

COOKTOWN P-12 STATE SCHOOL

**JUNIOR SECONDARY
SUBJECT BOOKLET**

2020

YEAR 7



COOKTOWN P-12 STATE SCHOOL



The Cooktown P-12 State School community is committed to maximising learning outcomes for all by providing a quality curriculum.

At Cooktown P-12 State School we adopt, and teach to, the Australian Curriculum.

We ensure the quality of our learning in Junior Secondary by:

- Implementing teaching strategies that enhance and extend the learning styles of our students
- Developing skills to the highest level and encouraging innovation
- Differentiating to ensure that every student has the opportunity to succeed
- Creating and pursuing goals for the future
- Celebrating effort and success in all curricular and extra-curricular programs
- Guiding learners towards self-discipline
- Providing a safe and supportive environment
- Ensuring a smooth transition from Year 6, and through to Year 10

At Cooktown P-12 State School in 2020, all Year 7 students will study for the whole year:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- Chinese

and study each of these subjects for 1 semester only:

- Drama
- Textiles, Food and Nutrition Studies
- Digital Technologies
- Visual Arts

2020 BOOK LIST REQUIREMENTS**Year 7**

(Please re-use stationery and textbooks from Year 6 where possible)

Textbooks

- 1 Macquarie Primary Dictionary (can be reused from previous year)

Stationery supplies

- 1 Large Pencil Case
4 Red biros
4 Blue biros
2 Black biros
2 Boxes HB Pencils (box of 12)
1 Ruler
1 Sharpener (metal)
1 Pkt 12 Colouring Pencils
3 Erasers
1 Scissors
2 Whiteboard Markers
1 Large Glue Stick
1 Compass & protractor set (180°)
2 Highlighters (2 different colours)
1 Calculator (scientific - can be reused from previous year, will be used into Secondary School)
8 96pg A4 Feint ruled exercise books
3 48pg A4, 10mm Grid book
1 A3 Art Book
1 Ream of A4 paper

Items that will follow the students to higher year levels

- 1 8GB USB

Miscellaneous

- 1 School bag
1 Sun safe hat (wide brim hat or Legionnaire's cap)
1 Water bottle
1 Large box of tissues
1 Swim shirt

Please label ALL equipment with your child's name and year level and bring on the first day.

Subject	English
Subject Code	ENG07
Subject Description	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.</p> <p>Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.</p> <p>Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Persuasive responses – written and oral • Exam/test • Literary memoir - written • Imaginative Response - Written

Subject	Mathematics
Subject Code	MAT07
Subject Description	<p>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. They 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. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.</p> <p>Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students 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 line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Exams • Assignment • Group work • Practical Activities • Investigations

Subject	Science
Subject Code	SCI07
<p>Subject Description</p>	<p>By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.</p> <p>Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.</p>
<p>Assessment</p>	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Assignments • Written exams • Experimental investigation with scientific report

Subject	Humanities and Social Sciences
Subject Code	HUM07
<p>Subject Description</p>	<p>By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.</p> <p>Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source</p>

	materials, citations, discipline-specific terms, conventions and concepts.
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Short response exams • Research essays • Orals/seminars • Essay exams etc.

Subject	Digital Technologies
Subject Code	DIG07
Subject Description	<p>By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.</p> <p>Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.</p>
Assessment	<p>Assessment instruments could include:</p> <ul style="list-style-type: none"> • Portfolios • Assignments • Theory and practical exams • Practical projects • Oral presentations

Subject	Health and Physical Education
Subject Code	HPE07
Subject Description	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> - Exams &/or Assignments - Group work - Practical Physical Activities

Subject	Drama
Subject Code	DRA07
Subject Description	<p>By the end of Year 7, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.</p> <p>Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> - Exams &/or Assignments - Group work - Practical Activities - Presentations or Performances

Subject	Visual Arts
Subject Code	ART07
Subject Description	<p>By the end of Year 7, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.</p> <p>Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> - Exams &/or Assignments - Group work - Practical Activities - Presentations or Performances

Subject	Design and Technology – Textiles, Food and Nutrition Studies
Subject Code	TFN07
Subject Description	<p>By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.</p>
Assessment	<p>Assessment instruments could include:</p> <ul style="list-style-type: none"> • Portfolios • Assignments • Theory and practical exams • Practical projects • Oral presentations

Subject	Chinese
Subject Code	CHI07
<p>Subject Description</p>	<p>By the end of Year 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起·我听不懂·你说什么?), and transact and make arrangements, for example, 你要来我家吗? They use the question particle 吗 and familiar question words (什么·谁·哪儿·几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和·可是·所以), express opinions using 喜欢 and 觉得, and give reasons using 因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一·第二... They apply 不 and 没有 in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球·打乒乓球·听音乐. They access and organise information from a range of spoken, audiovisual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很·非常·最. They reflect on their interactions when using and learning languages.</p> <p>Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone-syllables and Pinyin. They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents. They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family. They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.</p>

Assessment	<p>A range of assessment techniques will be implemented throughout the course. Each semester students will complete assessment in listening, reading, writing and listening. This may include:</p> <ul style="list-style-type: none">• Speaking test (Simple recounts)• Listening test (News)• Reading test (Advertisements)• Writing test (Recipes)
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