BRISBANE
ADVENTIST COLLEGE

A thriving, Christ-centred, learning community

YEAR 7

SUBJECT INFORMATION GUIDE

WELCOME

What an exciting time in a student's life – mapping a course for the future! This subject selection guide has been designed to provide students and parents with valuable information for selection of subjects for Years 7. Our careers advisor, heads of subject, subject teachers, and administrative staff are always willing to provide assistance when making these important decisions.

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INTRODUCTION

What an exciting time in a student's life – beginning secondary education! This booklet has been designed to provide students and parents with valuable information about the subjects they will be studying over the next two years.

Years 7 and 8 are all about exposing students to a variety of subjects. The following pages contain important information about each of the subjects on offer at BAC in Year 7 and 8. If you would like any further information, please feel free to contact the College to speak with the relevant teacher.

Students will undertake a range of subjects in preparation for choosing electives in Year 9. Towards the end of Year 8, elective subjects are chosen for Years 9 and again for Year 10. Many students will choose the same subjects in Years 9 and 10, although there are extra subjects to choose from in Year 10. By the end of Year 10, students will choose subjects for Years 11 and 12; these are two-year courses. Please see the appendices at the end of this booklet for the current senior subject opportunities. There are distinct pathways from Years 9 and 10 to the senior subjects.

Thank you for taking the time to familiarise yourself with the information contained within this Subject Information Guide – and remember...Year 7 matters!

YEAR 7

CORE SUBJECTS

ENCOUNTER (Religious Studies)

‘Special Character’ subject

INTRODUCTION

Encounter is a subject that supports the special character of BAC. Students explore themes which develop their belief, faith and trust in God, who is both God of Creation and their personal Saviour.

CONTENT

In Years 7 and 8 Encounter, students explore themes including freedom of choice,

God’s eternal plan for His children, victory at the cross, the promise of Heaven, and the purpose of allegiance to Christ. As they discover more about the true character of God, they discover Bible characters who have been transformed by Jesus’ ministry on Earth and understand how such a transformation can lead them to a life of commitment and service.

ASSESSMENT

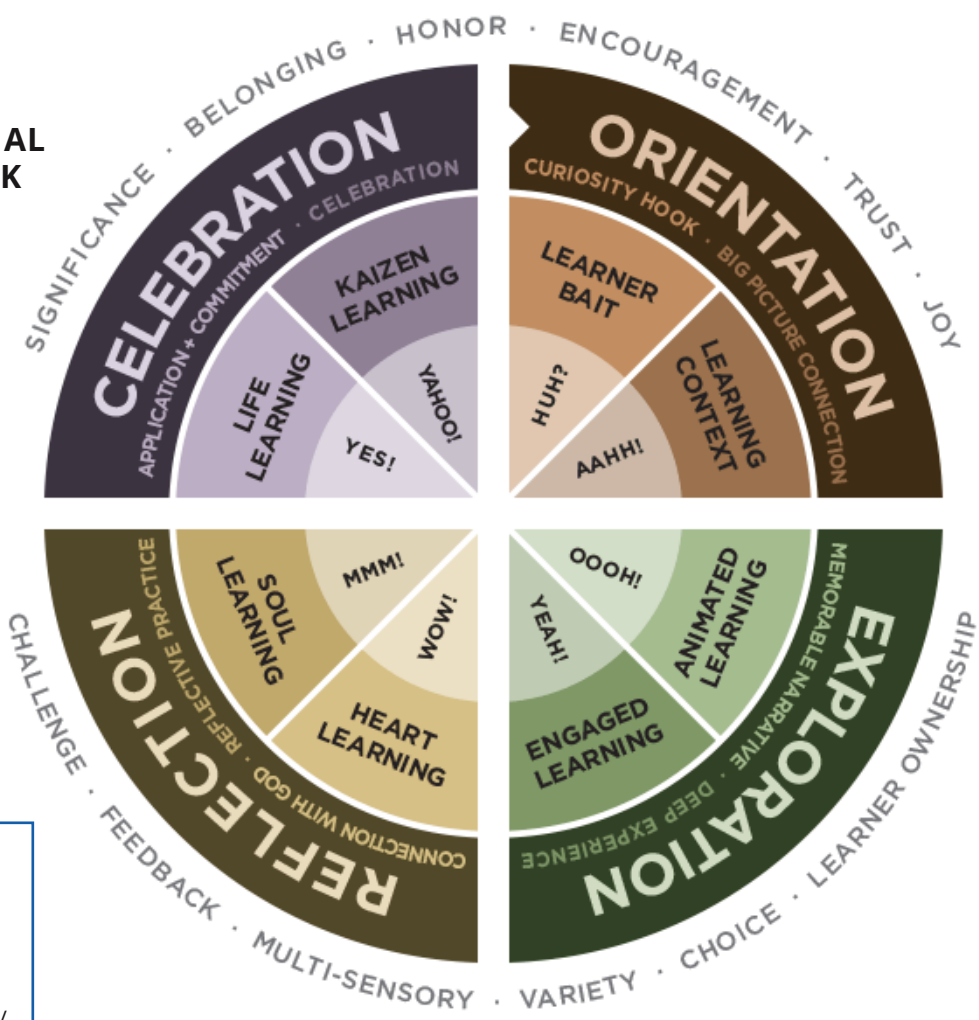
Assessment tasks will incorporate both group and individual activities. Journal responses, multimodal presentations, speeches, case studies and exploration of the Bible will be used to give students an opportunity to demonstrate learning achieved during the course.

SPECIFIC REQUIREMENTS

For each class, students need to bring their own Bible, journal and pens as well as a willingness to consider questions and search for lasting answers.

ENCOUNTER
ADVENTIST CURRICULUM

THE TRANSFORMATIONAL PLANNING FRAMEWORK



SCAN OR VISIT

W: encounter.adventisteducation.org/

ENGLISH

CORE SUBJECT

RATIONALE

The study of English helps students to become '... confident communicators, imaginative and critical thinkers and informed citizens' who '... analyse, understand, communicate and build relationships with others and the world around them.'

AIMS

English aims to ensure students '... learn to purposely and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts'. They 'understand Standard Australian English' and 'develop interest and skills in examining aesthetic aspects of texts ...' and appreciate literature. They '... enjoy, analyse, evaluate, adapt and use [...] English language in all its variations to evoke feelings, form ideas and facilitate interactions with others.'

STRUCTURE

The English curriculum content is organised under 3 interrelated strands:

- **Language**
  - » Language for interacting with others
  - » Text structure and organisation
  - » Language for expressing and developing ideas
- **Literature**
  - » Literature and context
  - » Engaging with and responding to literature
  - » Examining literature
  - » Creating literature
- **Literacy**
  - » Texts in context
  - » Interacting with others
  - » Analysing, interpreting and evaluating
  - » Phonic and word knowledge

ASSESSMENT AND TECHNIQUES

By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.

ASSESSMENTS AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Short response**
  Examples: a spoken reflection or a webpage
- **Extended response**
  Examples: a multimodal blog or a spoken monologue
- **Examination**
  Examples: a written director's commentary or a written film review

LINKS TO SENIOR SUBJECTS

Students will be assessed in listening, reading, viewing, speaking, writing and creating.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder and pens to each class. They will be expected to read the set novels.

HEALTH & PHYSICAL EDUCATION

CORE SUBJECT

INTRODUCTION

In Year 7 the students will be able to either apply for the Athlete Development Program or undertake Health and Physical Education.

The Athlete Development Program has a focus on providing opportunities for student athletes in Year 7 and 8 to develop their athletic capabilities. The ADP will use various initiatives, coaching and training principles throughout numerous sporting programs to improve the movement competency, coordination and athletic performance of individuals, as well as focus on leadership, teamwork and communication skills.

Health and Physical Education 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 reflect on and refine personal and social skills as they participate in a range of physical activities.

CONTENT

The courses consist of a number of practical and theoretical components run concurrently and integrated where possible. Areas of study may include: food and nutrition, safety, alcohol and drugs, health benefits of sport, relationships, mental health and wellbeing as well as various physical activities ranging from team sports, to challenge activities, games and individual events.

ASSESSMENT

Assessment in this subject includes written tests, multimodal presentations, research assignments, workbooks and practical assessments.

SPECIFIC REQUIREMENTS

The cost of the ADP program includes a sports bag and ADP training apparel. Students are expected to wear full PE uniform for all practical HPE lessons. This includes correctly worn sport hat, lace-up sports shoes and BAC socks.

HASS: CIVICS AND CITIZENSHIP

CORE SUBJECT

INTRODUCTION

BAC's Year 7 Civics and Citizenship subject stems from the Humanities and Social Sciences learning area which involves the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts.

The Humanities and Social Sciences learning area comprises of Economics and Business, History, Geography and Civics and Citizenship. History and Geography is combined into one subject with Economics and Business and Civics and Citizenship run as separate subjects.

The Civics and Citizenship curriculum ensures that students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

CONTENT

In preparation for their Canberra tour, students in Civics and Citizenship will learn about the Australian Constitution, federation, treatment of Australians, the three levels of law making, the houses of parliament, making laws, forming government and how members are elected. Students will also learn about the history of Canberra, how it was made, design features as well as well-known landmarks.

ASSESSMENT

Civics and Citizenship will assess knowledge, research, analysis and communication within a portfolio of work.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder and pens to each class.

HASS: ECONOMICS AND BUSINESS

CORE SUBJECT

INTRODUCTION

Economics and Business provides an excellent basis for understanding how the world works, particularly within the context of finance, economics and the law. This subject connects to the Economics and Business elective in Years 9 and 10, while also providing a foundation for senior business subjects.

CONTENT

Students in Economics and Business experience a variety of topics, including business productivity, bookkeeping and accounting, introductory economics, small business management, introductory legal studies, and entrepreneurship. This involves both classroom activities and excursions.

ASSESSMENT

Students are assessed in a variety of ways that may include tests, projects, individual assignments, and group assignments. These may involve written responses, research work, multimodal presentations, and spoken tasks.

SPECIFIC REQUIREMENTS

Students will need a calculator for some units of work and will need to bring their laptop, folder and pens to class.

HASS: HISTORY AND GEOGRAPHY

CORE SUBJECT

INTRODUCTION

BAC's History and Geography subject stems from the Humanities and Social Sciences learning area which involves the study 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 contexts considering challenges for the future. It provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century.

The Humanities and Social Sciences learning area comprises of Economics and Business, History, Geography and Civics and Citizenship. History and Geography is combined into one subject with Economics and Business and Civics and Citizenship run as separate subjects.

CONTENT

History: Students investigate history from the earliest human communities to the beginning of the modern period around 1750. Throughout Years 7 and 8, the history subject promotes an understanding of societies, events, movements and developments that have shaped humanity particularly in Australia, China and Egypt.

Geography: When studying geography, students in both Years 7 and 8 will investigate how environmental and human processes affect places, how the interconnections between places, people and environments affect the lives of people, and the consequences of changes to places and environments and how these changes can be managed.

ASSESSMENT

Assessment in History and Geography is drawn from a combination of written assignments, multimodal presentations and tests.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder and pens to each class.

LANGUAGE: SPANISH

CORE SUBJECT

INTRODUCTION

Languages enable communication in our '...increasingly interconnected and interdependent world...' by engaging '...with the linguistic and cultural diversity of the world and its peoples.' Each language is also contextualised in terms of its place in Australia and the world. Languages provide opportunities for students to '...understand themselves as communicators' by developing 'linguistic competence' and understanding of the relationship between language and culture.

CONTENT

Spanish will be taught to students in Year 7 and 8 in two strands: Communicating meaning in Spanish and Understanding language and culture. Each strand is broken into sub strands to deepen students' knowledge and understanding: Interacting in Spanish, Mediating meaning in and between languages, Creating text in Spanish, understanding systems of language and understanding the interrelationship of language and culture.

ASSESSMENT

Assessment for the learning area includes modes of spoken tasks and written projects.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder and pens to each class.

MATHEMATICS

CORE SUBJECT

INTRODUCTION

Year 7 and 8 Mathematics builds on the knowledge and understanding that has been developed throughout the Primary years. This early stage of Secondary education becomes the foundation for the Mathematical learning that is on offer through to the end of Year 12 and beyond.

CONTENT

The strands of study for Years 7 and 8 within the Australian Curriculum are Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students learn skills relating to each of these strands that enable them to understand and solve problems.

ASSESSMENT

Each semester's assessment consists of term tests. One assignment is also given in either Semester 1 or Semester 2. Students will be assessed based on the criteria of Understanding and Fluency as well as Problem Solving and Reasoning.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder, pens, calculator, ruler and protractor to each class.

SCIENCE

CORE SUBJECT

INTRODUCTION

Science is a body of knowledge and a set of methods for learning about the natural world. The Science course exposes students to key ideas and concepts required for the study of natural phenomena. It encourages students to learn problem solving and research skills, as well as develop their knowledge of how the natural world functions. Understanding science is a vital part of becoming an informed citizen. Students at BAC are encouraged and given opportunity to reflect on the significance of science for a Christian faith.

The Science course in Year 7 introduces students to the basic skill and processes required to formally study Biology, Chemistry, Physics, Geology and Astronomy during Secondary schooling. As well as being introduced to the foundational knowledge and understanding in each of these major scientific fields, students are also taught about the scientific process. Practical skill, laboratory processes and research skills are also introduced in Year 7.

CONTENT

Year 7 and 8 Science follows the Science By Doing resource set. This is an online, interactive resource developed by the Australian Academy of Sciences for the Australian Curriculum. It contains a selection of topics that provide a foundation for further study in the sciences. Each topic is organised into a contextualised unit of work.

Topics include: An introduction to the science lab and scientific skills (a general science topic); The circle of life (a biology topic); Enough water fit to drink (a chemistry topic); The science of toys (a physics topic); and Earth and space (a combined geology and astronomy topic).

ASSESSMENT

Assessment in Science is drawn from a combination of topic tests, semester exams, laboratory reports, presentations and research assignments. A major assignment is completed each semester, either in the form of a research task, or a student-designed investigation.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder, calculator and pens to each class.

YEAR 7

ELECTIVE SUBJECTS

DESIGN AND TECHNOLOGIES

ELECTIVE SUBJECT

INTRODUCTION

Design and Technologies endeavours to prepare students to live in and contribute to a rapidly changing technological society. Regardless of career aspirations, this subject helps students develop the art of thinking in a logical way and acting in a responsible manner by being presented with problems for which they are required to provide practical solutions.

In Design and Technologies students are involved in identifying opportunities for designing solutions, participating in the investigation of technologies, generating ideas and processes, and working collaboratively to make designed solutions. They acquire the enterprise skills of design thinking, creativity and innovation. They also learn to become responsible consumers by using a range of criteria including sustainability.

CONTENT

Students will be guided through the safe operation of hand tools and machinery to design and construct a project. Through an online diary, students will record their process and evaluate their work making suggestions for future improvements. They will generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies.

ASSESSMENTS

Students will design and construct projects, record their process and evaluate their work in a design folio. These will be assessed based on the criteria of Knowledge and Understanding and Processes and Production Skills.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder, pens, pencils and ruler to each class.

DIGITAL TECHNOLOGIES

ELECTIVE SUBJECT

INTRODUCTION

Digital Technologies involves learning about how we can create new technologies, as well as use them. Students explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs.

CONTENT

Students learn to design, create and evaluate digital solutions to solve real world problems. They will have opportunities to design apps, program games and investigate computer networks.

ASSESSMENT

Students will be assessed on their ability to collect, manage and analyse data as well as investigate, define and evaluate real world problems. Their collaboration and management of the solutions to these problems will also be assessed.

SPECIFIC REQUIREMENTS

Students need to bring their laptop, folder and pens to each class.

FOOD TECHNOLOGIES

ELECTIVE SUBJECT

INTRODUCTION

The central focus for Food Technology & Textiles Design is the well-being of people within the context of their personal, family, community and work roles. This subject makes a contribution to students' understanding of technology practices and materials technology as well as providing knowledge, understandings and skills for living. The course is rich in opportunities for students to develop creativity, personal concentration, fine motor skills, planning abilities, self-esteem and project management.

CONTENT

Students will study one semester of Textile Design in Year 7 and one semester of Food Technology in Year 8. Each part of this subject field has unique learning and different practical and theoretical perspectives.

Food Technology: The food and nutrition aspect of the course practically and theoretically investigates: food hygiene and safety, preparation methods and techniques, presentation and garnishing, basic nutrition, nutrition guides and serving sizes.

Textiles Design: The textiles aspect of the course practically and theoretically investigates: fabric manipulation and machining and the principles of designing, making and appraising through working with fabric.

ASSESSMENT

Students will be assessed based on the criteria of Knowledge and Understanding and Processes and Production Skills through their practical product and design folio.

SPECIFIC REQUIREMENTS OR ADDITIONAL COSTS

Food and Nutrition: students are to provide the ingredients for the individual designed product in the practical performance assessment. All students must have a full frontcover apron, two tea towels and a sealable container approximately: 30cm long x 20cm wide x 8cm high.

Textiles: students will be charged $10.00 for the consumable fabric and material for the practical performance assessment.

THE ARTS: DRAMA

ELECTIVE SUBJECT

INTRODUCTION

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges.

CONTENT

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, apply different performance styles and conventions, and use performance skills and design elements to shape and focus action and meaning. They begin to analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.

ASSESSMENT

Drama is assessed in the following ways:

- Making
  - » forming
  - » creating drama
  - » performing drama
- Responding
  - » reflection, analysis and evaluation of dramatic action and meaning.

SPECIFIC REQUIREMENTS

Students need to bring their journal and pens to each class.

THE ARTS: MUSIC

ELECTIVE SUBJECT

INTRODUCTION

Music is a very important part of cultural activity. A disciplined approach to the study of music also enhances the study habits and memory skills that students employ in other academic subjects. The junior Music program is designed for students to learn to think in "sound" and critically evaluate the sounds they hear.

CONTENT

During Years 7 and 8, students will develop compositional, musicological and performance skills through an introduction to the Elements of Music. They will study and have experiences in a range of genres and styles that may include Advertising Jingles, Ethnomusicology (Music of Indigenous cultures), Music in Technologies, and Body Percussion.

ASSESSMENT

In Music, students will have learning experiences and be assessed in the areas of:

- Composition: creation of original music
- Musicology: music theory, history and analysis
- Performance: individual and/or group presentation of music repertoire

SPECIFIC REQUIREMENTS

Students will need earphones or headphones for this class. It would also be helpful to have access to either of the following: USB, MP3, iPod.

THE ARTS: VISUAL ART

ELECTIVE SUBJECT

INTRODUCTION

In Visual Arts students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices, concepts, theories, histories and critiques. They develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students learn to explore ideas through imaginative engagement, making and presenting artworks and engaging critically with these works and processes.

CONTENT

Through an investigation of the concept 'identity', students explore the Formal Context, the Elements and Principles of Visual Art and design. As audience they interpret and analyse artworks to consider how the artist has communicated meaning. In turn, as artists they use media, techniques and processes to create meaning.

ASSESSMENT

In Visual Arts, students will have learning experiences and be assessed in the areas of:

- Making: exploring, developing and sharing artworks that communicate meaning as artists.
- Responding: interpreting meaning in artworks as artists and audience to inspire making.

SPECIFIC REQUIREMENTS

Most materials are provided by the College, however on occasion students may choose to purchase task-specific materials at their own expense.

YEAR 7 Co-Curricular Participation

CHAPEL

The College chapel is a beautiful worship space used for weekly primary and secondary worship services. With an emphasis on music from our worship band and song leaders and practical lessons from the Bible, chapel services are aimed at teaching students to have a personal relationship with God. Chapel time also endeavours to uplift and enhance our College community.

YEAR 7 Co-Curricular Participation

SCHOOL SPORT

Our sporting programs have always been about supporting and developing the character, athleticism, skills and potential of our student athletes, while also giving them the opportunity to grow and develop their character through the many lessons that sport teaches.

Our hope is that students who are part of our sport program can find a space in one of our many teams or individual pathways, where they feel supported, challenged and a sense of pride in representing BAC.

Sport options offered throughout the year may include:

- District sports
- Sport specific trainings
- On-campus recreational sports
- Off-campus paid recreational sports
- Senior study option

Extra curricular sporting opportunities are available in our Marquee Sports of:

- Basketball
- Futsal
- Touch Football.

BAC also offers a Run Club during Cross Country season.

SPECIFIC REQUIREMENTS

The full BAC sport uniform is required for participation.

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