please see page 15-16 for the language course descriptions.

No background in the language of choice is required, students are to carefully select the language they are best suited for. We acknowledge students have studied a wide variety of languages in their respective Primary Schools; the skills and processes learnt through this study will readily transfer to language learning in Year 7.

**Please make your language selection by completing the form on [this link](#) by Friday 16 August 2024.**

**Please notes:** In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses.

### MUSIC

Year 7 Music classes take place twice in every 7-day timetable cycle. The aim of the Year 7 Music course is to provide students with a basic musical foundation and further develop their skills, understanding and appreciation of music. The course follows a comprehensive and sequential curriculum where key musical concepts are explored and developed through practical music making. The course caters to all students, providing meaningful musical opportunities for beginners and experienced musicians and beginners alike. Further details are provided on page 18.

We highly recommend students enrol in individual instrumental lessons. Students who wish to have instrumental, singing or music theory lessons in addition to the classroom music programme may arrange music tuition through the Music Department.

### CURRICULUM SUPPORT

This programme is designed to meet the needs of boys who are experiencing significant difficulties in literacy or have particular learning needs across the curriculum. Students are identified for Curriculum Support through a process involving testing, parent consultation and teacher observation. Parents of boys identified as likely to benefit from Curriculum Support classes will be notified by the School. Curriculum Support is a subject taught

by specialist teachers to a small group of students with a strong focus on the development of skills in reading, writing, listening, and speaking. It is recommended that boys in Curriculum Support choose French as their Language choice. Boys who are recommended for Curriculum Support will not study Music.

### **INTEGRATED CURRICULUM (iC)**

Through the Integrated Curriculum programme, the students in Year 7 develop many of the transferrable skills that are needed to be a successful, independent learner. Digital Literacy and Information Literacy, provide students with essential skills transferrable into all other learning areas where information needs to be gathered from multiple sources, organised, interpreted and evaluated and presented in a range of digital or printed forms to suit the audience. These are fundamental skills, used in all subjects.

### **DIGITAL LITERACY**

Digital Literacy is about developing skills and habits of mind that allow people to actively participate in society using all forms of media available. As information and communication technology (ICT) skills become more and more necessary throughout society, students will be expected to apply ICT skills to solve problems, complete projects, and creatively extend their abilities. The Digital Literacy course helps students prepare to work, live, and contribute to the emerging global society in which ICT competency is expected.

### **INFORMATION LITERACY**

The aim of Information Literacy is to assist students in becoming users of the Guided Inquiry process. They will engage in developing the skills to find, use and translate information so that they have an understanding of the process that is undertaken. Guided Inquiry allows learners to actively search for meaning and to understand and become involved in their learning. They are then able to communicate the information effectively and evaluate what they have learnt. Students will become familiar with a range of resources and how to use referencing tools.

The students make use of an iterative process called design thinking. Design thinking reframes the challenge in human-centric ways, allows the creation of many ideas in brainstorming sessions, and lets the students adopt a hands-on approach in prototyping and testing.

### **READING ENRICHMENT**

The aim of the Reading Enrichment programme is to provide students with the opportunity to experience literature and reading in a supportive and stimulating environment in the library. Students are involved in various programmes to support their reading which allow them to experience a range of genres and reading resources, including those from Australian literature.

### **GIFTED AND TALENTED EDUCATION**

Hale School aims to nurture the learning needs of all students and encourage all students to achieve their personal best. This includes providing challenge and opportunity for students who may be achieving at a level beyond their peers. We aim to engage these students in learning experiences appropriate to their ability, maturity and individual strengths and weaknesses.

In all classes, a variety of experiences which will enrich and extend our gifted and/or talented boys is provided. External enrichment opportunities such as the da Vinci Challenge, Science & Engineering Challenge, Competitions, Olympiads and community-based programmes are made available throughout the year to further enrich the co-curricular provisions of Hale School.

## CURRICULUM OVERVIEW

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### OUTDOOR EDUCATION

The aims of Outdoor Education at Hale School are to provide boys with exciting and challenging experiences that will develop their self-confidence and their skills in a number of areas of personal development. Outdoor Education will draw on boys' self-reliance and resourcefulness, their ability to work with others with trust, respect and co-operation, their ability to display leadership, tolerance and understanding. The interpersonal and self-development skills gained in the Outdoor Education programme are invaluable and will assist them in contributing to group and team situations, and as potential future leaders of society. The major goals of the programme are to provide students with an understanding of sustainable resource use, the delicate nature of the natural environment, an appreciation of environmental values and the need for preservation of the environment. In addition, the Outdoor Education programme has a particular theme for each year level. In Year 7 the theme is forming relationships & working together.

### YEAR 7 OVERVIEW

Year 7, 2025 Subjects	
Year-long subjects	English
	Mathematics
	Science
	Personal Development
	Health and Physical Education
	Philosophy, Values and Religion
	Drama
	Music
	Digital and Information Literacy: Integrated Curriculum (iC)
	Reading Enrichment
	Humanities & Social Sciences (HASS) is made up of four HASS subjects and reported on as one subject at the end of the year. The four subjects are History and Civics & Citizenship, and Geography and Economics & Business
Semester-long subjects	Art
	Technologies
Year-long subject choice	<b>Languages:</b> Students choose either <b>Chinese</b> or <b>French</b> to be studied for the whole year. The chosen language will also be studied in Year 8 and Year 9.

The following pages contain brief descriptions of the subjects studied by all boys in Year 7. Providing even greater detail is the *Curriculum Overview*, a document emailed to parents in the first week of each term. By referring to the *Curriculum Overview* regularly, students should be able to improve their personal organisation, plan ahead and begin to take personal responsibility for their learning. Pastoral care teachers will assist students in their planning and preparation for the many assessments which are signalled in the *Curriculum Overview*. Please contact your son's pastoral care teacher if you have queries or concerns about your son's personal organisation, homework or study strategies.



## Aims

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

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artworks/art style which, in turn, allows them to link their own production to a given context. They are introduced to a critical analysis framework to analyse artworks and use art terminology when responding.

Knowledge and skills are developed through one or more of the following art forms: 2D (drawing, painting, printmaking, textiles, and illustration), 3D (ceramics, sculpture, installations). Students will explore one or more of the following art styles: Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

## Content Structure

The Art course is organised into two interrelated strands: Making and Responding.

**Making** engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking, critically and creatively.

**Responding** involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

## Content Description

The content of the course is artist focused. Classroom teachers select artists of study and design semester projects with the Making and Responding tasks linked. Tasks include the analysis of artworks by the selected artist; and the application of skills used by the artist of study in student production work.

## Assessment:

A semester mark comprising both the Making and Responding components of the course will be given. Students will be assessed on their research, development and communication of visual art ideas, on their use of skills, techniques, processes, technologies and conventions, on their ability to respond to, reflect on and critically evaluate artworks.

Drama at Hale provides students the opportunity to expand their creativity, courage, confidence and imagination. It encourages students to enhance their performance skills and communicate with confidence on and beyond the stage. Hale's new Performing Arts facilities provide state of the art theatre spaces in which students can develop their technical knowledge and skills in lighting, set and sound design.

### Aims

In Year 7, Drama students plan, develop, rehearse and present drama to their peers by safely using the processes, techniques and conventions of drama. The resulting drama works adhere to selected drama forms and styles and are improvised or inspired by appropriate, published script excerpts (e.g. Australian or world drama). Students are encouraged to informally reflect upon these works using specific drama terminology and language.

### Content Structure

The Drama course is organised into two interrelated strands: Making and Responding.

**Making** engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

**Responding** involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

### Content Description

The Year 7 Drama course covers improvisation, characterisation, storytelling and movement, playmaking and performance. It focuses on developing a commitment to excellence and personal progress rather than comparison. Knowledge and skills in Drama are developed through one or more of the forms: restoration comedy, circus, Kathakali, medieval theatre, or ritual theatre.

### Assessment

A mark comprising both the Making and Responding components of the course will be given at the end of each semester. Students will be assessed on their ability to respond to, reflect upon and critically evaluate their own work and the work of others, on their use of drama skills and techniques, and on their use of appropriate drama terminology and language in the communication of drama ideas.

## Aims

The Year 7 English course aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

## Content Structure

The English course is organised into three interrelated strands: Language, Literature and Literacy.

**Language:** knowing about the English language

**Literature:** understanding, appreciating, responding to, analysing and creating literature

**Literacy:** expanding the repertoire of English usage

Together the three strands focus on developing students' knowledge, understanding and skills in **Listening, Speaking, Viewing, Reading and Writing and Creating**

## Content Description

This describes the knowledge, understandings and skills that students are expected to learn from their interactions with texts that are chosen to be developmentally appropriate, stimulate interest in the course and encourage appreciation of all forms of communication.

### Reading, viewing and listening

students will:

- understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
- explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
- listen for and explain different perspectives in texts.

### Writing, speaking and creating

students will:

- understand how the selection of a variety of language features can influence an audience.
- understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- create texts showing how language features, text structures, and images from other texts can be combined for effect.
- create structured and coherent texts for a range of purposes and audiences.
- when creating and editing texts, demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.

- make presentations and contribute actively to class and group discussions, using language features to engage the audience.
- maintain an orderly, neat notebook (manual and digital) and consolidate a legible and fluent handwriting style that can be sustained for extended periods.

Textual experiences include:

**Literary texts:** prose fiction (novels, short stories, myths and legends) and poetry.

**Non-fiction texts:** informative, persuasive, biographical and analytical writing.

**Oral texts:** formal and informal speeches, collaborative work and interviews, creative performances.

**Visual and multi-modal texts:** animated film, oral presentation.

## **Assessment**

Students will be assessed on their knowledge, understanding and skills in the reading, viewing, writing, creating, speaking and listening aspects of the course. They will be assessed on comprehension and interpretation of texts, writing style and structure, engagement with the question or topic, development of ideas and use of supporting evidence.

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The focus areas are: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, active and minor games challenge and adventure activities, fundamental movement skills, games and sports as well as lifelong physical activities and rhythmic and expressive activities.

### Aims

In **Year 7 Health and Physical Education** students will learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students will continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

### Content Structure

The Health and Physical Education courses are organised into two interrelated strands: Personal, Social and Community Health and Movement and Physical Activity. **Personal, Social and Community Health includes** being healthy, safe and active, communicating and interacting for health and wellbeing and contributing to healthy and active communities. **Movement and Physical Activity includes** moving our bodies, understanding movement and learning through movement. The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to not only develop physical capacities but also their interpersonal, communication, self-management, and decision-making skills.

### Content Description - Health

The Health Education course provides students opportunities to interact with peers in familiar and unfamiliar contexts and to further develop their understandings of concepts relating to a healthy life. Students build upon prior learning and experiences to gain a more detailed understanding of their personal health, growth and development, and the changes that occur from childhood, through puberty to adulthood. They examine the social and cultural factors which influence physical and mental health and further develop their understanding of the value of respect for the rights of others. Topics include: Wellness, Growing and Developing Healthy Relationships, Sexual Health, Lifestyle Choices, Drug Education and Safety.

### Content Description - Physical Education

The aim of the Physical Education course is to improve the physical fitness, skill level, cooperation and teamwork, and the confidence of every boy. Our goal is for each boy to achieve a level of competence so that he may participate in various sports at the interschool, interhouse or social game level and that he maintains an involvement in regular physical activity in the wider community upon leaving school. Topics include: Swimming/Water Safety/Water polo, Winter Games Skills – Soccer and Australian Rules Football, Volleyball, Floorball, Softball and Tennis.

### Assessment

Students will be assessed on their Personal, Social and Community Health knowledge and understanding through the completion of activities in their student OneNote work books and end of unit assessments. Furthermore, students will be assessed on their physical activity (movement and motor) skills in the designated sports and assessed using the Hale School Learning habits of organisation, participation, perseverance and initiative in relation to Health and Physical Education.

## HASS (HUMANITIES AND SOCIAL SCIENCES)

### History, Civics & Citizenship, Geography and Economics & Business

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Humanities and Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Civics & Citizenship, Geography and Economics & Business. In Year 7 at Hale School, the four subjects that make up HASS curriculum are taught for one term. Through studying Year 7 HASS subjects, students will 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.

### Aims

The Year 7 HASS course aims to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

### Content Structure

The Year 7 HASS course is organised into two interrelated strands: **Knowledge and understanding** and **Humanities and Social Sciences Skills** which include Questioning and Researching, Analysis, Evaluating and Communicating and Reflecting.

### Content Description - History

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

- 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 an ancient society's history

## **Assessment**

In History students will be assessed on their demonstrated understanding through various assessments including:

- Research and planning skills through inquiry and preparation for relevant assessments;
- Analysis of historical sources through document study testing

## **Content Description - Civics & Citizenship**

### **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
- 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
- How Australia's legal system aims to provide justice, including how citizens participate in providing justice through their roles as witnesses and jurors

## **Assessment**

In Civics & Citizenship students will be assessed on their demonstrated understanding through various assessments including:

- Research and planning skills through inquiry and preparation for relevant assessments;
- Skills in developing descriptions and explanations through writing tasks, tests and presentations

## **Content Description - Geography**

### **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, storm water 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

## **Assessment**

In Geography, students will be assessed on the following:

- Research and planning skills through inquiry and preparation for relevant assessments
- Skills in developing descriptions and explanations through extended writing tasks and presentations

## **Content Description - Economics & Business**

### **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)
- 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)

### **Assessment**

In Economics & Business students will be assessed on the following:

- Research and planning skills through inquiry and preparation for relevant assessments
- Skills in developing descriptions and explanations through extended writing tasks and presentations



Hale School has a vibrant languages curriculum offering **Chinese** and **French Second Language in Year 7**. Studying a language is compulsory for all students, Years 3 to 9, and optional in Years 10 to 12. Students select either Chinese or French to be studied for the whole year in Year 7, 8 and 9.

## Aims

The language courses aim to develop the knowledge, understanding and skills to ensure that students communicate in the target language, extend their literacy repertoires, understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication, develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives, develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity, strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills and understand themselves as communicators.

## Notes:

- 1 In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses:

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A WACE LANGUAGE COURSE YEAR 11 AND 12		
	Education	Residency and/or time spent in-country	Use of the language for communication outside the language classroom
<b>Second language courses</b>	Less than one (1) year in total of formal education (from Pre-primary) in schools where the language is a language of instruction	Less than two (2) years in total of residency and time spent in a country where the language is a medium of communication	Use of the language for communication outside the language classroom with a speaker/s of the language is not permitted

- 2 Where a student has had more than two years in total of residency and time spent in a country where the language is a medium of communication, more than one year in total of formal education, or use the language for communication outside the language classroom, it is recommended they select the alternative language. For example, if they lived in Singapore for more than two years the preferred language to study should be French.

Please contact the Director of Curriculum or the Head of Languages should you wish to discuss these notes.

## Content Structure

The second language courses are organised into two interrelated strands: **Communicating** and **Understanding**. The **Communicating** component includes skills in socialising, informing, creating, translating and reflecting. The **Understanding** component covers systems of language, language variation and change and the role of language and culture in society. The skills developed during the course will include:

- Language-Learning Strategies: students acquire a range of skills and strategies to help them make meaning of and express themselves in a second language.
- Communicative Skills: students will learn to communicate simply through listening, speaking, reading and writing in the target language.
- Cultural Understanding: students will develop sociolinguistic and socio-cultural understandings and apply them in their use of the target language.

## Content Description

In Year 7, students will learn to communicate in a second language, 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. Their growing textual knowledge, developed through English literacy, supports their developing literacy in a second language. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

## **Chinese Second Language**

The **Year 7 Chinese** course introduces students to the language and culture of China. Students will learn some basic elements of communication, will be introduced to writing in Chinese and will learn about some aspects of contemporary Chinese society. This course is suitable for beginners and for those who have learned Chinese in primary school.

Topics include:

### **Salutations and Self-introductions**

Students will learn a range of expressions used to greet people in various situations in Chinese. They will also be able to share information about themselves including their name, age and nationality.

### **Grammar and Vocabulary**

Students will learn sentence structures as well as context-related vocabulary in areas such as animals, food and hobbies to participate in interactions with others to exchange information about themselves. They will also learn to respond to and follow simple classroom instructions.

### **Simplified Chinese Radicals**

Basic and compound strokes and stroke order of familiar Chinese radicals will be introduced by means of writing practice activities.

### **Chinese Culture**

Students will learn about the geography and culture of China and other Chinese speaking communities through inquiry-based activities. They will also explore contemporary aspects of China and Chinese culture in daily life.

## **Assessment**

Students will be assessed in the four macro-skills of speaking, listening, reading, and writing.

## **French Second Language**

The **Year 7 French** course is designed to introduce students to the language and culture of France and other French-speaking countries. Students will start to comprehend and communicate in French through listening, responding and speaking. They will be able to understand simple texts and respond appropriately. The multi-media course will examine links between the countries and encourage comparisons with their own culture and language.

Topics include:

### **Getting To Know You**

This topic includes greetings, social conventions and talking about self and family.

### **Why French?**

Students make physical comparisons between France and Australia. They will examine differences, similarities and shared language. They will learn about the range of countries around the world where French language and culture is represented. They will also identify current aspects of France and French culture in daily life.

### **French - Australian Connections**

Students will learn about early French exploration and connections, particularly in WA and their influences today. They will also learn of some special links which exist between France and Australia/New Zealand in relation to the First World War.

### **Where We Live**

Students will learn to say where they are from and where they live and understand others talking about where they live.

## **Assessment**

Students will be assessed in the four macro-skills of speaking, listening, reading, and writing.

## Aims

Mathematics is about making connections to existing knowledge to solve new problems both within and beyond mathematics. It is about showing students the power and beauty of Mathematics and its relevance to the real world.

The Western Australian mathematics curriculum aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to **investigate, represent** and **interpret** situations in their personal and work lives and as active citizens.
- Develop increasingly sophisticated understanding of mathematical concepts and fluency with processes, are able to pose and solve problems and reason in number and algebra; measurement and geometry; and statistics and probability.
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## Content Structure

The Year 7 Mathematics course is organised around the interaction of three content strands: Number and Algebra; Statistics and Probability; Measurement and Geometry and four proficiency strands: Understanding; Fluency; Problem Solving and Reasoning.

The proficiency strands describe the thinking and doing of mathematics. This approach has been adopted to ensure students' proficiency in mathematical skills is developed throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

## Content Description

This describes the knowledge, concepts, skills and processes students are expected to demonstrate.

**Number and Algebra:** 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.

**Statistics and Probability:** 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.

**Measurement and Geometry:** 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.

## Assessment

Students will be assessed on their use of routine skills and problem solving skills, clarity of presentation, use of mathematical conventions, effective use of technology and mathematical reasoning in the three content areas of the course: number and algebra, statistics and probability, measurement and geometry.

Summative assessments will be made up of Tests, Investigations, and Open-Ended Problems. The extension, standard, and support sets will have assessment tasks created appropriate to their level of development, whilst still addressing the Year 7 Western Australian Curriculum.

Music is a year-long course for most Year 7 students, except those boys recommended for Curriculum Support. Year 7 Music classes take place twice in every 7-day timetable cycle. The Year 7 Music course aims to provide students with a basic musical foundation and further develop their skills, understanding and appreciation of music. It follows a comprehensive and sequential curriculum where key musical concepts are explored and developed through practical music-making, providing meaningful musical opportunities for beginners and experienced musicians.

We highly recommend that students are enrolled in individual instrumental lessons. Students who wish to have instrumental, singing or music theory lessons in addition to the classroom music programme may arrange music tuition through the Music Department.

### Aims

In **Year 7 Music**, students will apply their music skills and knowledge when performing, creating, and listening to music. They develop an understanding of aural skills and aural memory to identify, sing/play, transcribe music, and make connections between sound and notation. They are supported to use the elements of music, invented and conventional notation and music terminology, and to record and communicate music ideas. Students are given opportunities to participate in listening, analysis and score reading activities, focusing on using the Music elements and key stylistic features. They will practise, rehearse, and perform a range of music in solo and ensemble activities to develop technical skills and awareness of musical expression. As performers and audience members, they are encouraged to develop language to express their thoughts and feelings about music.

### Content Structure

The Music course is organised into two interrelated strands: Making and Responding.

- **Making** engages students' cognition, imagination, senses, and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically, and creatively.
- **Responding** involves students reflecting, analysing, interpreting, and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners and audience members and develop their critical and creative thinking skills

### Content Description

Music is a year-long course designed to cater for all students, providing meaningful, practical music-making opportunities for beginner and established musicians. Practical engagement in collaborative music offers an authentic and enjoyable learning experience in Music.

All students are required to select one instrument to play or sing for Year 7 Music class. Once students have selected their instrument, they will be placed in one of the following classes.

**Concert Band Class** is for students who already play or want to learn to play one of the following instruments: Baritone, Bassoon, Clarinet, Euphonium, Flute, French Horn, Oboe, Percussion\*, Saxophone, Trombone, Trumpet or Tuba.

\*Students selecting Percussion must be enrolled in individual instrumental tuition to play percussion in Year 7 Music class.

**Strings Class** is for students who already play the Violin, Viola, Cello, or Double Bass, or have enrolled in individual instrumental tuition.

The only string instrument that may be selected as a beginner without enrolling in individual tuition is the Double Bass.

**Singing Class** is for students who are currently having singing lessons, have sung in a choir or want to learn to sing. Previous singing experience is not required, and students do not need to enrol in individual tuition.

Students who currently have Guitar or Piano lessons should continue to do so. However, to participate in Year 7 Music class, guitarists and pianists are encouraged to select an instrument listed above so that they can experience the collaborative learning process of being a member of a musical ensemble.

Further specific and helpful information regarding instrument selection, instrumental tuition, sourcing an instrument, course structure and content will be emailed directly by the Music Department to parents during October.

### Assessment

A course mark will be given comprising the Making and Responding components of the course. Students will be assessed on their ability to respond to, reflect on and critically evaluate their performance and the musical works of others, their use of vocal or instrumental performance skills, and their use and understanding of appropriate music terminology and notation.

Year 7 is a critical transition period where boys experience significant change emotionally, socially and physically. The Personal Development curriculum directly responds to these changes and assists boys to develop age-appropriate strategies to make a positive transition into senior schooling, adolescence and beyond.

The programme is couched in a framework of positive psychology, with a specific focus on personal well-being, emotional intelligence and building positive relationships. Themes run through the year that are linked into personal organisation and study skills, understanding and developing emotional intelligence, developing safe and respectful online behaviours and developing and understanding of the value of community and the power of contributing within communities. It is taught by pastoral care leaders who have experience and training in adolescent development.

### Content

#### Transition/Orientation

- Team building and establishing relationships
- Classroom Management and Organisation
- Goal setting and understanding personal learning style
- Understanding self as part of the Hale Community

#### Emotional Intelligence

- Understanding social, emotional and environmental challenges
- Emotional recognition and expression
- The importance of Belonging
- Coping with emotions
- Emotional Red Flags
- Self Care and emotional regulation
- Forming healthy friendships
- Assertiveness – Stand up, speak up (in person and online)
- Positive Wellbeing – exploring mindfulness, gratitude, purpose

#### Safe and respectful cyber presence

- Keeping safe online
- Positive, respectful online practices (responsibility, respect, resilience online)
- Social media and understanding the link to self esteem
- Positive social media strategies

#### Service for Others

- Service Learning
- Butterfly Day
- Diversity project

### Aims

The Year 7 Philosophy, Values and Religion (PVR) course seeks to equip boys with an understanding of the core beliefs, values and practices associated with religious traditions, especially the Judeo-Christian traditions. Dialogue is central. This is encouraged using the 'community of inquiry' approach which helps boys discuss important topics maturely in a safe and respectful environment. The goal is to allow ideas to be shared, developed, and evaluated. Boys benefit from having an opportunity to practice reasoning skills and hopefully gain a more informed understanding of issues raised.

### Content

In Term 1, boys will explore what it means to hold a worldview. They will learn about religious worldviews, studying what religion is, why so many people are attracted to religious belief and what the core beliefs of the major world religions are. They will also learn about the beliefs and practices associated with the major world religions.

In Term 2, boys will consider the meaning of relationships. They will investigate the nature, purpose and value of relationships using real life examples. Boys will be taught about the relationship between God and the Jews, according to the beliefs of Judaism. They will understand the Old Covenant through key biblical figures such as Abraham and Moses.

In Term 3, boys will consider the meaning of love. They will investigate the nature and purpose and value of love using real life examples. Boys will be taught about the love Christians believe God has shown in the New Covenant. They will study the life and teaching of Jesus and the Christian Gospel message.

In Term 4, boys will study what it means to be an Anglican Christian. They will learn about the history of church development, recognising why different Christian denominations exist. They will look at the beliefs and practices associated with Anglicanism, especially the symbolic meaning of the sacraments of baptism and the eucharist, as well as the weekly rituals in a chapel service. Boys will also examine the values of Anglicans and understand how these motivate action. Finally, they will explore the Anglican heritage of Hale School.

### Assessment:

Boys will be assessed on their knowledge of course content for each of the four units. In addition, they will be asked to complete three formal skills-based assessments.

## Aims

The Year 7 **Science** course fosters students' curiosity and a willingness to explore and ask questions. It aims to help them form a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences. This includes being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena and apply that understanding to new situations and events. It also aims to assist them in developing an ability to communicate scientific understanding and findings to a range of audiences.

## Content Structure

The Science course is organised around three interrelated strands: science understanding; science inquiry skills; and science as a human endeavour.

### Science Understanding

This is evident when a student selects and integrates appropriate science knowledge to explain and predict phenomena and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. This strand comprises the following four sub-strands: biological sciences; chemical sciences; Earth and space sciences; and physical sciences.

### Science Inquiry Skills

Science inquiry involves identifying and posing questions, planning, conducting and reflecting on investigations, analysing and interpreting evidence and communicating findings. These skills are concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments. This strand comprises the following five sub-strands: questioning and predicting; planning and conducting; processing and analysing data and information; evaluating; and communicating.

### Science as a Human Endeavour

This highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It recognises that science has advanced through the contributions of many different people from different cultures and that science offers rewarding science-based career paths. It also acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand comprises the following two sub-strands: nature and development of science; and use and influence of science.

## Content Description

This describes the knowledge, concepts, skills and processes students are expected to learn and these are developed within the following topic headings.

- Mixtures and separation techniques
- Classification and ecology
- Forces, balanced and unbalanced and gravity and simple machines
- Predictable phenomena on Earth, renewable and non-renewable energy sources and water as an important resource
- Awareness of Aboriginal and Torres Strait Islander Peoples' cultural practices using the application of Science

## Assessment

Students will be assessed on their understanding of each of the four sub-strands of the course which are, chemical sciences, biological sciences, physical sciences and Earth and space sciences. They will also be assessed on their science inquiry skills and assessments will be in the form of tests, research group projects, experimental reports, presentations and website development.



### Aims

Year 7 Technologies is a semester long introductory course held in the Hale School workshop. It involves a combination of intellectual and practical activities encompassing planning, researching, and manufacturing. Most importantly, boys will develop “take home” projects made from resistant materials.

### Content Structure

This course delivers both the **Design and Technologies** and **Digital Technologies** curriculum. The first 5 weeks of the semester is allocated for Digital Technologies, whilst the remaining 15 weeks delivers the Materials Technology course.

#### Materials Technology

Students select and use materials that are appropriate to achieving solutions to technology challenges. They use a range of tools and machines to manipulate materials.

#### Digital Technologies

Students use digital technologies (laptop) to find creative solutions to both software and hardware challenges.

### Content Description

During this course boys will be taught that there are four elements within the Technology Process used at Hale School – Investigating; Devising; Producing; and Evaluating. These are cyclic and interactive. This will be evident in the design folio that each boy will produce to communicate the development of their ideas as well as in their final manufactured product. Topics covered include:

- Sketching techniques with pencil and paper to showcase their concepts
- Marking out materials
- Cutting timber/acrylic with both machines and hand tools
- Applying a timber finish
- Application of digital technology with the creation of their own website
- Programming a microcontroller (minicomputer) that is integrated with simple electrical systems

### Assessment

Students will be assessed on their creativity and design skills, application of manufacturing skills and their use of technology for effective and appropriate communication. This will be evident in the projects they make and in their electronic folio.

Assessment for the **Materials Technology** course will focus on 2 learning aspects:

1. Knowledge and understanding – 35%
2. Process & production skills – 65%

Assessment for the **Digital Technologies** course will focus on 2 learning aspects:

1. Knowledge and understanding – 20%
2. Process & production skills – 80%