Junior Studies Guide

Year 7

2025

Trinity College

BEENLEIGH

Contents

Introduction

This study guide is provided to assist students and their parents in making an appropriate selection of elective subjects Year 7 in 2025. The contents of this study guide should be studied thoroughly to gain an accurate understanding of the nature, scope, requirements, and relative difficulty of each subject.

The College has a tradition of excellence in teaching and learning, in which the need of the individual student is the central focus of the learning process. At Trinity College several support structures exist so that students and their parents are fully aware of the choices available and the applications of the selected subject course work. It is very much our intention to have parents integrally and frequently involved in the subject selection process of their child.

The elective subjects shown in this study guide are prospective in that the actual availability of courses will be subject to demand and the capacity of the College to run the subject course.

How to Choose Elective Subjects

Choosing your elective subjects for Year 7 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subject, you should consider subjects you enjoy and will be successful in, keeping in mind the choices you make could have a bearing on your future career goals and aspirations.

When choosing your elective subject there are a few things you should consider:

- What are my personal interests and hobbies?
- What am I good at and will be successful in?
- What are my career goals and aspirations?

The subjects you choose may lead to new career pathways or interests e.g. Art may lead you to cultivate an interest in the Arts. You may become an Artist or enjoy it as a hobby. Even if you did not pursue a career in Art, it could help you pursue a career in design e.g. Fabrics, Dressmaking and Graphic Art. Similar things might be said about Drama, Health and Physical Education and Design Technologies (Food and Materials).

You are not being asked to make major career choices at this moment. The way the subject courses are structured at Trinity College, career paths will still be open to you even after you have completed Year 7 and students will be invited to choose electives again in mid-2025 for the following year.

Steps in Choosing Your Elective:

1. Think about yourself, the things you value like to do, think are worth doing and are achieving towards.
2. Talk to your parents and teachers about yourself and the subjects.
3. With your parents, complete the online Subject Selection process.

Junior Subject Curriculum

The curriculum offered to Year 7 students at Trinity College seeks to provide all students with a quality and broad education. Traditionally as the years progress, students are given a greater scope to specialise, adapt course choices to their own talents and abilities, and to develop their plans for future careers and vocations.

For year 7, in compliance with the Australian curriculum core subjects are taught with students having the choice of **two** electives per year.

Core Subjects	Course Length and Structure
Maths	All Year
English	
Science	
Religion	
HASS – One Semester	
HPE – One Semester	
Electives – Choose Two	AFL BASKETBALL DANCE DRAMA ECONOMICS AND BUSINESS FOOD AND MATERIALS JAPANESE MEDIA MEDIA (GAMES AND INTERACTIVE MEDIA) MUSIC NETBALL RUGBY/FLAG FOOTBALL SOCCER/FUTSAL SPANISH STEM TOUCH VISUAL ARTS

**Students are invited in term 2 to join the Arts Excellence subject.

Core Subjects

Religion

Course Description

In this course students will investigate the beginning of the Christian faith and determine some ways in which Christianity shares common beginnings with other Monotheistic faiths. They will evaluate how sacred texts influence the life of believers and consider how sacred texts reflect the audience, purpose and context of their human authors.
Students will examine and explain the significance of Church teachings and basic principles of morality for the way believers live out their faith, personally and in community. They participate respectfully in a variety of prayer experiences and evaluate and draw conclusions about the significance of prayer, ritual and sacraments for the faith journey of believers, personally and in community.

Course Outline

UNIT 1: Being Christian.
During this unit students will describe and explain the identity of Jesus, identify foundational Christian beliefs, be introduced to Christian ritual and undertake an investigation into the life of Marcellin Champagnat.

UNIT 2: Where it all began.
The study of the covenant with Abraham, life in Ancient Israel, the new covenant and life for Early Christians throughout which students will learn to analyse source material.

UNIT 3: Sacra what? Sacraments 101.
During this unit students will focus on identifying, describing, and explaining the sacraments, elements of the liturgical calendar and how these nourish the life of believers.

UNIT 4: Common Good.
In this unit students will learn to identify and describe Christian teachings and explain how they apply to the lives of individuals as well as encourage social justice in the community.

Examples of Activities and Assessment

- Investigation – research assessment
- Short Response examination
- Script
- Multimodal presentation (recorded)

Pathways

A course of study in Religion involves skills used from a across different subject areas and can be useful in a range of careers in media, government, policing, community development and so much more.

English

Course Description

The study of English provides students with the skills to communicate in a clear and concise manner using written, spoken and multimodal techniques to both enhance meaning and position an audience.
Throughout this subject students will apply critical and creative skills in their composition of and response to a diverse range of texts to develop their academic achievement and gain an appreciation of a variety of literary and non-literary texts.

Students are offered opportunities to interpret and create texts for differing purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes.

Course Outline

UNIT 1: BEING ME
Throughout this unit students will investigate identities in a range of texts to understand, explain and analyse how individuals are represented through textual language to create texts that represent their own and others' identities.

UNIT 2: FACT, FAKE OR OPINION?
Students investigate a range of informative and persuasive texts to understand, explain and analyse how texts represent historical, cultural and social perspectives over time. Comparing the use of technology to communicate fact and opinion over time. as well as the investigation of reliable sources of information is also a key component of this unit. Students will experiment with language to create informative, persuasive and creative texts.

UNIT 3: TAKING A STAND
Students will investigate a range of texts about climate change to understand, explain and analyse how text structures, language features and appropriate vocabulary shape meaning and influence audiences. Students experiment with language to create their own climate change texts, take a stand and position readers/listeners.

Examples of Activities and Assessment

Students will complete a range of assessment items and in-class activities including:

- Journaling
- Persuasive speaking
- Composing written texts
- Creative writing
- Analytical essays
- Personal recounts
- Letter to the Editor
- Biographical writing
- Narrative intervention
- Reading

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Mathematics

Course Description

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.

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.

Course Outline

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *number and algebra*, *measurement and geometry,* and *statistics and probability*. They describe what is to be taught and learnt.

The proficiency strands are understanding, fluency, problem-solving and reasoning. They describe how content is explored or developed; that is, the thinking and doing of mathematics. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and have been incorporated into the content descriptions of the three content strands. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Examples of Activities and Assessment

- Online assessment
- Written exams
- Problem Solving and Modelling Tasks
- Oral presentations

Humanities and Social Sciences

Course Description

The Humanities and Social Sciences are the studies of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global context, and consider challenges for the future. These subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens.

Course Outline

Civics and Citizenship

In this unit, students study key features of Australia's system of government and explore how this system aims to protect all Australians. They examine the Australian constitution and how its features, principles and values shape Australia's democracy. Students look at how the rights of individuals are protected through the justice system. They explore how Australia's secular system of government supports a diverse society with shared values. Through the study of Civics and Citizenship, students can develop skills of inquiry and values and dispositions that enable them to be active and informed citizens.

History

In this unit, students are to be taught content from a historical period, approximately 60,000 BCE – c.650 CE. This is part of an expansive chronology that helps students to understand broad patterns of historical change. There are two depth studies for this historical period. These may include, but are not limited to Egypt, Mesopotamia, Persia, Greece, Rome, India, China, and the Maya. Areas of investigation related to the depth study are as follows: contacts and conflicts within and/or with other societies, physical features of ancient societies, the
roles of key groups and individuals in ancient societies such as women and slaves and the influence of law and religion.

Examples of Activities and Assessment

- Group Presentation Task
- Research Task
- Multiple-choice and short-response examination
- Field studies

Science

Course Description

Year 7 Science is an introduction for many students to the equipment and behaviours required in a dedicated science laboratory. This is a year of transition from primary science to the rigour of secondary science. The course is designed to build on the topics the children studied at primary school at a more advanced level. The focus in the first instance is impart the joys of science and make them feel comfortable experimenting in the laboratory. They will be working in the laboratory, carrying out more experiments and recording and analysing their results.
Science is organised in three strands:

- Science Understanding - the students will engage with scientific concepts.
- Science as a Human Endeavour - they will encounter how these concepts affect them and others in the wider world.
- Science Inquiry – the students use practical and research skills to communicate their ideas to a specified audience.

Course outline

By the end of Year 7 students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effect of environmental changes. They model cycles in the Earth-sun and moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and design and explain processes to separate substances. Students describe the factors that result in scientific knowledge changing over time. They examine scientific responses to contemporary issues and describe the role of science communication.

UNIT 1 – PARTICLE THEORY AND MIXTURES
UNIT 2 – CLASSIFICATION
UNIT 3 – ECOSYSTEMS
UNIT 4 – EARTH SUN AND MOON
UNIT 5 - FORCES

Examples of Activities and Assessment

- Research tasks
- Student experiments and reports
- Analysing data
- Examination

Pathways

Studying a science course allows students to pursue careers in several fields including Medicine, Medical Imaging, Acoustics. Engineering Robotics Electronics and Technology, Pharmaceuticals, Quality Control Processes, Manufacturing, Mining and mineral exploration, Sociology, Environmental Science, Pure Sciences and Research, Teaching and Nursing. Students looking to pursue a trade or entry into the armed forces may require a pass in Science also.

Health and Physical Education

Course Description

In year 7 HPE, students expand knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Course Outline

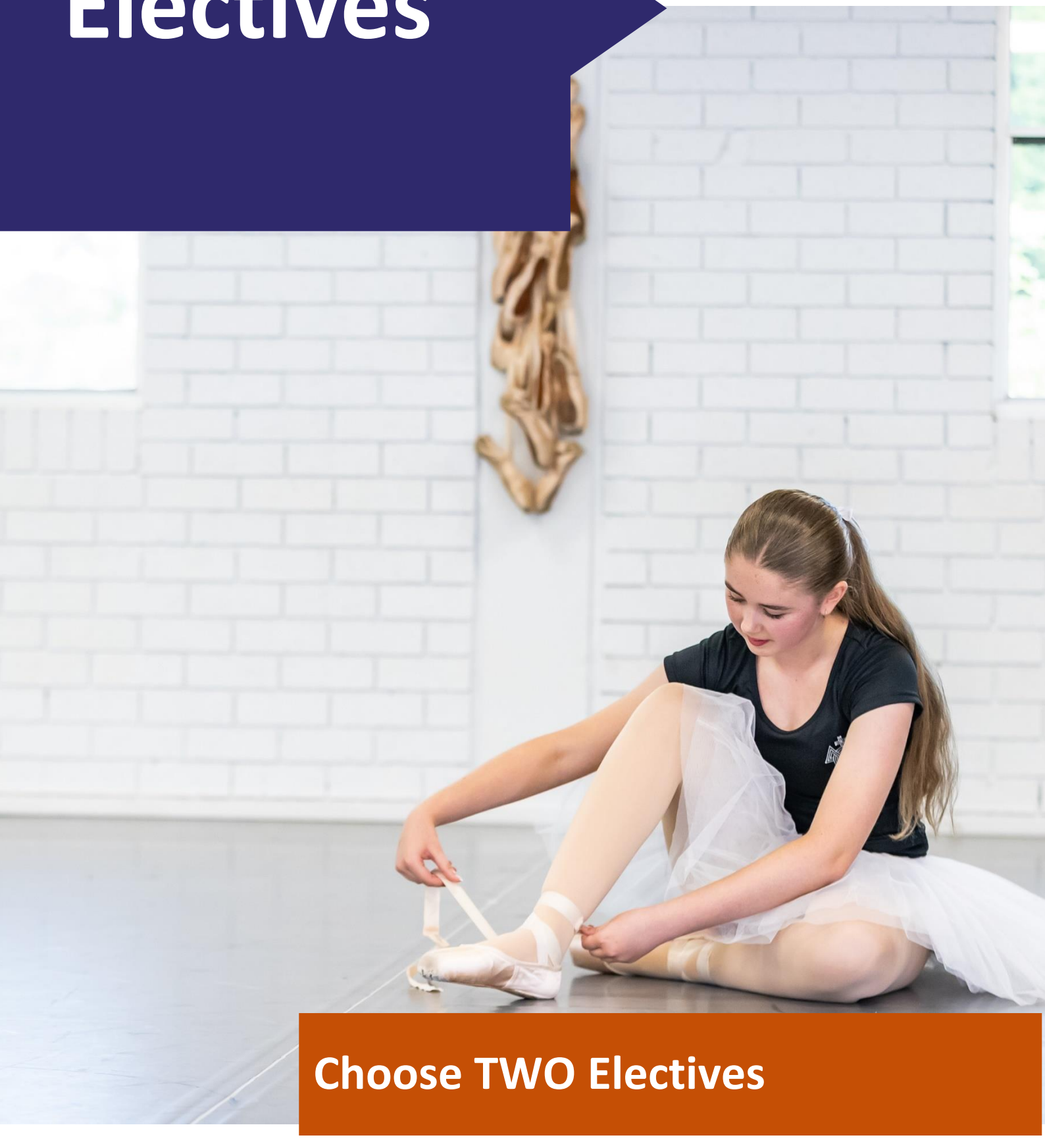
Focus areas to be addressed include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Examples of Activities and Assessment

- Exams
- Research Investigations
- Case studies
- Multimodal presentations
- Practical performance demonstration, analysis, and evaluation

Electives



Choose TWO Electives

Dance

Course Description

The course allows students to represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students engage with dance practice and practitioners in their own and others' cultures and communities. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Course Outline

UNIT 1: SO, YOU THINK YOU CAN DANCE

- An introduction to a variety of dance styles with a focus on Hip-hop.

UNIT 2: DANCING AROUND THE WORLD

- The study of Cultural/Ritual dance from a variety of origins around the world.

Throughout this course, students will develop skills required to choreograph, rehearse and perform dances.

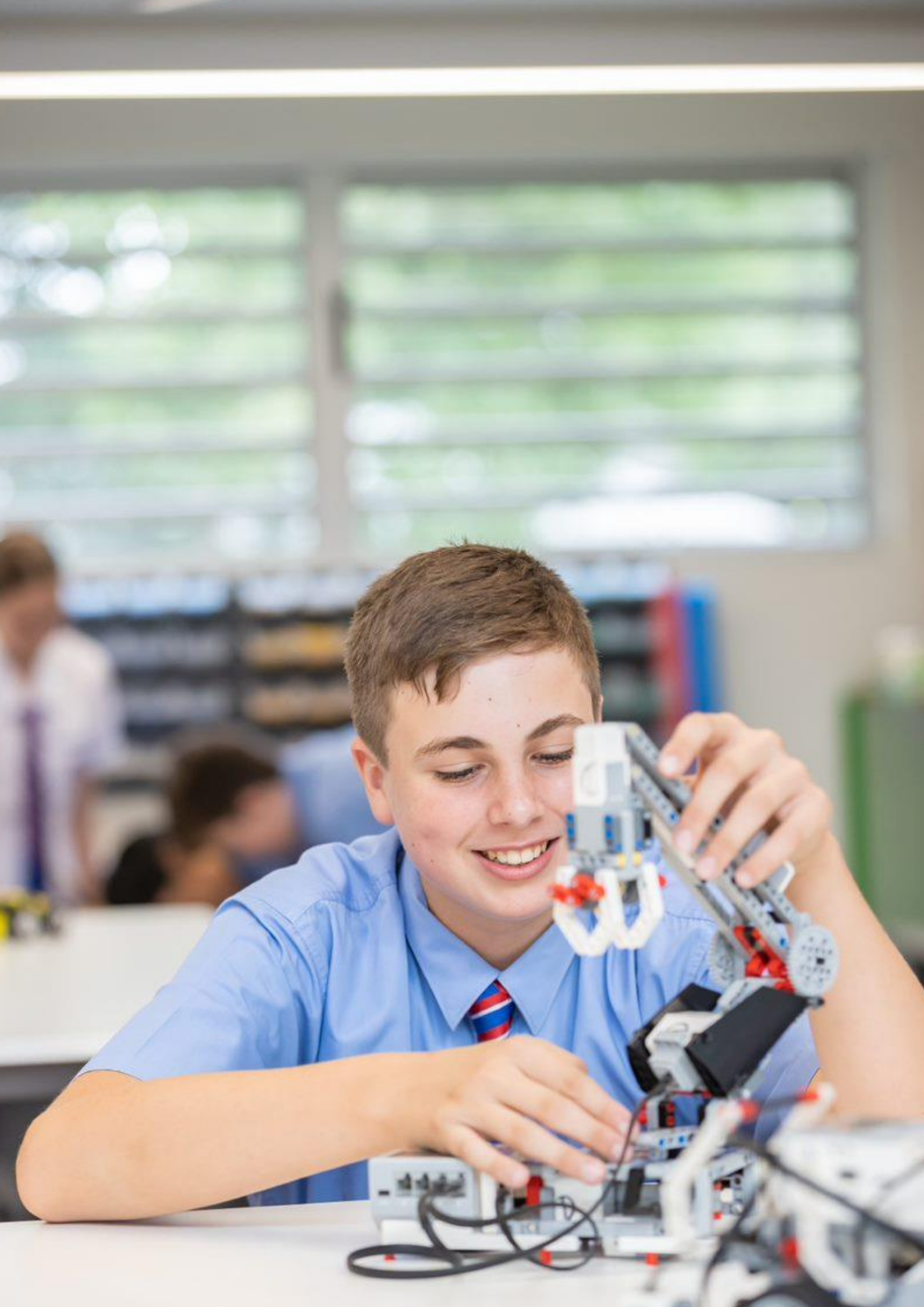
- Choreographing includes students drawing on their developing movement vocabulary as they engage in the creative process of making dance. As they explore and shape their ideas, they will be involved in processes such as improvising, exploring, selecting, creating and structuring movement to communicate their intentions.
- Performing includes students acquiring skills by practising, rehearsing, refining and applying physical and expressive techniques.
- Appreciating includes students describing, explaining, evaluating and critically analysing their own dances and other dances viewed.

Examples of Activities and Assessment

- Journaling
- Written review's
- Performance critique/evaluations
- Exams
- Ongoing observation of practical performances and application
- Research assessment
- Performances
- Choreography

Pathways

A course of study in Dance can establish a basis for further education and employment in the fields of arts administration and management, communication, education, public relations, research, choreography, dance education, dance teaching, performance and event production, science and technology.



Design and Technologies

Course Description

In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Design and Technologies involves creative thinking and the explicit use of design processes to propose solutions for an identified user and purpose.

This subject is designed to include two interrelated strands of:

- Knowledge and understanding of technology, and
- Processes and production skills

Students will work through one main project, designed to develop practical skills and theoretical knowledge relating to materials, tools and processes. While this subject has practical content, students must understand that theory, including digital drawing, is an essential part of this subject.

Course Outline

- On Guard safety program
- Learning how to draw orthographic projections in a digital space.
- Learning how to engage with tutorial resources via Teams.
- Learning how to submit assessment via Teams.
- Creation of designs in pine timber

Examples of Activities and Assessment

The areas of study covered in this course will be:
Design Folio:

- Toy prime mover truck
- Self designed trailer for truck
- Photos of process
- Evaluation

Integrated within each area of study listed are:

- Safety
- Project planning and design
- Workshop graphics
- Surface finishing

Digital Technologies

Course Description

In Year 7 students explore the digital technologies curriculum which requires students to operate and manage digital systems. Throughout this highly interactive and collaborative introduction to the field of computer science, students learn to apply computational thinking when creating digital solutions. Students will develop and apply an understanding of the characteristics of data, audiences, procedures, digital systems and learn to formulate problems, logically organise and analyse data and represent it in abstract forms. Students will learn how computers input, output, store and process information to help humans solve problems.

Course Outline

COMPUTER SCIENCE

This unit introduces basic computer science, and how these are implemented through code. It teaches students programming and understanding skills in computational thinking such as decomposing problems and prototyping. Students will broaden their programming experiences to include general-purpose programming languages and incorporate subprograms into their solutions. Students will investigate different file types and summarise their understanding and knowledge by completing quizzes and activities.

APP DEVELOPMENT AND ICT SKILLS

Mobile phones and apps are increasingly popular today. There are apps that help you organise your life, track your daily steps, meet new people, teach you about new topics, stay connected with friends or even game-based applications. The purpose of many apps is to benefit the users (the audience) or to build awareness of a topic to improve the community (local, national, or global). It is important to value the potential of digital app solutions as a positive strategy with a purpose to improve society. This unit will use the context of apps and digital games development to build students' capabilities and confidence in creating a digital solution that uses a general-purpose programming. Once students have determined the purpose and requirements of the app, they describe how the solution will be created and consider design features appropriate to the audience. After the app has been developed, students evaluate its success.

ARDUINO BASICS

This unit introduces students to Arduino which is an open-source electronics platform based on easy-to-use hardware and software. Arduino boards are able to read inputs – light on a senor, a finger on a button, or a Twitter message – and turn it into an output – activating a motor, turning on an LED, publishing something online. Students will learn how to use the Arduino programming language, software and build on processing skills. Students this term are working through the Arduino projects contained within the Arduino kits. These kits are designed to give students a foundation in how electronic components work together with a programming language in order to provide digital solutions.

INTRODUCTION TO PYTHON PROGRAMMING

This unit introduces students to Python Programming. Students will understand the purpose of programming in Python, acknowledge the benefits and reasons why we learn Python. The activities outlined in this unit will help explain what programming is and recall essential concepts used in coding. Students will revise concepts of algorithms and flowcharts alongside basic functions such as sequence, selection and iteration. Students will practice printing messages and using inputs and variables in Visual Studio Code.

Examples of Activities and Assessment

- Exams
- Research assignment and practical projects
- Documentation (E.g. reports)
- Presentations

Drama

Course Description

This course allows students to learn to communicate with others in a variety of ways and provides students with experiences which develop and enhance communication skills useful in a variety of situations. The course aims to develop students' confidence, interpersonal skills and self-discipline in a spirit of friendly, respectful communication.

In Drama, students learn to create dramatic situations, offer and accept ideas, make a commitment to teamwork, manage their own time, understand other points of view, negotiate, interact with others, concentrate, act individually in groups, think independently and express themselves.

Course Outline

WHOSE LINE IS IT ANYWAY? (Improvisation, Process Drama and Theatre Sports)

This unit students will be introduced to the elements of drama, and how they can be used to create meaningful stories. Students will develop a range of improvisation skills that support storytelling abilities, which they will showcase during an internal Process Drama.

WHAT'S MY SCENE? (Performing scripts)

In this unit, students take on the skills they have learnt in Term 1 and build on it while working with other students. They will take on characters; build on vocal and physical techniques as well as learning to manipulate mood, language and tension. Students will take scripted scenes and use their creativity to make it their own.

Examples of Activities and Assessment

- Journal
- Written review
- Performances – Scripted and student devised
- Theatre games and activities
- Improvising scenes
- Exploring play texts

Economics and Business

Course Description

In this course, students explore the fundamental concepts of economics and business. They are introduced concepts such as resource allocation, economic decision-making, and the role of businesses in society. Students learn about the interdependence of consumers, producers, and governments, and how they contribute to the economy. Economics and Business encourages critical thinking through real-world scenarios, fostering an understanding of budgeting, business operations, financial literacy and goal-setting.

Course Outline

Topics studied in this course may include:

- Where does money come from?
- I want to own my own business.
- Economics and the world.
- Let's discover 21st century businesses

Examples of Activities and Assessment

- Report writing
- Business portfolio
- Short response exams
- Response to stimulus exams

Food and Materials

Course Description

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

Course Outline

Made to Measure:

Introductory unit on safety, hygiene and working in a kitchen.

Food for Thought.

Introduction to food sustainability. Students investigate two central focus questions: "Where does food come from?' and 'What is food sustainability?' Students will design and create two meals, from a set pantry and learn to create food with a budget.

Sustainable Textiles Students will explore the impact of fast fashion and sustainability in the textile world. Students will complete an introductory sewing skills licence and utilise these skills to design and create a draw-string bag.

Examples of Activities and Assessment

- Design Process
- Practical Exam
- Research journal

Japanese

Course Description

Japanese focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. Japanese uses three scripts, Hiragana, Katakana and Kanji which are introduced at varying stages throughout the course. Japanese is a challenging yet enjoyable subject that is significantly different from European languages.

Course Outline

In Japanese students will be exposed to a variety of real-life situations. The focus of the course is communication in the foreign language.
During the Year 7 Japanese course, equal emphasis is placed on the four skills of reading, writing, speaking and listening. Classroom activities are designed to enhance each of these four skills.

HOW DO YOU DO?

This unit sees students explore introducing themselves and others with basic descriptive language. Emphasis is placed on mastering Hiragana. Assessment in this unit focuses on reading and writing skills.

FOOD AND FAMILY

This unit allows students to explore Japanese food and the culture surrounding it, in addition teaching them about communicating around their families. It progresses to allow students to use their creativity in constructing their own sentences. Assessment in this unit focuses on listening and speaking skills.

MY HOMETOWN

This unit focuses on students' neighbourhoods and activities. Students will be introduced to Katakana at this stage of the course. Assessment for this unit focuses on reading and writing skills.

MY WEEK

This unit focuses on the routines and time spent at school. Students will be introduced to some Kanji at this stage of the course. Assessment focuses on speaking and listening skills.

Why Study This Subject?

The study of Japanese until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:

Future Job Prospects:
Languages are needed in the fields of Education, Hospitality, Tourism, Commerce, Industry, Trade, Banking, Defence Forces, Journalism and the Diplomatic Service.

Understanding How People Live in Australia and Other Parts of the World:
As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.

Better Understanding How Our Own Language Works:
Foreign language learning encourages flexibility of thought and enhances problem-solving skills.
Most importantly, being able to communicate in another language is a rewarding experience and fun!

Examples of Activities and Assessments

Year 7 Japanese also includes a Japanese Lunch Box day and participation in Japanese Food and Culture Day.

Media Arts

Course Description

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enable students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Course Outline

UNIT 1 – INTRODUCTION TO MEDIA ARTS
Students will receive a foundational knowledge of media terminology and meaning. They will learn how to technology is used creatively to tell stories and create meaning. They will look at primarily at the codes and conventions of different media forms.
UNIT 2 – FRACTURED FAIRYTALES
Students will begin to look at genre codes and conventions as well as how to construct an image (movie poster) utilising location, props, costume, lighting, SFX makeup and camera positioning. They will then transform a traditional fairy-tale into a Hollywood genre film.
UNIT 3 – FRACTURED FAIRTALES CONT.
Students will build upon their knowledge of scene composition and meaning, by turning their film poster into a trailer. They will also complete an exam during this unit.

Examples of Activities and Assessment

Exam: Demonstrate understanding of media terminology in a short response exam.
Investigative Report: Investigate how effective different advertising strategies are. Create a case study for a number of local advertising campaigns, looking at data, and evaluate how successful they were.
Multiplatform Project: Create an advertising campaign for a strange/unconventional product. Students are to produce advertising material for a variety of media forms i.e. print, television, radio
Stylistic Project: Convert a classic fairy-tale into a Hollywood genre film. Design a film poster that conveys the genre codes and conventions - using location, costume, props, SFX makeup, lighting, camera techniques and digital editing techniques. Create a 30 second teaser trailer for the Hollywood film.
Exam: Comparative analysis – Stimulus provided. Students are to compare and contrast two posters of the same genre. They are to identify how each poster demonstrates the genre codes and convention, and communicates the story/meaning to the audience. Students are to identify symbolism and representations in the posters as well. They can evaluate which poster is more successful.

Media (Games & Interactive Media)

Course Description

This course provides students with an opportunity to develop media arts understanding and processes through game-based learning. Students will design and produce their own games and media artworks through character and environment design, coding, specialised game development software and media equipment. They will explore different genres of games and the various target audiences of different types of interactive experiences.

Course Outline

PLAYER VS. PLAYER

Students will use Minecraft Education Edition to develop their creative skills. They will plan, design and produce a PvP (player verse player) competitive game mode in Minecraft Creative mode. They will playtest the games they produce and determine their suitability for Esports.

LETS PLAY - GAME REVIEW

In this unit students will develop media production skills through recording gameplay footage from a game of choice. They will critically review the game based on a number of criteria to determine the quality of the game. Finally, they edit their recording and use a variety of media technology such as microphones to create the final media product.

TOKYO E-LYMPICS

In this unit, students will explore the impact that the global lockdown had on traditional sports. They will consider how virtual/electronic sports can be implemented in such times to overcome barriers. They will design and produce an Olympic stadium that facilitates a number of different sporting events in Minecraft Education.

EXTRACURRICULAR OPPORTUNITIES

Esports Club is open every Thursday afternoon from 3pm -5pm. Students who intend to join our Esports Teams – TC RED and TC BLUE may nominate to come to this club. We participate in a number of annual tournaments through organisers such as XP HSL Esports, UQU High School Championship, Chisholm Invitationals and META High School Esports.

In year 7, students may play the following games competitively.

- Super Smash Brothers
- Rocket League

Examples of Activities and Assessment

- Game and film design documentation and preproduction
- Games and interactive media
- Short films and moving media
- Proposals/reflections

Music

Course Description

This course provides students with an opportunity to develop a good knowledge of musical concepts by 'making' and 'responding' to forms of music. The course's context may reflect cultural forms (including Australian Indigenous), historical music, pop culture or other topics that may suit the interests of the students. Students will use practical skills to perform either rehearsed or improvised music, with attention to various musical elements such as dynamics, texture, timbre and expression. Furthermore, they will compose their own music, which will use various technologies to present (e.g.: software, digital sound). In addition, they will also develop their aural (listening) skills to evaluate and analyse various forms of music.

Course Outline

CADENCES AND CRESENDOS: EXPLORING MUSIC AND ITS THEORY

In year 7, they cover all components of the achievement standards including exploring and responding, creating and making and presenting and performing. Students study the basics of music theory and learning a musical instrument. They explore the basics of music including basic music theory and learning and instrument. They will learn:

- the musical alphabet,
- basic rhythms,
- meters,
- scales and keys.

They will familiarize themselves with the instrument families, basic techniques for performing and writing and reading music notation. They will have the opportunity to practice repertoire and develop performance and ensemble techniques

Examples of Activities and Assessment

- Written tasks (e.g.: exam, research report)
- Presentations
- Compositions
- Aural tasks
- Performances (e.g.: improvised, rehearsed)


LIBRO 2
¡VIVA!

Spanish

Course Description

Spanish focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. The course has been designed to expose students to the Spanish speaking world including the countries in which Spanish is spoken, the diversity of cultures, foods, sports, music and the impact this is having on global culture

Course Outline

In Spanish, students will be exposed to a variety of real-life situations. The focus of the course is communication in the foreign language.
During the Year 7 Spanish course, a equal emphasis is placed on speaking, listening, reading and writing. Classroom activities are designed to enhance each of these four skills.

THE SPANISH SPEAKING WORLD
In this unit, students will be introduced to Spanish culture and basic vocabulary. They will be creating introductory videos about them and making posters about their families, as they learn to describe themselves and the people in their lives.

PLACES AND OPINIONS
This unit sees students describe and explain their likes, dislikes, opinions and neighbourhoods. They will be writing letters to Spanish-speaking pen pals and learning to create a written dialogue in Spanish.

FESTIVAL AND THE HOME
This unit focuses on teaching students about important Spanish cultural festivals, allowing them to compare and contrast Spanish culture with our own.

ACTIVITIES
Students will discuss the activities they enjoy, including sports, shopping and eating at restaurants. They will learn the vocabulary required to participate in these activities.

Why Study This Subject?

The study of Spanish until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:

Future Job Prospects:
Languages are needed in the fields of Education, Hospitality, Tourism, Commerce, Industry, Trade, Banking, Defence Forces, Journalism and the Diplomatic Service.

Understanding How People Live in Australia and Other Parts of the World:
As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.

Better Understanding How Our Own Language Works:
Foreign language learning encourages flexibility of thought and enhances problem-solving skills.
Most importantly, being able to communicate in another language is a rewarding experience and fun!

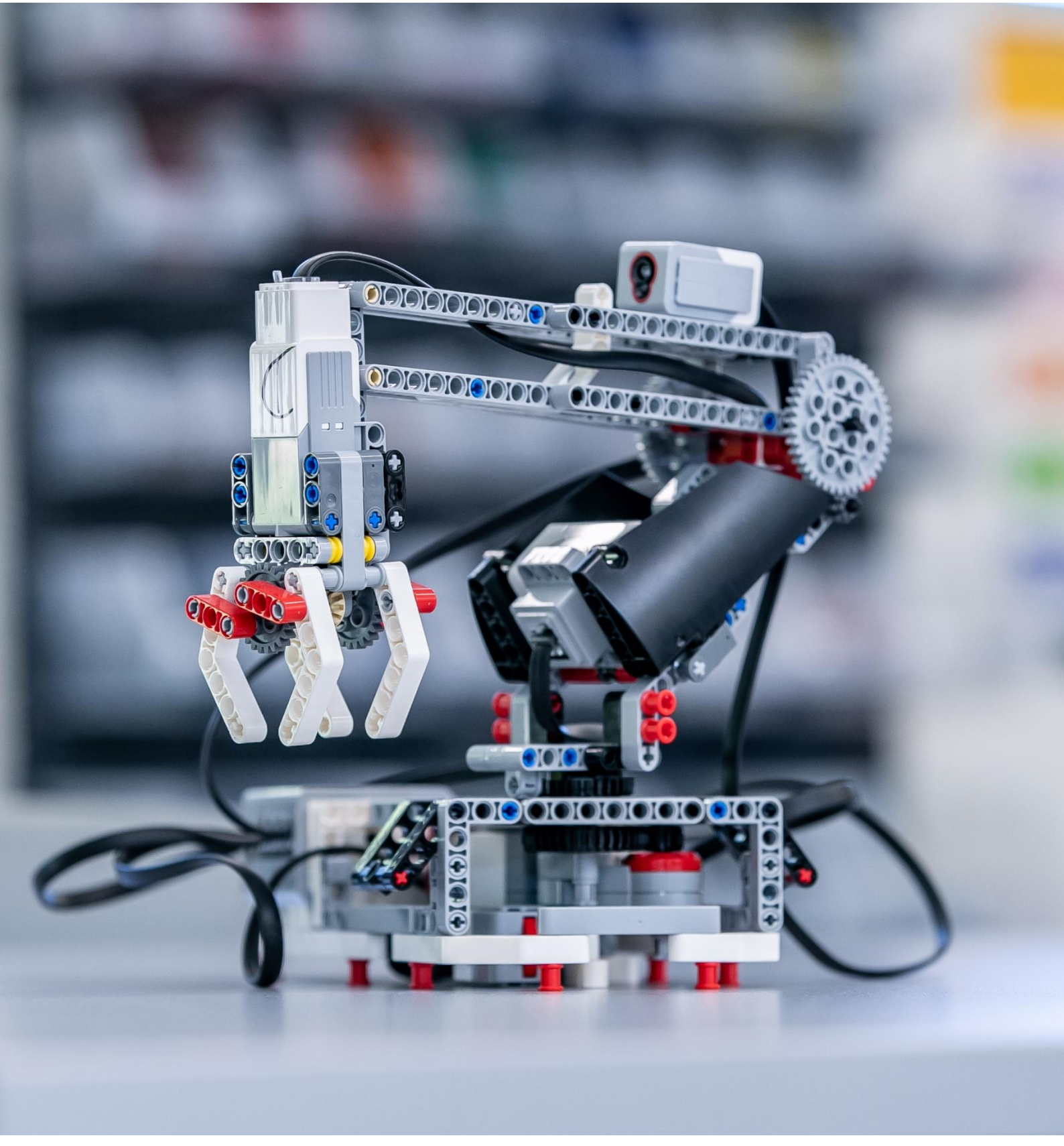
Examples of Activities and Assessments

In Year 7, students create posters, write dialogues, film interviews and complete basic listening and writing tests. Year 7 Spanish also includes Spanish Food and Culture Day.

STEM

Course Description

The world needs students of today to become scientist, engineers, and problem-solving leaders of tomorrow. Science is constantly presenting us with new breakthroughs, innovations and challenges creating greater opportunities for problem solving through technology. Students will be given the opportunity to explore fun Science, Technology, Engineering and Mathematics (STEM) activities. STEM offers a hands-on learning enrichment experience for students in Year 7. Each term, students will explore various fun STEM activities that are aligned to the national science, mathematics, and digital technologies curriculum.



Course Outline

MINI ELECTRONIC PROJECTS

In engineering, you can use your STEM skills to devise, design, manufacture and implement a wide range of solutions to real-world questions, challenges and needs. There are many different types of engineers—mechanical engineers, civil engineers, chemical engineers, electrical engineers, and computer engineers, to name only a few. All of them use their expertise to find creative solutions to the real-world problems with which they are presented. Students will build simple circuits combined with some fun projects to identify linear components and basic circuit theory. Students will also work together to build a battery from lemons, alligator clip wires, and an LED. Once the battery has been completed, they use the steps of an engineering design process to design a switch for their battery system.

OCEAN PROPERTIES AND HOW DEEP IS THE OCEAN?

Students explore remote terrains by modelling and graphing the ocean floor with an ultrasonic sensor to visualise organisms that live in different ocean layers. Students will explore some of the interesting science within our oceans, learn that there are 5 major ocean areas in the world, and the difference between oceans and seas. Students will build on knowledge of water properties and fluid dynamics from previous modules. Through experiments students explore the science of water currents, water density, water temperature and floating (buoyancy forces). Students will explore why ships float, and how submarines sink. Students will use knowledge gained to build and test their own submarine!

BUILDING MACHINES THAT EMULATE HUMANS

Students build robotic models from cardboard and straws to understand the anatomy and biomechanics of the human hand. Then, they conduct trials visualising data in Excel to generate new ideas for improving its performance. Artificial intelligence (AI) is a machine or computer program that can-do human-like 'thinking' to complete a task. AI can be in robots that look like people or animals or can run in the background of a computer program like a phone assistant.

DESIGNING ASTRO SOCKS TO PROTECT ASTRONAUTS' FEET IN MICROGRAVITY

In space, the astronauts' feet are like hands. They use them to grip and grasp surfaces to stabilize themselves in microgravity. This often leads to discomfort on the tops of their feet. During this term students study the tasks that astronauts perform while on the International Space Station. They evaluate designs of performance footwear, gather user requirements and study foot anatomy. Then, they design and build a prototype to mitigate the pressure on their feet. By running trials using their sensorised sock, they test the effectiveness of their design in a simulated microgravity environment. Finally, they write and record an advertisement to explain their design.

Examples of Activities and Assessment

- Research assignment & practical projects
- Documentation (E.g. reports)
- Presentations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Student Athlete Enrichment Program (SAE)

AFL, BASKETBALL, NETBALL, RUGBY LEAGUE/FLAG FOOTBALL, SOCCER/FUTSAL AND TOUCH FOOTBALL.

Course Description

Enrichment Program in Sport – skill development, rule knowledge and strategy knowledge in their chosen sport. The course will also include units on sports psychology, nutrition, and exercise physiology.

Eligibility

Students must be playing or be able to demonstrate an ability to play their chosen sport. Students must commit to attending training sessions held before/after school and competing in appropriate competitions as part of the program Competitions include: District and Regional tournaments (in all sports), All Schools Touch, Confraternity Rugby League, Titans Cup Rugby League, Catholic and Vicki Wilson Cup Netball Champion, Schools Basketball, National Schools Basketball, Cleveland Classic and various Marist competitions. The school competitions may be "age" or "Year level" based and teams will be selected based on the appropriate criteria.

Being in the program does not guarantee selection in a school representative team. Trials are held for all elite teams, and students outside the program may trial for these teams. Students enrolled in the program are continually assessed and students not meeting the subject requirements and/or level of achievement may be required to choose an alternative subject.

Students not meeting the commitments and aims of the program may be asked to change elective classes.

Aims of the Program

The aim of the sports program is to provide students with the opportunity to develop their sporting potential whilst maintaining their performance in academic studies.

The program aims to provide students with quality coaching and feedback on their development within the sporting and school environment, allowing students to access opportunities to compete in elite competitions across South-East Queensland and beyond.

Students will also gain skills in goal setting, teamwork and accountability and will be taught techniques to apply these skills to their daily routines. Students will gain an understanding of the rules and strategies relevant to their chosen sport.

Examples of Activities and Assessment

Each class will be sport specific where numbers permit, together where the skills overlap and separately where the skills diverge. Practical areas include skills, strength and conditioning, speed, and agility development. The students will have fitness assessments in Term 1 and Term 3. Assessment will encompass diet and nutrition, coaching and refereeing, training principles, goal setting, video analysis, rules and strategy and exercise physiology and this will be in the form of research assignments, projects and class activities. Subject assessment will involve both a practical and theoretical component. Theory assessments align with the requirements in senior subjects such as the Certificate 2 and 3 in Sport and Recreation and the Diploma of Sport Administration. This enables pathways for students in both university entrance and the workplace.

Visual Art

Course Description

This course provides students with an opportunity to explore Visual Art concepts and contexts. Students will learn about and develop Art skills that they will be able to apply to designing and creating their own Visual Art folios. Furthermore, students will also build on their Visual Art skills with introductions to digital design computer programs, printmaking, clay sculpture and mixed media collage techniques.

Course Outline

Unit 1: FOUNDATION ART STUDIES (The Elements of Art and Design)
During this unit, students will develop an understanding and appreciation of the elements of Art and Design and their application in Visual Art. Students will create an abstract artwork based on a theme that displays their understanding and knowledge of the Elements and Principles of Art and Design.

Unit 2: CHARACTER DEVELOPMENT / SURREALISM (Illustration and Sculpture)
During this unit, students will develop an understanding and appreciation of the elements and principles of Art and Design in relation to Illustration. The students will develop a folio of sketches and designs to create their own individual 'surrealist' creatures that could be featured in an Illustrated book or an interactive video game. Students will also work on a unit of hand building with clay. They will submit a Surrealism Clay Figure Sculpture in a 3D diorama and their Visual Process Diary with preliminary ideas, chosen A4 sketch of figure, construction views, and construction plan and materials list. Also clay process notes on techniques (pinch pot, coil and slab studies) and a written reflection. As well as research notes on the Surrealism art movement and information about the Surrealist artists.

Examples of Activities and Assessment

- Visual Process Diary
- Folios of Artwork
- Written Tasks including- Essays, Reports and Reviews
- Art Excursions
- Community Based Activities


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