Christ Church
Grammar School

Academic Handbook

Year 7, 2027

Overview

The timetable

The Senior School operates on a 10-day timetable cycle with five 50-minute periods (Periods 1 -5) and one 45 minute period a day (Period 6). The 10 days are organised within a Week A/Week B structure. The timetable differs from Week A to Week B.

Students can access an electronic copy of their timetable on their laptop device through Nexus (nexus.ccgs.wa.edu.au).

Where a day or days are missed for long weekends or public holidays, these are skipped in the timetable. A boy's timetable therefore completes a cycle every two weeks.

With the exception of Thursday, each day begins at 8.30am with a 20-minute tutorial prior to the first period of the day. On Thursdays, the period from 8.30am until 9.45am includes Chapel, Assembly, House meetings etc. There are therefore only five periods on a Thursday.

The academic timetable on Friday concludes after Period 4 with Year 7 students being involved in a sports program for Periods 5 and 6.

Academic administration

The Deputy Principal/Director of Studies is responsible for curriculum implementation and curriculum policy from Pre-Primary to Year 12. The Deputy Principal/Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic program. In particular, the Assistant Director of Studies is responsible for the timetable.

Questions relating to a course of study should be directed initially to a boy's tutor or Head of House. However, where a boy is new to the School, such queries may be directed to the Assistant Director of Studies.

Nexus

Nexus (nexus.ccgs.wa.edu.au) is the School's Learning Management System. In Nexus, students have access to their timetables, class learning resources and due dates for assessments as well as daily information about school activities.

Parents also receive a login to Nexus through which they can access Live Marks, Term Reports, Policies and other information related to their son's school activities.

Homework policy

The School supports the view that homework is an integral part of a student's education. Homework encourages the skills and study habits that are essential for intellectual growth and academic achievement. It is developmental and therefore increases in amount and complexity as the student progresses through the Senior School. The nature of homework can vary from simple reading of text or reference material, formal written work and preparation for a test or classroom exercise, to involved research assignments that may take many weeks to complete. It is also expected that the student will take some responsibility for the allocation of time for revision and review of subjects in the absence of homework that is specifically set. The School encourages the development of independence in determining the type and amount of homework necessary to sustain the day-to-day academic program.

While homework is set in all subjects, not all homework is due to be submitted in the following lesson. Teachers will give advice on the timing of homework. As such, there will be some days when more homework is required than others. It is therefore up to the student, teacher, tutor and parents to manage an organised program of homework time to meet the specific demands of the following day. Students are required to use their paper diary as an organiser and planner for homework and similar activities. For many students, the development and management of such skills will be critical for future academic success.

As part of their transition into the Senior School, expectations for completion of homework for Year 7 students is built up gradually over the first four weeks of Term 1.

More information can be found in the School's 'Guidelines for Homework and Study' available in Nexus (Nexus → Policies).

Students are often required to attach a bibliography to assignments and incorporate in-text referencing. The School uses the American Psychological Association (APA) Referencing System.

Assessments and reports

Specific details about subject assessments can be found in the programs issued by teachers. The information gathered from the in-class assessment program is provided in reports to parents four times a year.

At the beginning of the academic year, parents will be given information about access to Nexus. This portal enables parents to access boys' assessment results as they are entered by teachers over the course of the year. Our recommendation is that parents can best utilise this facility by checking the marks summary once per fortnight with their son and aiming to be supportive and encouraging of his endeavours.

The reports provided for Terms 1, 2, 3 and 4 provide a broad overview of progress, including information about current grade, percentage and rating of a number of work practices. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Some subjects (e.g Extension and Support classes) will report on both a West Australian Curriculum Grade and a CCGS grade to provide a clearer indication of a student's learning progress.

Together with these formal reports, there is ongoing communication between the student's classroom teacher and tutor. Thus tutors and the Head of House can provide parents with early warning of any problems or difficulties. Parents should direct any specific concerns or questions about classwork to the tutor in the first instance.

Use of the School diary

The School diary is a key link in the communication between school and home and encourages the development of sound organisational and planning skills. If used to record daily obligations, activities, homework and/or work requirements it will instil sound working habits for school and beyond. Parents and tutors are expected to monitor the diary each week.

Study Lab

After-school academic support is available for all students. Study Lab is held in the CLC on Mondays, Tuesdays, Wednesdays and Thursdays, from 3.15pm to 4.45pm. English and Mathematics specialist staff are available on some of these afternoons, while organisational support is provided for work in other subjects. A number of current and former students also volunteer their assistance. Some boys attend these sessions simply to complete homework, knowing that help is available if they encounter difficulties. For other students, these sessions provide a time to go over work that may have been missed in class. Tutors can provide further details.

Information Technology

The School actively encourages teachers and departments to integrate the use of information technologies into the curriculum. Students are exposed to a huge range of information technology experiences by applying the computing resources to subject-based tasks. Digital tools, including online sources, are extensively used as research tools. Students are guided in best practice use of these tools, especially the development of effective Information Literacy skills.

Year 7 students are expected to bring their laptop device to all their classes (except Physical Education). It will be utilised by teachers as a tool for connected learning in their classrooms. Students are provided with their own email account. Many students use email as a means of transferring files between home and school and for working on collaborative projects. The use of both the internet and email is governed by the School's Internet Acceptable Use Policy, which is available on each boy's device.

Students develop word processing skills by producing reports in a variety of subject areas as well as producing reports or investigations using a variety of media.

Most activities necessitate the student's use of a wide variety of applications and the development of a range of skills. Students make use of the Microsoft suite of software, including, where appropriate, tools such as Read Aloud, Dictate, Immersive Reader and Co-Pilot (Artificial Intelligence).

Textbooks

For subjects where a textbook is utilised, a digital textbook is provided for students. Where a digital textbook is not available, students are provided with a print textbook.

Curriculum Policy

The School's Curriculum Policy and Procedures is available through Nexus (Nexus → Policies). It gives further information about the way in which the curriculum is delivered.

Assessment and Reporting Policy

The School's Assessment and Reporting Policy and Procedures are available through the 'Policies' section of CCGS World (Governance) and Nexus (Nexus → Policies). It gives further information about the way in information about student progress is reported to parents and protocols around assessment.

Rewarding Academic Achievement and Endeavour Policy

The School's Rewarding Academic Achievement and Endeavour Procedures is available through Nexus (Nexus → Policies). It gives further information about the way in which Subject and Merit Prizes are awarded.

Year 7 Curriculum

The Year 7 curriculum is made up of core subjects and a choice of Chinese, French or Japanese Language courses.

All boys will study:

- Art (for one semester)
- Design & Technology (for one semester)
- Digital Thinking (for one semester)
- Drama (for one semester)
- English (all year)
- Humanities (all year)
- Language (all year) or Intensive Literacy Program (all year)
- Mathematics (all year)
- Music General or Music Advanced (for one semester)
- Health and Wellbeing (for one semester)
- Physical Education and Health (all year)
- Science (all year)

Extension Classes

Extension classes run in the four core subject areas (English, Humanities, Mathematics and Science). These classes follow a significantly modified learning and assessment program and aim to provide students of high cognitive potential with appropriately challenging learning experiences. Selection criteria for these classes are outlined in the School's Curriculum Policy and Procedures (Nexus → Policies).

Support Classes

Support classes are provided in the subject areas of English, Humanities, Mathematics and Science. These classes have lower student numbers and are designed to cater for the needs of boys with specific learning challenges, needs or gaps. The programs in these classes are aligned to the mainstream West Australian Curriculum, but the content is differentiated, and assessment may be modified to meet the learning needs of individual students. If enrolment paperwork suggests that a student would benefit from accessing a support class, a representative will be in contact to discuss the options available. Parents are also invited to contact the Studies Office directly, prior to the start of Term 1, if they feel their son may benefit from access to Support class/es and wish to investigate this option further. After the year has started recommendations for student access of support classes is made by Heads of Department and classroom teachers. Further information about Support Classes is outlined in the School's Curriculum Policy and Procedures (Nexus → Policies).

Peter Moyes Centre (PMC)

The Senior Peter Moyes Centre (PMC) caters for students with diagnosed disabilities who are unable to access aspects of the mainstream curriculum. The PMC program covers core subject areas (English and Mathematics) as well as Health and Protective Behaviours, Life Skills (cooking and daily living skills), Community Access, Business Enterprise, Work Experience and ASDAN. Students access mainstream curriculum classes, where appropriate, in Years 7 – 10.

The overarching vision of the Senior PMC is to prepare students for life after school through developing their independent work skills and increasing their ability to manage themselves in a variety of situations and contexts.

Each student works from an individually developed program called a Documented Plan (DP) which contains learning objectives specific to relevant subject areas. The DPs are developed in consultation with Senior PMC teaching staff, parents/guardians and other relevant stakeholders. The DPs are reviewed biannually.

Placement in the Senior PMC will be discussed upon enrolment or transition into the Senior School and the Coordinator of the Senior PMC will be in touch with parents/guardian to conduct a Needs Assessment before a decision regarding placement is made. Where appropriate, mainstream students will be invited to participate in some PMC programs (such as English, Mathematics and ASDAN) to facilitate learning development and enhancement of opportunities post-schooling.

Contact
Mrs Amy Porter
Co-ordinator of Peter Moyes Centre (PMC)

Art

The Year 7 Art Course is designed to provide students with opportunities to explore Art Making and Art Responding with an emphasis on creative problem solving. Participation and enjoyment in the creation of resolved artworks are priorities at Year 7 level.

Art Making: Projects will be selected from Printmaking and Sculpture. 2D and 3D projects are linked to form a body of work that encourages a personal response and an understanding of compositional structure. Drawing is an integral part of the course. Students are made aware of the need for safe visual arts practices and present their artworks for display.

Art Responding: Students are introduced to an awareness of cultural, social, historical and /or global contexts that are embodied in artworks/art style which, in turn, allows them to link their own production to a given context. The application of a critical analysis framework is used to analyse artworks using art terminology.

One of the following art styles will be explored: Aboriginal and Torres Strait Islander art, contemporary Australian and/or international art.

Assessment

The course will be assessed with an emphasis on

- Art Making – body of work through inquiry, art practice and presentation
- Art Responding – analysis, interpretative reflection and personal response

Contact
Mr Timothy Excell
Acting Head of Art

Design & Technology

Design and Technology is a subject area within the Technology and Enterprise learning area that provides students with the opportunity to develop skills in the use of technology in a practical setting. The Year 7 course in Design and Technology is one semester in duration and aims to develop an understanding of the **materials, information** and **systems** that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the **technology process**, of which the elements of investigating, devising, producing and evaluating are fundamental components. Particular consideration is given to occupational health and safety in the workshop.

Assessment of achievement of the outcomes takes the following forms:

- Design – development of design folios using Information Technology and including freehand and Computer Aided Drawing
- Production – manufacture of practical projects in resistant materials using hand tools, power tools and machinery
- Response – completion of research, production plan and product evaluation, in addition to written testing of understanding

Contact
Mr Alec Barbour
Head of Design & Technology

Digital Thinking

The Digital Thinking course is based upon the Digital Technologies curriculum and is designed to enable students to develop their computational thinking skills and use design thinking to create innovative digital solutions. The course aims to ensure that students develop an understanding of digital systems and how they operate whilst being able to create digital solutions based on the use of the key concepts of abstraction, data collection, representation and interpretation.

Key parts of this course will include

- Using the Python programming language to analyse problems and break them down into smaller tasks that can be more easily solved. Through a variety of activities, students will learn to use and manipulate variables and control the flow of a program using selection and repetition.

- Students will structure their pages using HTML tags and manipulate the layout using Cascading Style Sheets.
- Investigate how digital devices are able to communicate and pass data between devices
- Issues relating to a user's digital footprint and the permanence of data
- Collect, manipulate and interpret data to make it meaningful and draw conclusions

There is a strong focus on practical activities and assessment will be based on a number of hands-on projects throughout the semester.

Contact
Mr Steve Morrell
Head of Computer Science

Drama

Drama is a collaborative performing art where participants agree to imagine and actively construct a world, which is known as the dramatic context. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students are assessed through the key activities of creation and co-operation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Year 7 course explores

- Communication and collaboration
- Acting skills and drama conventions
- Ritual
- Improvisational Theatre
- Greek Theatre
- Storytelling
- Scripted performance

Contact
Mr Gregory Jones
Head of Drama

English

English

In Year 7 English, students explore several themes and genres, an approach that is familiar from primary school, with the aim of easing their transition. They begin in Term 1 by studying short stories within the adventure genre. Students are also able to create their own narrative that follows the conventions of this genre. In Term 2, students look at opinion articles and work towards understanding the ways persuasive texts are constructed for different audiences. They also delve into hero poetry and create a multimodal dramatic reading of a well-known poem. In Term 3, they read and analyse a full-length novel within the fantasy genre and produce a text response essay. Finally, in Term 4, students investigate what makes someone heroic and inspirational.

All students are expected to work hard to build and refine their spelling, vocabulary, grammar and handwriting throughout the year, with teachers using Education Perfect, an online learning tool, to assist in the achievement of these literacy focuses. Reading fluency and comprehension are a further consistent focus. The stages in the writing process are reinforced and developed in Year 7, with students learning how to structure analytical paragraphs and being encouraged to plan, draft and edit their work before submitting it for assessment. Students are also encouraged to enter a range of internal and external creative writing competitions.

Year 7 students spend one period per fortnight in the CCGS Senior Library, where the Teacher Librarians provide a range of opportunities to engage with reading and resources. The program is designed to ignite a lifelong passion for reading and to explore a diverse array of literary genres. Fostering a love of reading from an early age is the cornerstone of enhancing literacy skills and promoting intellectual growth. Through engaging and thoughtfully curated reading experiences, the Year 7 Library program aims to empower our students to become confident and enthusiastic readers who are well-equipped for academic success and lifelong learning.

The formal assessment program is reviewed on an annual basis but is likely to approximate the following schedule. Common Assessment Tasks, which require the whole cohort to sit the same in-class assessment on the same day, are set twice a year and are marked by external markers to assist grading comparability.

Assessment Schedule

SEMESTER ONE	**SEMESTER TWO**
Reading Comprehension	Poetry - Multimodal Dramatic Reading
Short Story Composition	Novel Analytical Paragraphs (CAT)
Opinion Article Analytical Paragraphs	Inspirational Person Paragraphs
Opinion Article Composition (CAT)	Book in a Box Library Presentation

Contact

Ms Annika Kononen
Year 7 Coordinator and Assistant Head of English

Mrs Melanie Hastie
Head of English

Health and Wellbeing

The Health and Wellbeing course aims to develop students' knowledge, skills, values, and processes to care for themselves and others, and to take an active role in the learning of life skills, make healthy choices and develop a deeper understanding of themselves. Each student in Year 7 is exposed to one semester encompassing health, religion, positive psychology and personal wellbeing development.

At Christ Church the underlying focus in the Health and Wellbeing area is Personal Spiritual Development Maximisation. The course covers three major standards

- Identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments
- Identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy
- Apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing

It also covers the following content areas

- Being sun smart
- Resilience
- Cyber sense
- Bullying
- Active lifestyle
- Basic nutrition
- Changing and growing
- Protective behaviours
- Positive self
- Positive body
- Positive emotions

Positive Education

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage individuals within their communities to flourish. (Geelong Grammar School, 2011)

Positive Psychology is an umbrella term for work that investigates happiness, wellbeing, human strength, and flourishing. (Gable & Haidt, 2005)

The program of work is derived from a 'Well-Being Curriculum' based on the principles and findings of positive psychology. The emphasis is on positive interventions, targeting areas that have a substantial evidence base such as happiness, positive emotions, flow, resilience, achievement, positive relationships and meaning.

Religious Education

As an Anglican school, Christ Church is committed to Religious Education in its curriculum. At the same time it is sensitive to the varied backgrounds of its students, who are drawn from every major Christian denomination and every major world faith. In addition to attending Chapel services, each boy in the school will participate in the Religious Education unit, which provides an introduction to the origins, history, beliefs and practices, diversity and relevance of the Christian faith. Whilst boys are encouraged to develop their own personal faith, the School acknowledges that the boy's parents and his place of worship will also play a central role in his religious education.

Contacts

Mr Brad Gardner
Director of The Wynne Centre for Health and Wellbeing

Reverend Nicholas Russell
School Chaplain

Humanities

The course in Year 7 endeavours to ensure all boys are equipped with the knowledge, understanding, skills and learning processes to inquire deeply into a wide variety of topics and issues on the local, national and global scale. There will be regular practical opportunities to explore Australia's political and legal systems and structures, social and natural environments, history and the role of money in our lives.

Through the units of Civics and Citizenship, Economics and Business, Geography and History, students will have the opportunity to develop 21st Century global skills. These skills are essential to prepare students for an increasingly globalised economy and include questioning and research, analysing, evaluating, communicating and reflecting.

Geography

The key area of this context is examining water in Australia as a natural resource. Students will consider how water is used and managed and the issues revolving around water scarcity and drought. In addition, students will examine factors that contribute to a place's liveability including evaluating the liveability of recent developments in Perth and comparing the liveability of urban and rural areas. Students will also develop mapping skills that will be built upon in future years.

History

Students will begin this unit by examining the nature and means of historical inquiry, including archaeology and palaeontology as a part of the unit exploring Deep Time History of Australia. This progresses to then exploring an ancient civilisation outside of Australia where they will use a range of primary and secondary information sources to develop skills in critical thinking, analysis and interpretation. All students will be encouraged to develop sound research and referencing processes, as well as excellent organisational skills in terms of notetaking and file management. The students will also visit the WA Museum as part of their study of History.

Economics and Business

Students will start to look at how businesses and consumers interact in a market. They engage with interactive online learning using a program, ESSIMoney (Earning, Saving, Spending, Investing) to improve

their financial literacy. This unit will also enable students to explore the concepts of innovation and enterprise including characteristics of entrepreneurs and how successful entrepreneurs earn an income.

Civics and Citizenship

Students will examine the design of the Australian political and legal system including studying the purpose and value of the Australian Constitution, the three branches of government and the bicameral parliament of Australia. The focus of study then shifts to Australia's legal system including the role of courts, judges and lawyers in trials. Their study will be a mixture of classroom and experiential learning as they undertake tasks such as participating in a mock referendum, observing a trial and learning about the fundamental aspects of Australia's democracy.

Assessment
All boys are expected to complete a range of formative and summative assessments that incorporate the following elements:

- Research and Investigation projects
- Fieldwork
- Document and data analysis
- In class written work
- Content and skills tests
- Oral presentations
- The use of Information Technology

Contact
Mr Andy Greig
Head of Humanities

Intensive Literacy Program

The Intensive Literacy Program is an intervention program that takes the place of Language classes for students who have a diagnosed learning disability **and** who are performing significantly below their peers on standardised assessments. The program's focus is on the development of foundational reading and writing skills that will support students' learning in other curriculum areas. A student who undertakes the Intensive Literacy Program in Year 7 will continue in Year 8 in the Intensive Literacy Program. Entry to the program is by invitation, however, parents are asked to identify if they feel their son may be a candidate for the Intensive Literacy Program in the Music and Language selection document from Admissions.

Contact
Ms Taylor Marsh
Co-ordinator of Learning Development Centre (LDC)

Languages

In recognition of the need for a broad range of skills for Australian students in a competitive global environment, the study of French, Japanese or Chinese is compulsory at the Year 7 and Year 8 level. Students will gain a foundation level of competency in Communicating and Understanding in a second language. Through a range of learning activities and topics of particular interest to boys, students will improve their competency in their own language and how it functions, gain a deeper understanding of linguistic conventions, and critically reflect on their own and other cultures and values.

Languages follow the **Year 7-10 Sequence** and are foundation courses for the ATAR Second Language streams offered in Year 11 and Year 12, namely Chinese: Second Language, French: Second Language and Japanese: Second Language.

These courses are intended for students where the language studied is entirely a second language and for whom there is no prior linguistic advantage. Students with background in any of the above languages should contact the Head of Languages, Mr Marcus Sharp, to discuss their language choice for Year 7.

ATAR Second Language courses are aimed at students for whom the language for which they are applying is a second (or subsequent) language. These students:

• have typically learnt everything they know about the language and its culture through classroom teaching in an Australian school or similar environment, where English is the language of school instruction

• have typically studied the language for 200–400 hours at the commencement of Year 11

• may have experienced some short stays or exchanges (less than two years in total) in a country where the language is a medium of communication

• do not use the language for communication outside the language classroom

• are not exposed to the language outside the language classroom. That is, students are not spoken to in the language by members of their immediate or extended family, or community members and friends.

Chinese

In Chinese, boys are assessed across Communicating and Understanding each term. Where possible, students who have had considerable exposure to learning Chinese in the Preparatory School will be given extension work. Chapter tests of new grammar, characters and vocabulary are set at least twice a term. In Term 2, Year 7 students may participate in the HSK Proficiency Test, while in Term 3 they may also
participate in the CLTAWA State Mandarin Speaking Competition.

French

In French, boys are assessed across Communicating and Understanding each term. There are regular vocabulary and/or pronunciation tests to consolidate material learned in class. Year 7 French students can participate in the Alliance Française poetry recital competition. The top 20 students in the state are invited to perform in the WA finals, where Christ Church has had much success in the past.

Japanese

In Japanese, boys are assessed across Communicating and Understanding each term. Students will study the Japanese writing scripts of Hiragana, Katakana and Kanji. Students will be expected to have mastered

the Hiragana script by the end of the course and be competent in elementary Kanji. Year 7 students will have the opportunity to participate in the Australia-wide Japan Foundation 'Video Matsuri' competition for schools, scripting and edit a short film with dialogue completely in Japanese. Christ Church has previously won this national competition.

Homework

Regular practice, reviewing words and grammatical concepts learned is fundamental to the acquisition of a language and forms an integral part of the course. In Year 7, boys are expected to spend 10-15 minutes each evening reviewing words and grammatical concepts covered in class, in addition to any specific homework set by the teacher. Using their Education Perfect platform, students will find it easy to consolidate their learning and excel in their language studies.

Contact

Mr Marcus Sharp
Head of Languages

Mathematics

The Year 7 Mathematics Course is fully aligned with the West Australian Curriculum. It thus covers the three content areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability while developing mathematical understanding, fluency, reasoning and problem solving skills.

The following units are studied during the year:

1. Number and Place Value
2. Fractions
3. Decimals and Percentages
4. Money and Financial Mathematics
5. Patterns in Algebra
6. Linear and Non-Linear Relationships
7. Measurement
8. Geometry
9. Chance
10. Statistics

The course will provide each boy with a wide range of activities that will allow him to discover and explore new concepts and then connect key ideas to achieve deeper understanding.

Problem solving is an important part of this course and Year 7 students will be taught specific problem solving skills.

Class work and formal testing will be used to assess learning. The boys will be assessed through tests, applications, investigations and an end of year test.

Contact
Mr Taylor Pervan
Head of Mathematics

Music

In Year 7 there are two different music courses, Music General and Music Advanced. Parents who are unsure of which course is most appropriate for their sons are requested to be in contact with the Music Department. It is not always possible to make a change from one course to the other once the year has begun.

Music General

This course is designed as an introduction to Music and assumes no or little prior knowledge or experience in music theory, aural or instrumental playing. Students are taught the rudiments of music note reading (rhythm/pitch), then apply this knowledge to a variety of practical and composition activities throughout the semester.

The semester is broken up into different units of work that all have theoretical, aural, performance and historical elements:

- Have A Seat – Can a chair be a drum? We explore aural analysis, notation, composition, and group performance using chairs as a drum. In small groups, students compose and perform their own chair drumming piece.
- Rock of Ages – We learn about and perform songs from major rock and/or pop artists. Students learn chords on individual pianos, then perform them.

Music Advanced

This course is designed for students with a more extensive knowledge and background in music studies, particularly for those students currently studying an instrument (either within CCGS or externally).

The semester is broken up into different units of work that all have theoretical, aural, performance and historical elements:

- Chamber Ensemble – a unit based in rehearsing in small ensembles, set repertoire. Students analyse the set works, learning the theory behind each work, then in small groups rehearse and perform one of the works.
- Carnival of the Animals - a unit based in composition and analysis, where students learn the theory, aural and performance aspects of a variety of movements from Saint Saens *Carnival of the*

Animals. Inspired by these famous works, students compose a piece that represents an animal of their choice.

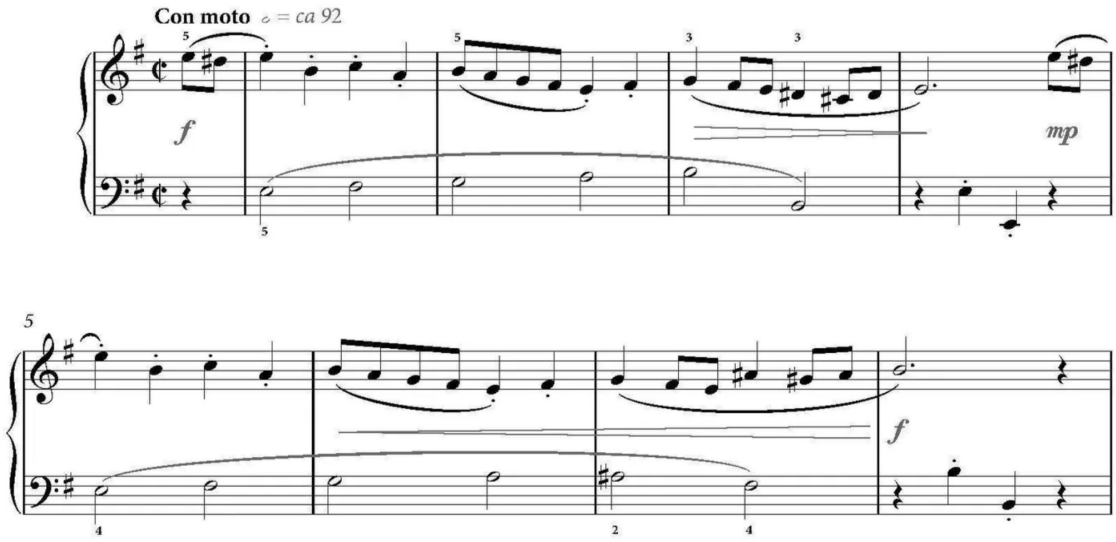
- Solo performances – students in the second term of their learning perform a solo performance for the class.

To refine and advance their theoretical knowledge, students complete various booklets and have access to online theory and aural extension programs.

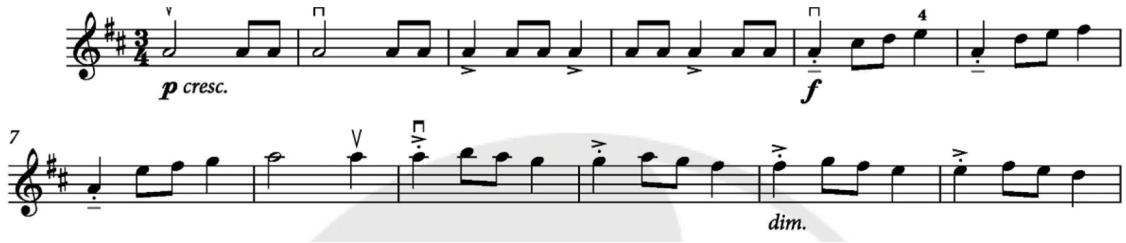
Additional information on stream selection

If you are unsure about which stream should be chosen, please refer to the music examples below which should be able to be performed fluently by an Advanced music student. Provided are piano, violin, trumpet, guitar and clarinet excerpts.

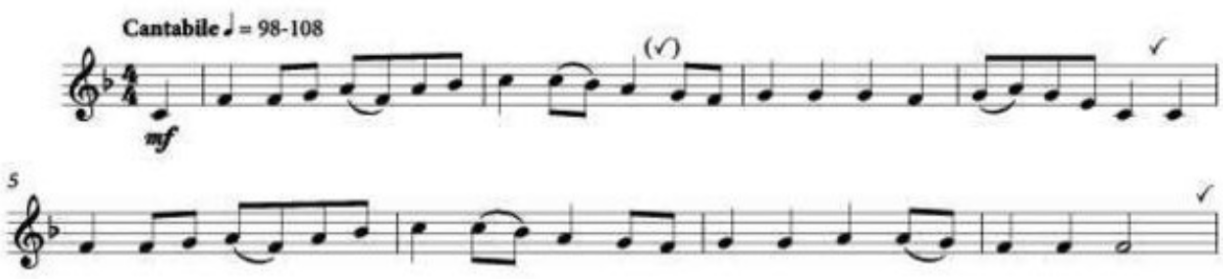
Piano



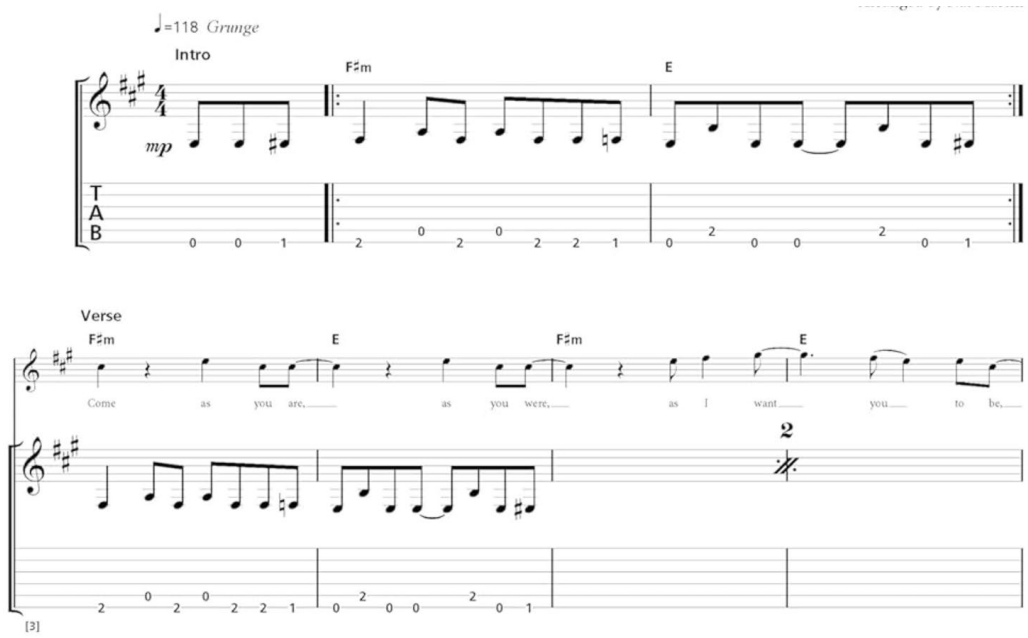
Violin



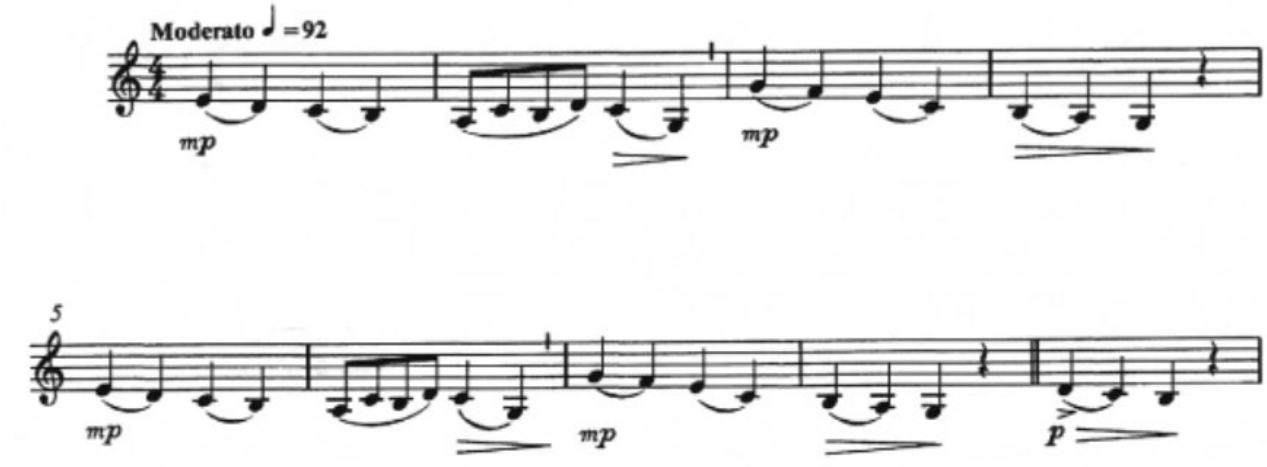
Trumpet



Guitar



Clarinet



Contact
Ms Chiara Kingwell
Director of Music

Physical Education

The Physical Education program in Year 7 focuses on the acquisition of skill in a variety of activities with a particular emphasis on the students developing an understanding of their own health and fitness. There is a strong focus on gaining the necessary skills and attitudes to allow them to continue to improve and develop their fitness. It is also a time where students are introduced to the large array of sports that are available in the PSA system.

Individual activities include athletics, fitness assessment, swimming and rowing. Team activities include cricket, football, soccer, softball and basketball. Aspects such as skill, game performance, fitness, attitude and behaviour, dress and punctuality will be assessed.

Health Education

Health education is taught as a part of the Health and Wellbeing program, (see p 10 and 11).

Contact
Mr Luke Farmer
Head of Health & Physical Education

Science

The Year 7 Science course has a strong emphasis on learning through practical work. Students will develop a scientific view and recognition of how science understanding can be applied to their lives and the lives of others. The course aims to stimulate curiosity and promote logical and analytical thinking. Students will build on their understanding through the science inquiry process, which involves making observations, constructing and testing hypotheses and evaluating data. During Year 7, students study Biology, Chemistry and Physics with the same Science teacher. For each subject, assessment methods are used which can include tests, investigations and projects, which will assess students' science understanding and inquiry skills.

Science Inquiry Skills

Skills involved in working as a scientist are learnt in the context of the three main subject areas of Physics, Biology and Chemistry. Students will develop the skills to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions, evaluate and communicate their findings. Students will learn how to work safely within laboratory settings and with a variety of equipment such as microscopes and Bunsen burners.

Biology

Biology is the study of living things and, in this course, students have the opportunity to learn about different organisms and how life on Earth varies amongst them. What makes us classify something as living? What makes an organism belong to the Plant Kingdom as opposed to the Animal Kingdom? How do humans affect the ecosystems in which we live? These questions are looked at through topics such as

Classification, Cells, Microscopes and Ecosystems. Incorporated into this unit is practical work to support each of these concepts and a visit to Herdsman Lake to look at ecosystems and the environment.

Chemistry

Students will be introduced to the concept that matter is made up of smaller particles. This concept will be used to explain the properties of solids, liquids and gases, as well as the meaning of the terms element, compound, pure substance and mixture. Through a variety of practical activities, students will develop their laboratory skills and investigate the difference between physical and chemical changes and the ways that physical properties such as solubility and boiling point can be used to separate the components of mixtures.

Physics

The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. Students will focus on developing an understanding of forces they encounter in everyday life. They will investigate how these forces affect the behaviour of objects and apply this knowledge to explain the function of simple machines. Students will also investigate how the relative positions of the Sun, Earth and Moon cause familiar phenomena on Earth, including tides, seasons and eclipses. There will be a strong emphasis on discovery through practical work and investigation and students will use both qualitative and quantitative techniques. Contexts covered may include extreme sports and simple machines in the home.

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